

Reading and Writing Achievement Standards

**A Component of
Atlantic Canada English Language Arts Curriculum
(Entry – Grade 9)**



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**End of Grade 6
December 2008**

Acknowledgements

The Departments of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island gratefully acknowledge the contributions of Department and School District/Board personnel, as well as many teachers to the development of the achievement standards documents.

Achievement Standards Steering Committee

New Brunswick

Dorene Alexander
Barry Lydon
Darlene Whitehouse-Sheehan

Newfoundland and Labrador

Eldrid Barnes
Bob Gardner

Nova Scotia

Ann Blackwood
Ann Powers
Vince Warner

Prince Edward Island

Clayton Coe
Cindy Wood

CAMET

Sylvie Martin

New Brunswick Writing Team

Dorene Alexander
Elaine Batt
Kimberly Bauer
Cynthia Hatt
Darlene Whitehouse-Sheehan

Regional Department of Education Literacy Committees (current and past members):

New Brunswick

Dorene Alexander
Tiffany Bastin
Kimberly Bauer
Sandra Mazerall
Darlene Whitehouse-Sheehan

Newfoundland and Labrador

Denise Coady
Beverley Fitzpatrick
Krista Vokey

Nova Scotia

Beth Charlton
Mary Fedorchuk
Tom Henderson
Susan Martin-O'Brien
Janet Porter
Jim Rice
Barry Wilson

Province of Prince Edward Island

Tracey Anderson
Jackie Hicken
Linda MacDonald
Jarmo Puiras

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Introduction

Background

The reading and writing achievement standards documents were developed by the Atlantic Provinces under the auspices of the Council of Atlantic Ministers of Education and Training (CAMET). The New Brunswick Department of Education had lead responsibility for the project, with input provided by the other provinces at defined points. The first draft of the achievement standards was developed in consultation with teachers and personnel from school districts/boards. Working groups of educators from various school districts/boards, provincial assessments, and the work of educational researchers documented in professional resources were consulted in ongoing revisions. Final draft versions of the documents were made available for field tests/reviews throughout the Atlantic Provinces. The resulting feedback informed the published versions of the achievement standards.

Timeline of Reading and Writing Achievement Standards Development

- CAMET initiative formulated for grade-level standards documents.
- New Brunswick assumes project lead.
- Draft development following consultation with educators.
- Field tests/reviews conducted of final drafts.
- Achievement standards documents published.

Purpose

The achievement standards are intended to establish common expectations in reading and writing among Atlantic Canadian educators for students at the end of designated grade levels (entry through grade nine). The standards address the question, **“How well should students be able to read and write independently by the end of each grade level?”**, and are based on both the reading and viewing outcomes and the writing and representing outcomes within the *1998 Atlantic Canada English Language Arts Curricula*, Entry through Grade Nine. (See Appendix for outcomes alignment.) The project directive focuses only on defining reading and writing achievement standards. However, not to be diminished is classroom instruction in the other language arts outcomes (i.e. those outcomes not addressed from the reading and viewing, the writing and representing, and the speaking and listening strands).

The standards provide reasonable end-of-grade expectations for reading and writing through descriptions of two levels of student achievement:

The standard for **appropriate achievement** describes what a student who meets intended grade-level expectations of the learning outcomes must know and be able to do.

The standard for **strong achievement** describes what a student who demonstrates a high level of performance in intended grade-level expectations of the learning outcomes must know and be

Overview: Reading Achievement Standards

The reading achievement standards include **three components** to be considered when **assessing students' independent interactions** with text. The three components are identified as:

Text Complexity – characteristics of literary and information texts

Reading Strategies and Behaviours – learning behaviours students should exhibit when reading texts independently

Comprehension Responses – literal, inferential/interpretive, and personal/critical/evaluative responses to texts

Exemplars (samples) of comprehension questions and student responses are provided as a guide for teachers to use when formulating questions and promoting discussions with any classroom student texts.

Student responses were collected through fall provincial assessments (October and November) and by classroom teachers at the end of the school year. Students were provided with grade-appropriate reading passages and related open-response questions to complete **independent** writing tasks. No teacher assistance could be provided with the reading or interpretation of the passages or questions.

Overview: Writing Achievement Standards

The writing achievement standards include **three components**:

Text Forms – characteristics of narrative, poetry and information texts

Writing Strategies and Behaviours – learning behaviours students should exhibit when writing texts independently

Writing Traits – describe what students should be able to demonstrate independently with respect to the six common traits when completing a piece of writing. The six traits are:

Content/Ideas – overall topic, degree of focus, and related details.

Organization – structure and form, dependent on purpose and audience

Word Choice – vocabulary, language, and phrasing

Voice – evidence of author's style, personality, and experience

Sentence Structure – variety and complexity of sentences

Conventions – spelling, punctuation, capitalization, and usage (grammar)

The writing achievement standards for each grade level are clarified through student exemplars. The student exemplars, with supporting rationale, represent various forms of both narrative and expository writing. The majority of writing samples were drawn from provincial writing assessments; information is displayed within writing assessment booklets indicating student writing samples at this level may later be used in provincial publications.

Writing tasks on assessments include both a topic of student choice and assigned prompts. Students used space provided to plan and draft, revise and edit, before writing their final copy. All assignments were completed **independently** within a sixty-minute time frame. Students were reminded to use their writing tools (e.g., dictionary and thesaurus).

Guidelines for Copying from the Standards

Educators should note that the **published fiction/nonfiction texts within the reading standards have been reprinted by permission of the publisher/owner**; a citation appears at the bottom of each page to provide source information. The materials have been secured with an agreement that they will be viewed only within the document and/or in a read-only electronic version; therefore the reading passages **may not be reproduced** in any form. The student exemplars however, in both the reading and writing sections, can be reproduced but only for use within classrooms.

Application of Standards

When using the achievement standards for either formative or summative purposes, it is important to consider all elements of the standards and to give students multiple opportunities to demonstrate their abilities. For example, when assessing a student's ability to read, the teacher must consider text complexity, reading strategies the student employs, and various types of responses to text. Similarly, when assessing a student's ability to write, it is important to consider all traits that contribute to quality writing.

Application of the Reading Standard

Student reading comprehension exemplars reflect responses to grade-appropriate reading texts (i.e., text complexity defined as **appropriate** for the end of a given grade level). Student responses determined to be at an appropriate level reflect the criteria described for appropriate achievement; and student responses identified as strong achievement reflect the criteria described for the strong level. Comprehension responses are defined as:

Literal –students recall explicitly stated facts and/or ideas. Often the level of achievement is dependent upon the number of questions answered correctly; that is, for appropriate achievement a student responds accurately to **most** literal questions; for strong achievement a student responds accurately to **virtually all** literal questions. As the text complexity advances, strong achievement may be distinguished by precision and the depth of response.

Inferential/Interpretive – students connect ideas within the text, demonstrating an ability to identify and understand messages that are implied, but not explicitly stated.

Personal/Critical/Evaluative – students make judgments about textual content.

It is expected that students who demonstrate a strong level of achievement will be capable of reading slightly more challenging texts than included within the grade-level documents. With more challenging texts, the student may not consistently demonstrate the criteria for responses defined under strong achievement.

Application of the Writing Standard

To obtain appropriate achievement in writing, student writing must consistently demonstrate the level of development described for each trait within the category of the standard. However, a student whose achievement in writing is identified at an appropriate level may be strong in one or more traits. Equally, to be identified at a strong level of achievement, the student must consistently demonstrate the level of development described within the standard for each trait in the strong category. **When assessing a student's writing achievement for formative purposes, a teacher could focus on the student's ability with respect to each trait. The information gained could inform instruction** to ensure a student achieves the overall level of development identified within the end of grade level achievement standards. The goal is to develop students' proficiency in all the traits of writing as each is important and contributes to quality writing.

Planning for Individual Instruction with the Standards

The reading and writing achievement standards and accompanying exemplars may facilitate the design and implementation of individual learning plans for reading and writing outcomes. The descriptors in the standards are designed on a continuum; therefore, any grade level, indicative of a student's instructional level, may be used to guide planning. This can be achieved by matching the behavior descriptions of appropriate and strong achievement at a grade level reflective of the student's reading and writing ability. Once this level is determined, goals and specific outcomes may be written to reflect the reading and writing standards. The reading and writing standards provide a tool to focus literacy goals for the instructional level of any student.

Conclusion

The purpose of this CAMET initiative, standards for reading and writing - Entry through Grade 9, is to provide teachers with a tool for assessing student achievement that is consistent with other jurisdictions. The *Reading and Writing Achievement Standards* define **how well a student should be able to read and write** at the end of each grade and are intended as supplementary documents to the *Atlantic Canada English Language Arts Curriculum*.

Reading Achievement Standards

End of Grade Six

Reading Achievement Standards Appropriate and Strong

Reading Texts

Student Reading Comprehension Exemplars

Reading Achievement Standards



Reading Strategies and Behaviours Appropriate Achievement	Reading Strategies and Behaviours Strong Achievement
Students • monitor reading and self-correct; adjust strategies (e.g. reread, read on, skim/scan, make connections) according to form, purpose, and specific text challenges • use meaning, structure, and visual cues (e.g., word order, roots, affixes, syllables) to solve unknown words; make reasonable attempts at multi-syllabic and content-specific words • read a wide variety of words with automaticity, including subject-specific terminology and words from oral language • read familiar passages fluently, with appropriate pacing, phrasing and expression, to convey sense of text to audience; may hesitate occasionally with unfamiliar words • use context clues, prior knowledge/experiences and knowledge of text forms/features to verify and adjust predictions while reading • use text features (e.g. table of contents, glossary, headings/subheadings, index, sidebars, charts/diagrams, maps, font) to preview, interpret and locate information • reflect on personal use of reading strategies to construct meaning (discussion/teacher prompts/journals)	Students demonstrating strong achievement apply strategies and exhibit behaviours described at the appropriate level in an increasingly efficient and deliberate manner, and • adapt use of strategies to access challenging text • make insightful text-to-text and text-to-world connections based on knowledge gained through broader reading experiences

Comprehension Responses Appropriate Achievement	
Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below.	
Reading “the lines”	<u>Literal Response</u> Students • respond accurately to most literal questions by selecting and locating relevant details, locate information using a variety of sources • identify key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text including most relevant details; explain how events are related to the theme; graphic organizers (e.g. timelines, story maps) may be used • identify main ideas and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points
Reading “between the lines”	<u>Inferential/Interpretive Response</u> Students • make logical inferences about characters (motivations, feelings or personality), and story events, referring to some relevant textual details; describe relationships between characters and effect on plot or overall theme • interpret relationships among several ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details • use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; provide obvious interpretations of more subtle shades of meaning, and figurative and descriptive language • interpret text features (e.g. headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs) and explain how they help the reader understand the text
Reading “beyond the lines”	<u>Personal/Critical/Evaluative Response</u> Students • make personal connections: compare/contrast with personal experiences/ relevant prior knowledge and make logical text-to-text comparisons; many connections go beyond the obvious and can be supported with a reasonable explanation • express and support preferences for, and opinions about particular texts, authors, illustrators and genres with specific details/examples • recognize some aspects of an author’s style/technique (e.g., figurative language, dialect, descriptions); explain how this influences the reader’s experience; evaluate author’s effectiveness by providing relevant examples • respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias • recognize purpose, structure, and features of a variety of text forms (e.g. short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy)

Comprehension Responses Appropriate Achievement	Comprehension Responses Strong Achievement
Sample Questions/Tasks The following types of questions/tasks may be used to assess students' comprehension.	Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and precision. They also • read large amounts of text distinguishing between important and unimportant details • organize and present information gathered from a wide variety of texts
<u>Literal Response</u> • <i>Skim this part to find ____ (information/topic) and tell me about it.</i> • <i>Summarize what you have found out so far. What key words did you make note of to help you remember?</i> • <i>Where would you begin to construct a timeline to plot the events in this autobiography?</i> • <i>Why is ____ (event/action of character) important to the story?</i> • <i>What message do you think the author is trying to give to the reader?</i> • <i>What were the main ideas in this selection? What did you find out about each of the main ideas?</i>	
<u>Inferential/Interpretive Response</u> • <i>Describe ____ (character) at the beginning of the story and at the end of the story. What do you think caused this change?</i> • <i>How did the character's strengths/weaknesses affect the sequence of events in the story?</i> • <i>How would the story be different if the character had acted differently?</i> • <i>How does the information in this book fit with what you already knew about ____ (the topic)? What is the same? What is different?</i> • <i>What does this word mean? What helped you figure that out?</i> • <i>"The sky's the limit." was used on page _____. What does this expression mean? How else could this have been said?</i> • <i>Show me how you used this key to understand the map.</i> • <i>Look at this photograph and caption. What information do you learn that adds to the words of the text?</i> • <i>How do the text features (e.g. headings, charts, questions...) help you understand what you have read?</i>	• provide thoughtful and well-supported responses using specific and relevant textual examples and personal knowledge/experience
<u>Personal/Critical/Evaluative Response</u> • <i>Which character is most like you? How?</i> • <i>How would you have solved the problem?</i> • <i>What did you already know about this topic? What questions do you still have? Where could you find that information?</i> • <i>Would you recommend this book to someone? Why or why not?</i> • <i>Does the author keep you interested in this story? How?</i> • <i>What does the author do to help you picture this character?</i> • <i>The problem is described by _____. What do you think _____ would say about it?</i> • <i>Compare these opposing points-of-view. Explain how each author supports their position. Take a stand and explain/defend your point-of-view.</i> • <i>What are some examples of how the author used persuasive language in this piece?</i> • <i>What are some similarities and differences between one form/genre and another? (e.g. myths and legends)</i>	• synthesize background knowledge and experiences gained through reading to make insightful text-to-text and text-to-world connections

Text Complexity

Students select and read independently a variety of literary and information texts. Texts include

- a range of topics beyond personal experiences, often requiring cultural, historical or social perspectives; topics that appeal to preadolescents (e.g. pop culture, growing independence)
- more challenging/mature theme/ideas (e.g. human problems: war, hardship, economic issues, racism; age appropriate characters/ information requiring the reader to interpret and connect information/ideas with other texts and subject areas; sometimes themes that evoke alternative interpretations)
- many complex sentence structures (including sentences greater than 20 words), more complicated use of dialogue; wide range of declarative, imperative and interrogative sentences; embedded phrases/ clauses
- challenging language (meaning derived through context, glossary/dictionary); figurative language (e.g. similes, metaphors), descriptive and connotative language; some dialect or languages other than English
- many words greater than three syllables (requires knowledge of root words/affixes), complex plurals/spelling patterns, many nouns/technical words that are difficult to decode
- variety of illustrations/photographs/complex graphics that match/add meaning/extend text; some literary text with no or few illustrations
- many lines of print on a page; variation in layout/print styles/font within the same text (some examples of dense print); wide range of punctuation; often include readers' tools (e.g. glossary, pronunciation guide)

Note: Text complexity is not defined as appropriate or strong. The wide range of unfamiliar content at this level ensures sufficient challenges for most readers.

Literary (Science Fiction, Myths, Legends, Poetry, Mysteries, Fantasy, Realistic/Historical Fiction, Hybrids)

Texts are characterized by

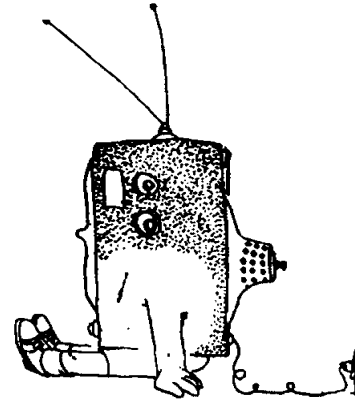
- varied structures (e.g., short stories, plays) with multiple narrators, some longer books requiring sustained reading and recall of information; some collections with interrelated themes
- plots with detailed episodes/subplots/multiple story lines; occasional unexpected twists, description important to understanding, some obvious symbolism
- main character with some complexity and unpredictability, i.e. "hero" with shades of good and bad; factors that relate to character development that require inferences; multiple characters revealed through dialogue, actions, thoughts and/or perceptions of others
- variety of dialogue with use of descriptive language; relationship between characters becoming important to plot and character development; settings described in detail are important to understanding; often beyond personal experience

Information (Content Subject Textbooks, Reports, Instructions, Biography, Memoir, Autobiography, Hybrids)

Texts are characterized by

- several topics and/or explicit ideas/information often linked by categories and presented through clear structures (e.g. description, sequence, compare/contrast, problem/solution, cause/effect- at times combined in same text)
- small pieces of information per section; sections not always clearly identified; paragraphs of various length
- print and illustrations equal in prominence; print that adds details necessary for interpretation; variety in layout, often not linear
- wide variety of graphics, some dense and challenging,, supplement text; scales/legends/labels often require interpretation; some complicated layouts
- additional information conveyed through text features (e.g. table of contents, index, glossary, subheadings, captions, sidebars, cutaways, charts, diagrams, maps, keys/legends, and bold type)

Read the poem. Answer all the questions in your own words. Refer to the poem when necessary, to reveal that you have a clear understanding of the ideas.



JIMMY JET AND HIS TV SET

by Shel Silverstein

Poor Jimmy Jet is so influenced by TV that the unthinkable happens.

I'll tell you the story of Jimmy Jet—
And you know what I tell you is true.
He loved to watch his TV set
Almost as much as you.

He watched all day, he watched all night
Till he grew pale and lean,
From "The Early Show" to "The Late Late Show"
And all the shows between.

He watched till his eyes were frozen wide,
And his bottom grew into his chair.
And his chin turned into a tuning dial,
And antennae grew out of his hair.

And his brains turned into TV tubes,
And his face to a TV screen.
And two knobs saying "VERT." and "HORIZ."
Grew where his ears had been.

And he grew a plug that looked like a tail
So we plugged in little Jim.
And now instead of him watching TV
We all sit around and watch him.

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Literal Response – Reading “the lines”**1. What was Jimmy’s favourite hobby?**

(This question generates one level of response.)

Criteria for Response

Students respond accurately to the literal question, saying the boy’s hobby was watching TV.

Student Exemplars (Appropriate – In students’ words and spelling)

- The boy watched TV day and night.
- Jimmy liked to watch TV all the time.
- Jimmy spent all of his time watching his TV.

2. How does the poet make you think Jimmy watched too much TV?

(This question generates one level of response.)

Criteria for Response

Students respond accurately to the literal question, making inferences about the amount of time the boy spends watching TV.

Student Exemplars (Appropriate – In students’ words and spelling)

- He says Jimmy watched so much TV he got pale and thin.
- He says he watched TV all day and he watched TV all night.
- The poet says Jimmy watched TV all the time day and night until he turned into a TV.

Inferential/Interpretive Response – Reading “between the lines”**3. Describe what happened to Jimmy in lines 9-12; tell why it happened.**

(This question generates two levels of response.)

Criteria for Appropriate Response

Students make logical inferences about events in the poem and effect on the overall theme.

Student Exemplars (Appropriate – In students’ words and spelling)

- Jimmy started to turn into a TV because he sat in front of it all the time.
- Jimmy began to look like a TV because he watched it so much.

Criteria for Strong Response

Students make logical inferences about events in the poem and effect on the overall theme providing specific and relevant textual details in the explanation.

Student Exemplars (Strong – In students' words and spelling)

- Jimmy was beginning to look like a TV little by little and his bottom grew into his chair and antennas grew out of his hair when he sat there so long.

4. Explain what purpose the poet had in writing this poem.

(This question generates two levels of response.)

Criteria for Appropriate Response

Students interpret the poet's purpose providing an obvious explanation.

Student Exemplars (Appropriate – In students' words and spelling)

- The poet wrote a poem that wasn't true but was funny when you read it cause you shouldn't watch so much TV.
- The poet makes the poem funny so you wont watch too much TV.

Criteria for Strong Response

Students interpret the poet's purpose providing a thoughtful explanation.

Student Exemplars (Strong – In students' words and spelling)

- The poet used humour to give us a lesson on watching TV so we would be more careful about the time we spend in front of the television.
- The poet wrote the poem but it was not really true. It was just a lesson to tell us that it was bad to watch a lot of TV.

Personal/Critical/Evaluative Response – Reading “beyond the lines”**5. Explain what could be learned from this humorous poem.**

(This question generates two levels of response.)

Criteria for Appropriate Response

Students make personal connections about the results of a character's actions (i.e., Jimmy's turning into a TV from watching it all the time); connections may be beyond the obvious.

Student Exemplars (Appropriate – In students' words and spelling)

- You could learn that too much TV will hurt you.
- You could learn that you will get sick if you spend all of your time in front of the TV.
- You could learn that you will become a different person if you watch TV all the time.

Criteria for Strong Response

Students make personal connections about the results of a character's actions (i.e., Jimmy's turning into a TV from watching it all the time) and support explanations with knowledge gained through other texts/experiences.

Student Exemplars (Strong – In students' words and spelling)

- Jimmy watched so much TV that he turned into one. So you could learn that if you watch too much TV it could damage your body. It could hurt your eyes or keep you from doing any exercises.
- If you watched TV all the time you wouldn't have time to do anything else and you would be really lazy. You wouldn't have any friends so you would be lonely.
- Watching too much TV could keep you from communicating and sharing with others. You wouldn't turn into a TV like the poet said Jimmy did, but you would start to become odd like he did.

Egyptian Pyramids

Ancient Egypt was a very innovative society. The Egyptians made many contributions to the science and technology of the modern world. These innovations changed the way agriculture, communication, and architecture were practised. They also helped to shape the Egyptians' spiritual beliefs.

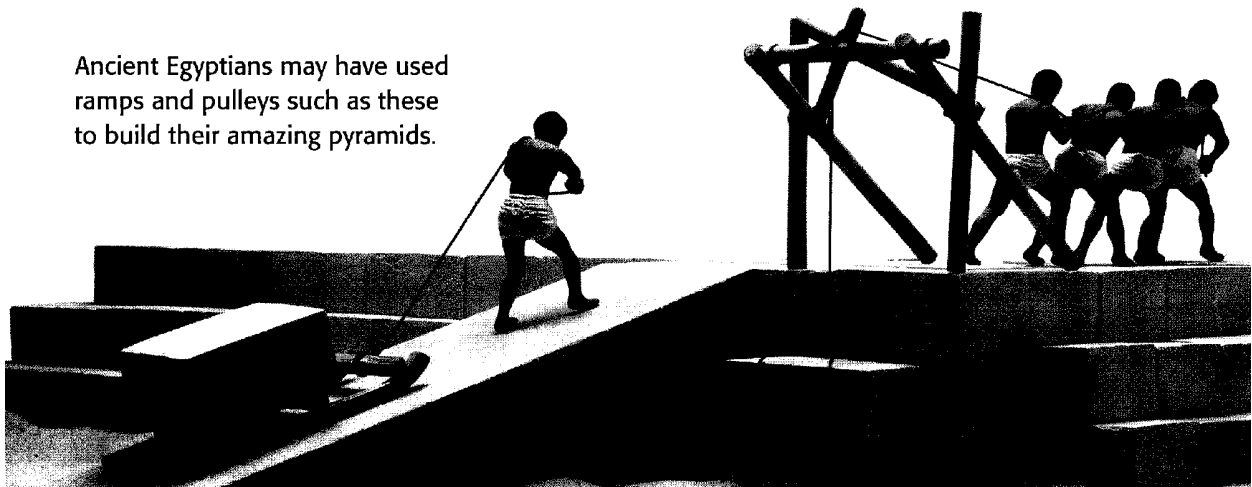
About 7000 years ago, people started farming in Egypt. They farmed in the valley around the Nile River. The surrounding area was mostly desert, but the Nile Valley was fertile. Every summer the Nile flooded, leaving behind a layer of rich soil that allowed farmers to grow crops such as figs, dates, and wheat. The people of Egypt grew wealthy as they traded these items with other nations.

The Egyptians developed a kind of picture writing called **hieroglyphics**

to record both the goods they traded and Egyptian history. They wrote on material made from the **papyrus** reed, which grew along the banks of the Nile. Our word *paper* comes from *papyrus*.

The ancient Egyptians were skilled builders who constructed the giant pyramids at Giza. These were tombs for their **pharaohs**. The pyramids are still some of the largest structures on Earth. It's amazing that the Egyptians were able to build them without modern machinery. **Archeologists**, people who study old civilizations, think the Egyptians used a system of pulleys, ramps, and levers to move and position the large blocks of stone they used in their constructions. Even with these tools, the builders would have needed thousands of workers to complete the pyramids.

Ancient Egyptians may have used ramps and pulleys such as these to build their amazing pyramids.



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Each pyramid had a burial room where the pharaoh's body would be laid. In the room, the Egyptians placed food and other everyday objects. Items such as boats that were too large to fit into the pyramid were represented by carvings that were placed in the tomb. The Egyptians believed the pharaoh would need these things in the afterlife.

Photograph:
Gold mask

When the pharaoh died, his or her body was **mummified**. It took 70 days to make a mummy. First, the Egyptians washed the body with salt water. Then they dried it in salt and packed it with sawdust. They also rubbed it with oils. Next, they wrapped it in linen and put amulets, or charms, on it to protect the pharaoh from harm. Finally, they put a mask over the face. They always laid a pharaoh inside a gold coffin.

A pharaoh was buried with a gold mask over his or her face.

A mummy could last thousands of years. We have learned a lot about ancient Egypt from mummies and the pyramids that were built for them.

Photograph:
Piece of papyrus, with artwork surrounded by hieroglyphics

A pharaoh's mummy was laid inside a decorated coffin.

This piece of papyrus shows hieroglyphics. Each picture stood for a word or sound.

Photograph:

Decorated coffin open with a wrapped mummy inside

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Literal Response – Reading “the lines”**1. In your own words, state the main idea of the article “Egyptian Pyramids.”**

(This question generates one level of response.)

Criteria for Response

Students identify the main idea of a text. Multiple logical responses are possible.

Student Exemplars (Appropriate – In students’ words and spelling)

- The main idea of the article is to show what the Egyptian life was like and to show us what they did with none of our modern things.
- The main idea of the article is to educate kids of how Egyptians made contributions to the science and technology of the modern world.
- The main idea of the article Egyptian Pyramids is that they helped us with science and technology in the future.

2. List four relevant details that clearly support the main idea.

(This question generates two levels of response.)

Criteria for Appropriate Response

Students respond accurately by selecting and locating relevant details in a text.

Student Exemplars (Appropriate – In students’ words and spelling)

- One of the relevant details is they talked about farming. The author talked about hieroglyphics and papyrus. They talked about how they built the pyramids, and they talked about how they mummified the kings.
- 1. The Egyptians farmed near the Nile River. 2. The Egyptians gave food and everyday objects to their pharaohs. 3. The Egyptian wrote by drawing pictures called hieroglyphics. 4. When the pharaohs died they would be mummified.

Criteria for Strong Response

Students select and locate relevant details and organize and present information to provide a thorough explanation.

Student Exemplars (Strong – In students’ words and spelling)

- Four details that support the main idea are, 1. 7000 years ago when the Nile would flood, the Egyptians started to farm. 2. The Egyptians created pulleys and ramps to build the pyramid 3. Egyptians first drew and wrote on papyrus reed, where the word paper comes from 4. When a pharaoh would die, they would mummify him.
- The main idea of this article is to educate students on ancient Egypt. One example of that is pyramids and how they made them. Other examples are mummies, how Egyptians traded their crops to other nations and how the Egyptians used a reed called papyrus to write and draw on.

Inferential/Interpretive Response – Reading “between the lines”**3. What does the word *hieroglyphics* mean? How did the author make it easy to figure that out?**

(This question generates two levels of response.)

Criteria for Appropriate Response

Students use a context clue/text feature to explain the meaning of a technical term, providing an obvious explanation about the how the author supports the reader.

Student Exemplars (Appropriate – In students’ words and spelling)

- Hieroglyphics means picture writing. The author made it easy to figure out by saying that “The Egyptians developed a kind of picture writing called hieroglyphics to record both the goods they traded and Egyptian history.”
- The word hieroglyphics means the picture writing the Egyptians used. The author made it easy to find out by putting it in bold.

Criteria for Strong Response

Students use context clues and text features to explain the meaning of a technical term; providing a well-supported explanation about how the author supports the reader. The responses often include relevant textual examples and/or personal knowledge/experience.

Student Exemplars (Strong – In students’ words and spelling)

- Hieroglyphics are pictures standing for words and sounds. The author made it easy for us to understand what the word hieroglyphics meant by making the word bold, saying what it meant by the word, and having a picture explaining it at the side.

4. How did the Egyptians become wealthy?

(This question generated two levels of response.)

Criteria for Appropriate Response

Students interpret relationships among several ideas, draw conclusions and include relevant textual details in the explanation.

Student Exemplars (Appropriate – In students’ words and spelling)

- The Egyptians became wealthy because in the summer the Nile flooded and made a layer of rich soil. The Egyptians grew crops and got wealthy by trading the crops for other things.
- The Egyptians became wealthy by trading their crops, ex: figs, dates and wheat with other nations.

Criteria for Strong Response

Students interpret relationships among several ideas to draw conclusions and provide a thoughtful and well-supported explanation including specific and relevant textual details.

Student Exemplars (Strong – In students' words and spelling)

- The Egyptians became wealthy by discovering how to do important things. They learned that crops grew better in the rich soils from the Nile river. They made up hieroglyphics to record things that happened. When they built pyramids they used pulleys, ramps and levers to make it easier and they found out how to mummify bodys.

Personal/Critical/Evaluative Response – Reading “beyond the lines”**5. In your opinion, which Egyptian innovation has had the greatest impact on today's world? Explain your thinking.**

(This question generates two levels of response.)

Criteria for Appropriate Response

Students apply prior knowledge and make personal connections to support a reasonable explanation.

Student Exemplars (Appropriate – In students' words and spelling)

- In my opinion, the Egyptian innovation of farming has made the greatest impact on today's world because we use farming for food and if nobody farmed there would be no fruits or vegetables.
- In my opinion, I think that the Egyptian innovation that has had the greatest impact on todays world is agriculture because they knew that you need good rich soil to grow crops.

Criteria for Response: Strong

Students apply prior knowledge/information from other texts and make insightful connections to support a logical explanation.

Student Exemplars (Strong – In students' words and spelling)

- In my opinion I think the pulley has had the greatest impact on today's world because we took their invention and made it better by inventing our own invention to attach to it. We made mitchens to pull the rope so you don't need to pull yourself. That mitchener also led us to invent cranes.
- I think the Egyptian innovation that has the biggest impact on today is the pulleys. Even though we have huge machines that do the work for us today, some were based on these basic pulleys. If the Egyptians hadn't invented the pulleys, some of our older buildings would have never been made.
- I think that the papyrus that the Egyptians used to write and draw on is the most use to us now. Our modern word "paper" came from the papyrus. I think it's cool how we still use something in our everyday lives that people thousands of years ago discovered.

6. What information do the drawings and photographs add to the piece?

(This question generates two levels of response.)

Criteria for Appropriate Response

Students recognize how visual information supports the reader's experience.

Student Exemplars (Appropriate – In students' words and spelling)

- The drawings and photos show us what they maybe would have looked like back thousands of years ago. They give us visuals.
- I think the drawing and photograph add pictures in your mind that help you understand what the author is talking about.
- The drawings and photographs add more understanding to the text by showing examples of what the piece means.

Criteria for Response: Strong

Students recognize how visual information supports the reader's experience and provide an explanation beyond the obvious.

Student Exemplars (Strong – In students' words and spelling)

- The drawings and photographs give us a better understanding of what Egyptians did. They give us a visual of what the tombs looked like and what the pulleys might of looked like, so we can get a better picture.
- The drawing and photographs add to the piece by showing what a pulley or what hieroglyphics looks like. I think the drawing and photographs helps explain things more clearly espically for visual learners.

The Dog Days of Summer

Ever heard the phrase “the dog days of summer”? Ever wonder where this saying came from? If you’re like me, this probably isn’t something you sit around and contemplate. If you’re like my dad, you think of things like this all the time. Then you use them to your advantage.

The other day, my dad came up to me and said, “Jessica, I’ve got a riddle for you. If you solve it, I’ll mow the lawn. If you don’t solve it, then you’ll mow the lawn.”

I know Dad thinks it’s a way to make it look like I’m getting out of work, but really it’s just a game he plays with me. To him trivia is not trivial; it’s an opportunity to learn something. This time, however, I vowed to make him do the mowing.

“Fine, dad, what is it?” I said.

“You positive you want to take this on?” he asked, almost taunting me. I’m sure he knows that I can’t resist a challenge.

“Why not? Give it your best shot,” I said with false confidence. I try to act confidently, because whatever the outcome, it’s the best way to play Dad’s game.

“Okay. Here you go,” he said, handing me a piece of paper.

“Wow, you’ve gone all out on this one, Dad.”

“Aw, Jess, don’t be such a smart aleck. Just see what it says,” he shot back. I looked down to the paper and began to read.

Ever heard the phrase, “the dog days of summer”? Ever wonder where the saying comes from? Two explanations follow. One is real and the other is made up. Read both A and B, and see which one you think explains the real origin of this phrase.

A: “The dog days of summer” is the name given to the really hot days in July and August. It is the time when the sun is so hot, gum melts on the pavement, or you can see heat waves rising. The days are so hot, and you feel so sticky and uncomfortable, that you don’t want to do anything. Even moving seems like a chore. These are the days when you look over at your dog and you can tell he is feeling exactly the same. He just lies there on his side with his legs sticking straight out. All he does is pant. These are the dog days of summer.

Photograph:
a dog sleeping

Photograph:
upclose
picture of
stars in night
sky

B: Centuries ago, people thought that **constellations** (groups of stars) looked like the shapes of objects or animals. One constellation looked like a big dog, which is Canis Major in Latin. The brightest of the stars in this constellation is called Sirius. It is so bright that the ancient Romans thought that the earth received heat from it.

For several weeks in late July and early August, Sirius rises and sets at about the same time as the sun does. People believed that the heat from Sirius (the “dog star”) added to the heat of the sun, creating a stretch of hot and sultry weather. They named this period of time “the dog days.”

I stopped reading and looked up at my dad. Typical dad trivia.

"Well?" he said. "What do you think? Which one is it?"

"I don't know," I said. "Who knows this stuff anyway? Who cares?"

"Come on, Jess, don't let me down. Which is the real explanation?" he asked. To Dad, having to mow the lawn himself was worse than dealing with someone who didn't want to play his game. I decide to indulge him.

"Okay," I said. "My guess is the first one, A." There was silence. "Okay, it's B." More silence. "Well which is it? Do I mow the lawn or not?" I asked.

My dad stood there for a minute and then said, "Oh, the lawn doesn't need to be mowed anyway. But if you're up for a bit of healthy competition, and you can find out the correct answer in one hour, I'll take you out for an ice cream after supper."

I knew it. He'll do anything to help you learn new things. Even if you don't want to.

"You're on," I said, "but if I win, we eat dessert before supper. By the way, I guess you could say that this healthy competition isn't so healthy."

"Touché," he said, as I headed for the computer to find the answer that would earn me the best ice cream around.

Photograph:
Ice cream cone

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Literal Response – Reading “the lines”**1. What does Jessica mean when she says, “To him trivia is not trivial.”?**

(This question generated two levels of response.)

Criteria for Appropriate Response

Students respond accurately by locating and selecting relevant details.

Student Exemplars (Appropriate – In students’ words and spelling)

- Jessica means that a trivia question isn’t a trivia question to him, it’s an opportunity to learn something.
- She means to her dad it’s an opportunity to learn something.
- She means it’s not just boring questions it is an opportunity to learn stuff.

Criteria for Strong Response

Students respond accurately by locating and selecting relevant details demonstrating a precise understanding of the text.

Student Exemplars (Strong – In students’ words and spelling)

- She means that cool facts (no matter how random) are not unimportant to him.

Inferential/Interpretive Response – Reading “between the lines”**2. At the end of the story, explain what Jessica means when she says, “I guess you could say that this healthy competition isn’t so healthy.”?**

(This question generates two levels of response.)

Criteria for Appropriate Response

Students use context clues to interpret the meaning of a text.

Student Exemplars (Appropriate – In students’ words and spelling)

- Jessica means that dessert before supper isn’t very healthy.
- It’s not a healthy competition anymore because if she wins the bet, they eat ice cream before supper, which isn’t very healthy.

Criteria for Strong Response

Students use context clues to interpret the subtle shades of meaning within a text, providing an explanation based on specific and relevant examples.

Student Exemplars (Strong – In students' words and spelling)

- Jessica means that the “healthy competition” isn’t that healthy because if she wins they get to have ice cream and ice cream isn’t that healthy. Her dad takes it as a healthy (for the brain) competition.
- She means that her dad said it would be healthy referring to the brain but in the end ice cream as a prize isn’t healthy.

3. Does Jessica enjoy her father’s trivia games? Give details from the story to support your answer.

(This question generates two levels of response.)

Criteria for Appropriate Response

Students make logical inferences about a character’s motivation referring to some textual details in the response.

Student Exemplars (Appropriate – In students' words and spelling)

- She does not really like his games. They sort of bug her. Examples would be when she says “fine, what is it?”, “I knew it”..., she seems sarcastic sometimes.
- I think Jessica likes her father trivia games, but only if theres something good in it for her, like getting ice cream, or not having to mow the lawn.
- Jessica doesn’t like his riddles I think because in part of the story she said “who know this stuff” and “who cares?” I think she only likes the prizes.

Criteria for Strong Response

Students make logical inferences about a character’s motivation referring to relevant textual details/personal experience in the response.

Student Exemplars (Strong – In students' words and spelling)

- Jessica thinks they’re kind of pointless, but she likes a bit of competition. She's always up for a challenge. In the story you can tell that she likes to compete with her dad, she always gives it a shot. It says "Im sure he knows I can't resist a challenge." So I do think she enjoys the trivia games.

4. Find the word – constellations- on page 2. Why is it written this way? Give the reason, using your own ideas and details from the story.

(This question generates two levels of response.)

Criteria for Appropriate Response

Students interpret a text feature and provide an obvious explanation about why it is bolded.

Student Exemplars (Appropriate – In students' words and spelling)

- The word constellation is written in the story that way because it is showing you that it is an important word, in the story.
- It's written that way to show that it means something important.

Criteria for Strong Response

Students interpret a text feature and provide a thorough explanation of how it supports the reader.

Student Exemplars (Strong – In students' words and spelling)

- I think it is written that way because it's the main word in the paragraph. You see it and know it's there for a reason. Also some people are unsure of the meaning of the word, that explains why in brackets they put (groups of stars).

5. In the last paragraph, what does Jessica's dad mean when he says, "Touche." Explain your answer, using your own ideas and details from the story.

(This question generates two levels of response.)

Criteria for Appropriate Response

Students use context clues and prior knowledge to interpret vocabulary and convey a sense of the meaning in the text.

Student Exemplars (Appropriate – In students' words and spelling)

- He means "you're right" sort of when he says "touché". Like pointing out he knows what she means.

Criteria for Strong Response

Students use context clues and prior knowledge to interpret vocabulary and provide a precise interpretation of meaning in the text.

Student Exemplars (Strong – In students' words and spelling)

- When people say touché they're really saying either "nice one" or "good come back" of what they or someone else said.
- What Jessica's dad means by the word "touché" is, good come back or good answer.

Personal/Critical/Evaluative Response – Reading "beyond the lines"**6. In the story, why did the author not reveal the answer to dad's riddle? Explain your answer using your own ideas and details from the story.**

(This question generates two levels of response.)

Criteria for Appropriate Response

Students recognize an author's technique and explain how this influences the reader's experience.

Student Exemplars (Appropriate – In students' words and spelling)

- The author maybe did not want us to know because she might have wanted us to find it for ourselves and we could ask the same question to our friends and family.
- The author didn't reveal the answer because maybe she/he wanted it to be a riddle for other people to figure out. Also maybe because at the end Jessica was still trying to figure the riddle out.

Criteria for Strong Response

Students recognize an author's technique and provide an insightful explanation about how this influences the reader's experience.

Student Exemplars (Strong – In students' words and spelling)

- The author didn't reveal it because it left you hanging, Also because it might interest you to find out the history of the saying "the dog days of summer". Maybe it would help you learn.
- The author did not give the answer because this dad character seems pretty nice so no matter what the answer she picked he would've gave her ice cream anyways! Or, maybe the author wanted it to leave you thinking, leave you wondering what answer was it, and make you want to read more books to find out Dad's question.

Writing Achievement Standards

End of Grade Six

Writing Achievement Standards Appropriate and Strong

Student Writing Exemplars with Rationales

Writing Achievement Standards



Writing Strategies and Behaviours

End of Grade 6

Students

- select and develop a topic within a chosen form demonstrating an awareness of audience
- write with purpose and understand the influence of the writer
- gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer) to sort and classify the information/ideas and make new connections; apply knowledge of copyright/plagiarism
- draft a piece of writing making critical choices about ideas/content based on purpose and intended audience
- independently re-read to add to, delete from, or reorganize the text to strengthen content
- request, obtain, and make decisions about, constructive criticism
- understand revision supports clarification and strengthens communication
- reread writing aloud for fluency; begin to make changes to sentence structures
- use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions and strengthen word choice; may require teacher support for split dialogue
- use a variety of publishing formats (e.g. books, pamphlets, posters, web sites) with appropriate text and text features
- able to identify personal use of strategies before, during, and after writing

Students demonstrating **strong achievement** apply the strategies and behaviours listed above in an increasingly independent manner. They are also more willing to take risks in their writing.

Traits of Writing	
	Appropriate Achievement
	Students
Content overall topic, degree of focus, and related details	• select a specific topic that establishes the purpose and audience • include straightforward and predictable ideas/events • support the ideas with relevant details
Organization structure and form, dependent on purpose and audience	• select an appropriate form and establish the purpose in the introduction • show evidence of logical sequencing • show control of paragraph divisions • provide an obvious conclusion See <i>Text Forms</i> for elements of narrative and information texts.
Word Choice vocabulary, language, and phrasing	• include precise/interesting words and/or technical language • include descriptive words (adjectives, adverbs, strong verbs, strong nouns)
Voice evidence of author's style, personality, and experience	• show awareness of audience • demonstrate engagement with subject • include glimpses of personal feeling, energy, and individuality
Sentence Structure variety and complexity of sentences	• include different kinds of sentences, with a variety of complex structures (occasional errors) • include a variety of sentence lengths and beginnings to establish rhythm and create interest
Conventions spelling, punctuation, capitalization, and usage (grammar)	• use correct end punctuation and capitalization • include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence • spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes) • follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g., <i>Give it to Tom and me.</i>)

Traits of Writing

Strong Achievement	Conference Prompts
Students	
- introduces a specific topic with a main idea that establishes a clear purpose and definite audience - include some original/thoughtful ideas - develop ideas/information by including relevant details	<i>What and why do you want your reader to know about this topic?</i> <i>What specific details do you need to add to enhance this part?</i> <i>Have you included details that are not supporting your purpose/plot plan?</i>
- establish a clear purpose and provide an effective introduction - use a logical sequencing structure (e.g., chronological, cause and effect, compare and contrast) - create smooth transitions between paragraphs - provide a definite conclusion	<i>What did you do to help you organize your writing before you began?</i> <i>How did you get your reader's attention?</i> <i>Does your ending pull your ideas together?</i> <i>Here's where I got confused _____</i> <i>How can you show that this part connects to the part you wrote here?</i>
- use strong verbs and nouns (e.g., plunged instead of dove, and patriarch instead of father) - use descriptive vocabulary/phrases to strengthen meaning	<i>Find a place in your writing where you think you made a clear picture for your reader.</i> <i>What did you do to make that part work so well?</i> <i>Highlight three "tired" words in your writing. What words can you use to replace them? Where might you get ideas for new words?</i> <i>What are some words we've been learning in (subject area) that would help you tell about this topic?</i>
- demonstrate a confident awareness of audience - show a sincere engagement with subject - include personal feeling, energy, and individuality	<i>Why did you write this? Who is your reader?</i> <i>What devices have you used to make this engaging for the reader?</i> <i>Will your reader be able to tell how you know a lot about ____?</i> <i>This part made me feel _____.</i>
- show confident use of different kinds of sentences and structures (minimal errors) - create interesting rhythm through variety in sentence lengths and beginnings	<i>What is the strongest sentence in your piece and what makes it strong?</i> <i>How can we make this sentence _____ (longer, shorter, etc.)?</i> <i>Reread this part and see if it is easy to read aloud.</i>
- show control with a range of internal punctuation (e.g., dashes, brackets, colons, hyphens, ellipses) - punctuate most split dialogue correctly - use common homophones correctly (e.g., you're-your, there-their-they're, hour-our) - show overall control with grammatical structures and spelling	<i>Find a place in your writing where you used dialogue. Check the example and see if you used quotation marks and commas in the right place.</i> <i>I am not entirely sure which character _____ (a pronoun) is.</i> General Conference Prompts <i>After you checked your work using our class checklist, which trait are you really proud of?</i> <i>What are some changes you made in this piece that made it better?</i> <i>What did you decide to revise after you shared your draft with a peer?</i> <i>On what would you like to work to improve in your next piece?</i> <i>What is the best way to publish this writing?</i> <i>What can be accomplished through this piece of writing?</i>

Text Forms

The following describe the specific elements of common text forms explored in grade six, seven, and eight. Refer to the Organization Trait to distinguish between appropriate and strong achievement.

Form: Persuasive

Purpose: to discuss and/or debate ideas developing an argument to convince the reader to agree with the writer's premise

Opening Statement: provides an overview of the topic and states the writer's position (e.g. *Racial slurs are damaging and should not be permitted.*)

Arguments and Reasons: provides three or more arguments or assertions that have supporting statements (*I believe...because...*) drawn from facts or personal experience; begins to identify other points of view and counter-arguments

Conclusion: includes a statement to reinforce or summarize position

Special Features

- persuasive devices (quotes from experts, examples, anecdotes, flattery, authorial intrusion, irony, wit, humour)
- linking words/phrases (*because, however, also*)
- present tense
- first person singular or plural (*I, we*)
- persuasive adjectives/adverbs (*most, must, strongly*)
- technical terms which are often verbs changed into nouns (e.g. *new comers* becomes *immigrants*)

Form : Explanatory Report

Purpose: to tell how/why something came to be or to explain how something works

Statement or definition: identifies topic with a statement, question or definition

Explanation or how or why: to analyze a process (movements in the earth's crust) showing the relationship among the parts including cause and effect connections

Summary: can state unusual features of the phenomenon and/or reiterate the main points

Special Features

- may include a title, illustrations or diagrams
- connecting words to signal cause-effect (if, because, then) and/or sequence (next, then, when)
- present tense with some passive verbs (e.g. *are folding/faulting*)
- technical, subject-specific vocabulary

Form: Memoir

Purpose: to capture a defining personal memory

Orientation: begins with a purposeful lead, identifies the personal event and may give the reason for selecting the topic

Key Events: has key events in logical order (e.g. single day, flashback) with sufficient relevant details including the subjects feelings revealed through describing actions or using quotes

Conclusion: communicate the larger meaning or reason for the writing

Special Features

- literary language (powerful nouns and verbs, figurative language)
- linking words and phrases (*later that afternoon, as I walked out*)
- past tense

Form: Biography and Autobiography

Purpose: to give a true or fictionalized account of a person's life

Orientation: identifies the subject, the important events in the subject's life, and the reason for the selections

Events: important events are described in a logical order (e.g., chronological, categories); provides reasons for omitting significant parts of the subject's life (e.g., only focusing on the childhood or adult years)

Conclusion: includes a personal response, evaluative statement, or a comment on the significance of the subject

Special Features

- subjects feelings may be revealed in quotes
- supplemental texts (e.g., interviews, awards, newspaper clippings, foreword, afterword)
- dialogue

Form: Hybrid Texts (multigenre texts)

As writers become familiar with certain writing forms and as they read mentor texts that mix two or more genres, they begin to produce hybrid texts to communicate information in different ways (e.g. procedures and explanation, narrative and letters). The different forms to be combined are chosen with a clear purpose and integrated into one harmonious text that communicates a message.

Form: Descriptive Report

Purpose: to describe a topic

Introduction: introduces a manageable topic with a definition or a classification (*Three types of soil are*)

Description of Topic: includes factual details, from a variety of sources (books, photographs, websites), to support sub-topics (e.g., attributes, weather systems) sequenced in a specific way

Conclusion: summarizes, or restates, key ideas; may include an impersonal evaluative comment

Special Features

- includes a title, headings, illustrations, maps, or photographs with labels or captions
- connecting words and phrases (*also, many other, has a variety of*)
- present tense
- language to show comparisons/contrasts (*as hard as*), definitions (*are called*), classification (*belong to*)

Form: Instructions/Procedures

Purpose: to tell how to do something

Goal or aim: identifies topic by title or opening statement(s)

Materials/ingredients: lists materials

Method/process: includes key steps in correct order with adequate details focusing on how/when

Conclusion or Evaluation: includes a closing statement or an evaluation which may be a photograph or drawing of the completed item

Special Features

- may include headings, illustrations, diagrams or labels
- numbered-steps or words showing sequence (*first, next, then*)
- point form or full sentences starting with sequence words or verbs
- present tense often written as commands
- technical language- verbs, adverbs and adjectives (e.g., *whip the cooled creme vigorously*)

Form: Narrative (short story)

Purpose: to entertain with an imaginative experience

Orientation (time, place and characters): attempts to establish an emotional response through the development of character, setting, and plot and setting the mood or tone (e.g. humor, personalization, sarcasm)

Events: involve the main character development, including insights into their actions and feelings, and building the tension that leads to the climax

Resolution: the complication is generally resolved and the loose ends are tied up

Special Features

use of literary devices to create imagery (metaphor, personification, idiom, hyperbole)

- connecting words related to time (*later on, after that,)*
- action verbs and verbs related to character's thoughts and feelings
- include dialogue (with change in tense from past to present)
- pronouns refer to specific characters

Form: Poetry

Purpose: to entertain, communicate deep meaning or create a new perspective on a subject

Organization: a variety of forms with specific structures (e.g. ballad, Haiku, Cinquain, sonnet, diamantes) as well as free verse which has no set structure or conventions

Special Features

- title communicates the meaning of the poem
- lines of text usually short and concise
- words evoke strong images, moods, and/or emotions
- poetic devices (e.g., repetition, refrain, rhyme, rhythm, sensory images)
- literary devices are used (e.g. alliteration, assonance, onomatopoeia, symbolism, personification, rhetorical question)
- the line breaks and white space on the page can have meaning

Important Note: In all forms of writing, where appropriate, all research references are cited.

Student Writing Exemplars with Rationale– Grade 6

Writing exemplars are listed by title or by the first line of the writing piece. The pieces written to a prompt are indicated above the title.

Prompt provided.

“Troubled Waters”

Troubled Waters

The sun was gleaming through the palm trees and the crashing of the waves could be heard as Melissa awoke. Melissa was thirteen years old and loved to surf. Every morning she would go down to the beach with her friends to surf and have fun. She crawled out of bed, put on her wet suit and headed out to the beach.

When she arrived, her friends were already out on the water. They all stopped what they were doing, smiled and came toward shore. They had been waiting. “Hi,” said Amber. “Are you going to teach me to do that cockscrew today?” Melissa nodded happily and headed for the water.

They were just starting to get the hang of the move when something horrible happened. Amber’s surfboard got caught between some large rocks. She lost her balance and fell hard. She was sure she had broken her arm. She was right. Melissa called for help but they were too far from shore to be heard.

Melissa rolled Amber onto her surfboard and started swimming. Meanwhile, Amber had just realized where she was and started kicking her feet. They paddled on for what seemed like hours. When they arrived at shore they noticed that their other friend Micheal had called for an ambulance.

"Troubled Waters"

22 *She quickly thanked him and went back to check on Amber.*
23
24 *Amber was being lifted up into the ambulance when she saw*
25 *Melissa. She called her over and thanked her. "Melissa" she said*
26 *"Thank you for saving my life. You're the ~~to~~ best friend I ever had".*

The writing sample titled “*Troubled Waters*” begins with “*The sun was gleaming....*”

Content/Ideas

- introduces a specific topic with a main idea that establishes the purpose and audience *about friends surfing*
line(s) 3-4 “Melissa was thirteen years old and loved to surf.”
- includes straightforward and predictable ideas
line(s) 4 “Every morning she would go...to surf and have fun.”
line(s) 12-13 “They were...when something horrible happened.”
- attempts to support the ideas with relevant details (may have distractions)
line(s) 9-10 “Melissa nodded happily and headed for the water.”
line(s) 14 “She was sure she had broken her arm.”

Organization

- gives an introduction to establish the purpose
line(s) 3-4 “Melissa was thirteen...and loved to surf.”
line(s) 7 “When she arrived, her friends were already out on the water.”
- shows evidence of sequencing, with connecting/transition words
line(s) 7 “When she arrived”
line(s) 19 “Meanwhile”
line(s) 20 “When they arrived”
- shows control with paragraph divisions
paragraph # 1 introduction
line(s) 5 “She crawled out of bed...headed out to the beach.”
paragraph # 2 the arrival
line(s) 7-8 “They all stopped...came toward shore.”
paragraph # 3 the accident
line(s) 13 “Amber’s surfboard got caught...rocks.”
paragraph # 4 the rescue
line(s) 18 “Melissa rolled Amber onto her surfboard and started swimming.”
paragraph # 5 conclusion
line(s) 25 “She called her over and thanked her.”
- provides an obvious conclusion
line(s) 24-26 ...“Thank you for saving my life. You’re the best friend I ever had.”

The writing sample titled *“Troubled Waters”* begins with *“The sun was gleaming....”*

Word Choice

- includes descriptive and interesting words
line(s) 2 “gleaming”
line(s) 2-3 “crashing of the waves”
line(s) 21 “noticed”

Voice

- shows an awareness of audience and an engagement with subject
line(s) 3-4 “Melissa was thirteen years old and loved to surf.”
line(s) 20-21 “When they arrived at shore...called for an ambulance.”
- includes glimpses of personal feeling, energy, and individuality
line(s) 9 “ ‘Are you going to teach me to do that corkscrew today?’ ”
line(s) 26 “ ‘Thank you for saving my life. You’re the best friend I ever had.’ ”

Sentence Structure

- includes different kinds of sentences with varied complex structures
line(s) 24-25 “Amber was being lifted...she saw Melissa.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm
line(s) 8 “They had been waiting.”
line(s) 19-20 “Meanwhile, Amber...and started kicking her feet.”

Conventions

The student demonstrates skill in the conventions of good writing, with occasional errors.

- includes correct capital letters and end punctuation
line(s) 2-3, 9, 18
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence
line(s) 9, 13, 19
- has familiar and commonly used words spelled correctly
line(s) 3, 13, 19, 21
- follows subject/verb agreement with generally correct tense
line(s) 7, 9, 24
- incorporates generally correct pronouns
line(s) 7, 8, 14-16

Prompt provided.

"The train sped along..."

1 The train sped along the track in a steady beat as we went
2 away from the vanquished land of my people. My feet bled where
3 my blisters had been and my hands cold as ice and callused all over.
4 How far I had run from the danger and war. My brother sobbed
5 next to me. I looked at him and put a hand on his shoulder to
6 comfort him as my mother had done. I missed her too, I had not
7 seen her for two weeks since the war had started. I prayed to god
8 to help her and take care of her.
9 I started to hum the song my mother used to sing to us when
10 we were just babies. My brother looked up at me and smiled. I smiled
11 back. We heard the train screech to a stop. We got up from the
12 sticky seats of the train and walked out. The earth was cold
13 here and the grass still wet with dew from the long night that
14 had passed.
15 It was near noon when we entered the village. It was
16 beautiful. Children of all ages ran around playing tag. A small boy
17 came up to my brother, placed his chubby little fingers on
18 his arm and said "tag". My brother giggled a little and took
19 off running. I stood there for ten minutes when a woman
20 came to me. She had a kind young face and a nice warming smile.
21 She gently took me by the hand and led me to a small

"The train sped along..."

22 room where she sat me down and started to comb my hair. She
23 then undressed me and, just as I started to shiver, she slipped a
24 warm beautiful dress over my head. It ~~then~~ went down to
25 my ankles and over to the end of my arms. Then she took off my
26 shoes and washed my feet with warm water, and put boots on my
27 feet. She braided my hair, ~~and~~ gave me a hug and told me I could
28 go.

29 As I walked out I smelled fresh food drifting through the
30 air. I looked over to my right to see a long table filled with
31 food and plates. I quickly went over and took a seat near my
32 brother. After our stomachs were full with moose meat, potatoes
33 and corn we lit a fire and started to dance. I danced till
34 my feet felt as if I was still on the train.

35 Just as I was getting up to go to bed I saw a tall woman
36 emerging from the thick forest. When she was close enough
37 so I could see her facial features I realized it was my mother.
38 I ran to her tears streaming down my face and thanking god
39 for answering my prayers. When I was closer to her I jumped
40 into her arms and hugged her for what
41 seemed like an eternity. My brother came
42 over to ~~and~~, for once in a long time, I was happy.

This writing sample begins with *“The train sped along the track....”*

Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about two children who flee their war-torn land*
line(s) 1-2 “The train sped along the track...away from the vanquished land of my people.”
- includes some original and thoughtful ideas
line(s) 4 “How far I had run from the danger and war.”
line(s) 9-10 “I started to hum...when we were babies.”
- shows development of information with relevant details to support the ideas
line(s) 11 “we heard the train schreech to a stop.”
line(s) 15 “It was near noon when we entered the village.”

Organization

- has an effective introduction to establish a clear purpose *of the escape*
line(s) 4-5 “My brother sobbed next to me.”
line(s) 5-6 “I looked at him and put a hand on his shoulder...as my mother had done.”
- demonstrates sequencing with transition words
line(s) 15 “It was near noon”
line(s) 29 “As I walked out”
line(s) 35 “Just as I was getting up”
- includes smooth paragraphing
paragraph # 1 introduction
line(s) 1-2 “The train sped...as we went away...land of my people.”
paragraph # 2 on the train
line(s) 10-11 “I smiled back, we heard the train schreech to a stop.”
paragraph # 3 in the village
line(s) 15 “It was near noon when we entered the village.”
paragraph # 4 being cared for
line(s) 21-22 “She gently took me by the hand and led me to a small room”
paragraph # 5 being nourished
line(s) 30-31 “I looked over to my right to see a long table filled with food and plates.”
paragraph # 6 conclusion
line(s) 41-42 “My brother came over too and, for once in a long time, I was happy.”
- provides a logical and definite conclusion
line(s) 39-41 “When I was closer to her I...and hugged her....”
line(s) 41-42 “My brother came over too, and, for once in a long time, I was happy.”

This writing sample begins with *“The train sped along the track....”*

Word Choice

- strengthens meaning with descriptive vocabulary
line(s) 2 “vanquished land”
line(s) 3 “my hands cold as ice and callused all over”
line(s) 13 “the grass still wet with dew from the long night”
line(s) 36 “emerging from the thick forest”

Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject
line(s) 1-2 “we went away from the vanquished land of my people.”
line(s) 5-6 “I looked at him and put a hand on his shoulder to comfort him as my mother had done.”
- includes strong personal feeling, energy, and individuality
line(s) 7-8 “I prayed to god to help her and take care of her.”
line(s) 9-10 “I started to hum the song my mother used to sing to us when we were just babies.”
line(s) 38-39 “I ran to her tears streaming down my face and thanking god for ansering my prayers.”

Sentence Structure

- shows confident use of different kinds of sentences and structures (minimal errors)
line(s) 9-10 “I started to hum the song...we were just babies.”
line(s) 35-36 “Just as I was...emerging from the forest.”
- includes a variety of effective sentence lengths and varied beginnings
line(s) 4 “How far I had run from the danger and war.”
line(s) 29-30 “As I walked out I smelled fresh food drifting through the air.”

Conventions

The student demonstrates skill in this area with minimal errors.

- demonstrates skill with the correct use of capital letters and end punctuation
line(s) 15, 20
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with competence
line(s) 10-11, 27
- includes more complex vocabulary (minimal spelling errors)
line(s) 2, 3, 27
- correctly follows subject/verb and tense agreement
line(s) 1-2, 15
- incorporates correct use of pronouns
line(s) 35-36, 39-41

Prompt provided.

"Walking"

1 One of the things that I like to do
2 everytime I get a chance is go walking.
3 I love being outdoors in nature
4 listening to the birds chirp and
5 watching animals in their habitat.
6 I love to walk for the love of it.
7 Sometimes, when I get the chance I like
8 to walk for a cause. Some people walk
9 to loose weight but most people walk
10 to stay active.
11 When I feel out of shape and lazy, I
12 like to take walks to stay active. Even
13 my grandparents walk with me to stay
14 active. My mother and I walk a lot
15 together. I try to help her stay active.
16 When my mother and I walk we
17 like to walk very fast and when I
18 walk with my Nanny, we have to
19 walk very slow. because she has a
20 bad hip (she is not very active). I also
21 like to go for walks with my dad in
22 the woods. In the woods it can be

"Walking"

23 hard to walk because of tree roots,
24 stumps and rocks so you have to
25 walk very slow.

26 The best time to walk is probably
27 in the morning in a nature trail.
28 I am not an early bird and I
29 tend to get mad at my parents
30 when they get me up early in the
31 morning to go for a walk, but once
32 I get outdoors, I would hate to
33 be asleep! I guess I'm just a person
34 who loves to walk!

35

36

The writing sample *“Walking”* begins with *“One of the things that I like to do....”*

Content/Ideas

- introduces a specific topic with a main idea that establishes the purpose and audience *about the writer’s love of walking*
line(s) 1-2 “One of the things that I like to do...is go walking.”
- includes straightforward and predictable ideas
line(s) 11-12 “I like to take walks to stay active.”
- attempts to support the ideas with relevant details (may have distractions)
line(s) 6 “I love to walk for the love of it.”
line(s) 11-12 “When I feel out of shape and lazy, I like to take walks to stay active.”

Organization

- gives an introduction to establish the purpose
line(s) 1-2 “One of the things that I like to do everytime I get a chance is go walking.”
line(s) 7-8 “Sometimes, when I get the chance...for a cause.”
line(s) 14-15 “My mother and I walk a lot together.”
- shows evidence of sequencing, with connecting/transition words
line(s) 7 “Sometimes,”
line(s) 12-13 “Even my grandparents walk with me”
line(s) 20-21 “I also like to go”
line(s) 26 “The best time to walk”
- shows control with paragraph divisions
paragraph # 1 introduction
line(s) 3-5 “I love being outdoors in nature...animals in their habitat.”
paragraph # 2 walking for the love of it
line(s) 8-10 “Some people walk to loose weight but most people walk to stay active.”
paragraph # 3 walking to stay active
line(s) 12-14 “Even my grandparents walk with me to stay active.”
paragraph # 4 pace of walking
line(s) 16-17 “When my mother and I walk we like to walk very fast”
line(s) 17-19 “and when I walk with my Nanny, we have to walk very slow”
paragraph # 5 conclusion
line(s) 33-34 “I guess I’m just a person who loves to walk!”
- provides an obvious conclusion
line(s) 33-34 “I guess I’m just a person who loves to walk.”

The writing sample *“Walking”* begins with *“One of the things that I like to do....”*

Word Choice

- includes precise/interesting words and/or technical language
line(s) 5 “habitat”
line(s) 8 “a cause”
line(s) 12 “active”
- includes descriptive words
line(s) 27 “nature” trail
line(s) 28 “early” bird

Voice

- shows an awareness of audience and an engagement with subject
line(s) 20 “(she is not very active).”
line(s) 28 “I am not an early bird”
- includes glimpses of personal feeling, energy, and individuality
line(s) 31-33 “once I get outdoors, I would hate to be asleep!”
line(s) 33-34 “I guess I’m just a person who loves to walk!”

Sentence Structure

- includes different kinds of sentences, with a variety of complex structures (occasional errors)
line(s) 16-20 “When my mother and I walk we like to walk very fast...active.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm
line(s) 1-2 “One of the things that I like to do everytime I get a chance is go walking.”
line(s) 26-27 “The best time to walk...a nature trail.”

Conventions

The student demonstrates skill in the conventions of good writing, with occasional errors.

- includes correct capital letters and end punctuation
line(s) 1-2
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence
line(s) 18, 20, 33
- has familiar and commonly used words spelled correctly
line(s) 5, 10 error in line 1 “everytime”
- follows subject/verb agreement with generally correct tense
line(s) 8-9, 16-17
- incorporates generally correct pronouns
line(s) 1-2, 13, 28-33

Prompt provided.

"I have been called upon...."

1 I have been called upon to talk about one
2 of the most favoured exercises in the world.
3 Millions of people around the globe are
4 reaping the benefits of this remarkable
5 exercise. I am going to inform you about
6 walking.

7
8 Walking is an excellent way to become
9 a physically fit individual. There are
10 countless places you can walk. Nature trails
11 are perfect for a calm and relaxed walker.
12 Energetic walkers, however, might prefer
13 sidewalks, roads, and highways.

14
15 It is clear that walking is good
16 for your mind, body, and soul. Physicians have
17 endorsed walking as "the best" exercise
18 countless times. Walking builds muscles in
19 your legs and burns hundreds of calories
20 every kilometre!

21
22 Technology is encouraging walking by

"I have been called upon...."

23 introducing gadgets for the customary
24 walker. The treadmill makes it possible for
25 us to walk even when its awfully cold
26 outside. The invention of the MP3 player
27 makes it possible for walkers to keep
28 themselves entertained while walking.

29
30 There is no doubt that walking is the
31 preferred exercise of millions. It's a wonder
32 that this number hasn't climbed to the billions
33 yet. So grab those sneakers, find your MP3
34 player, lace up, and go walk!

This writing sample begins with *“I have been called upon....”*

Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about the most favoured exercises in the world*
line(s) 5-6 “I am going to inform you about walking.”
- includes some original and thoughtful ideas
line(s) 3-5 “Millions of people around the globe are reaping the benefits of this remarkable exercise.”
- shows development of information with relevant details to support the ideas
line(s) 2-3 “most favoured exercises in the world”
line(s) 15-16 “It is clear that walking is good for your mind, body, and soul.”

Organization

- has an effective introduction to establish a clear purpose
line(s) 5-6 “I am going to inform you about walking.”
- demonstrates sequencing with transition words
line(s) 9-10 “There are countless places”
line(s) 10-11 “Nature trails are”
line(s) 12 “Energetic walkers”
line(s) 30 “There is no doubt”
- includes smooth paragraphing
paragraph # 1 introduction
line(s) 1-3 “I have been called upon to talk about one of the most favoured exercises in the world.”
paragraph # 2 places to walk
line(s) 9-10 “There are countless places you can walk.”
paragraph # 3 a health benefit
line(s) 15-16 “It is clear that walking is good for...and soul.”
paragraph # 4 technology adds to the entertainment
line(s) 22-24 “Technology is encouraging walking by introducing gadgets for the customary walker.”
paragraph # 5 conclusion
line(s) 30-31 “There is no doubt that walking is the preferred exercise of millions.”
- provides a logical and definite conclusion
line(s) 30-31 “There is no doubt that walking is the preferred exercise....”
line(s) 33-34 “So grab those sneakers,...and go walk!”

This writing sample begins with *“I have been called upon...”*

Word Choice

- strengthens meaning with descriptive vocabulary
line(s) 2 “favoured exercises”
line(s) 4 “reaping the benefits”
line(s) 10 “countless places”
line(s) 12 “Energetic”
line(s) 16-17 “Physicians have endorsed...”

Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject
line(s) 5-6 “I am going to inform you about walking.”
line(s) 33-34 “So grab those sneakers, find your MP3 player, lace up, and go walk!”
- includes strong personal feeling, energy, and individuality
line(s) 15-16 “It is clear that”
line(s) 33-34 “find your MP3 player”

Sentence Structure

- shows confident use of different kinds of sentences and structures (minimal errors)
line(s) 24-26 “The treadmill makes it possible for us to walk even when its awfully cold outside.”
line(s) 30-31 “There is no doubt that walking is the preferred exercise of millions.”
- includes a variety of effective sentence lengths and varied beginnings
line(s) 9-10 “There are countless places you can walk.”
line(s) 12-13 “Energetic walkers, however, might prefer sidewalks, roads, and highways.

Conventions

The student demonstrates skill in this area with minimal errors.

- demonstrates skill with the correct use of capital letters and end punctuation
line(s) 3, 6, 26, 33-34
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with competence
line(s) 12-13, 17, 33-34
- includes more complex vocabulary (minimal spelling errors)
line(s) 2, 4, 9, 16, 22
- follows subject/verb and tense agreement
line(s) 8-9, 9-10, 22
- incorporates correct use of pronouns
line(s) 1, 10, 31-33

Prompt provided.

"Did you know there are over 200 000 Canadians...over weight?"

1 Did you know there are over 200 000
2 Canadians that are severely over weight?
3 Most of these people don't live past 70 because
4 their bodies are in such crucial condition. A
5 lot of these people can no longer take control
6 over their cravings because it's too late. But it
7 doesn't have to be too late for you. You can
8 change your ways, and you can become a
9 healthier person, physically and emotionally.

10 You are the one who has to make the
11 decision to keep fit, or to make the decision
12 to waste away your life and not care about
13 what you do to your body. You have empowerment
14 over what you want your lifestyle to be like.

15 Walking is a great way to keep fit.
16 You aren't wasting All your energy, but you
17 are getting exercise; that's important. You may
18 have to sacrifice some television time, but in
19 the end you will be so thankful that you
20 stopped letting cravings control your life.
21 How hard is it to get your family together
22 and go for a nice, long walk? It's not only

"Did you know there are over 200 000 Canadians...over weight?"

23 *good for you, but it's good for your family too.*
24 *Healthy eating and getting enough sleep are*
25 *important too.*
26 *So, I am asking you, are you going to keep*
27 *lazing around, eating fast food and not getting*
28 *any exercise whatsoever, or you can take action*
29 *over your life, go for walks and eat healthy*
30 *foods. It's all up to you now. Just remember, it's*
31 *all worth it in the end.*

This writing sample begins with *“Did you know there are over 200 000 Canadians...over weight?”*

Content/Ideas

- introduces a specific topic with a main idea that establishes the purpose and audience *about the importance of changing our lifestyle*
line(s) 1-2 “Did you know there are over 200 000 Canadians...over weight?”
- includes straightforward and predictable ideas
line(s) 6-7 “But it doesn’t have to be too late for you.”
line(s) 13-14 “You have empowerment over what you want your lifestyle to be like.”
- supports the ideas with relevant details (may have distractions)
line(s) 8-9 “and you can become a healthier person, physically and emotionally.”
line(s) 10-11 “You are the one who has to make the descision to keep fit.”

Organization

- gives an introduction to establish the purpose
line(s) 1-2 “Did you know there are over 200 000 Canadians...over weight?”
line(s) 7-9 “You can change your ways, and you can become a healthier person, physically and emotionally.”
- shows evidence of sequencing, with connecting/transition words
line(s) 26 “So, I am asking you,”
line(s) 30 “Just remember,”
- shows control with paragraph divisions
paragraph # 1 introduction
line(s) 7-8 “You can change your ways”
paragraph # 2 decision
line(s) 11-12 “make the descision to waste away your life”
line(s) 12-13 “not care about what you do to your body.”
paragraph # 3 walking
line(s) 15 “Walking is a great way to keep fit.”
paragraph # 4 conclusion
line(s) 30-31 “Just remember, it’s all worth it in the end.”
- provides an obvious conclusion
line(s) 30-31 “Just remember, it’s all worth it in the end.”

This writing sample begins with *“Did you know there are over 200 000 Canadians...over weight?”*

Word Choice

- includes precise/interesting words and/or technical language
line(s) 6 “over their cravings”
line(s) 13 “empowerment”
line(s) 20 “cravings control”
- includes descriptive words
line(s) 2 “severely”
line(s) 9 “physically” & “emotionally”
line(s) 27 “lazing”

Voice

- shows an awareness of audience and an engagement with subject
line(s) 1-2 “Did you know there are over 200 000 Canadians that are severely over weight?”
line(s) 10-11 “You are the one who has to make the descision”
- includes glimpses of personal feeling, energy and individuality
line(s) 26 “So, I am asking you”
line(s) 30-31 “Just remember, it’s all worth it in the end.”

Sentence Structure

- includes different kinds of sentences, with a variety of complex structures (occasional errors)
line(s) 17-20 “You may have to sacrifice some television time, but in the end you will be thankful that you stopped letting cravings control your life.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm
line(s) 15 “Walking is a great way to keep fit.”
line(s) 21-22 “How hard is it to get your family together and go for a nice, long walk?”

Conventions

The student demonstrates skill in the conventions of good writing, with occasional errors.

- includes correct capital letters and end punctuation
line(s) 1-2, 21-22
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence
line(s) 18, 26
- has familiar and commonly used words spelled correctly
line(s) 4, 16, 20 error line 10 “descision”
- follows subject/verb agreement with generally correct tense
line(s) 15, 24-25, 26-28
- incorporates generally correct pronouns
line(s) 21-22

Prompt provided.

“There are many things....”

1 There are many things that are important in life, and taking
2 care of your body is one of them. You should eat healthy foods
3 but most importantly you should exercise. In order to stay in
4 good health, you should exercise daily, for 30 min to an hour
5 at least.

6 Walking is an excellent source of exercise. It works the
7 legs and even the arms. However, when walking there are a
8 few rules that should be followed. You should always bring
9 a bottle of water with you when walking. Also you shouldn't
10 push yourself. If you are out of breath, it doesn't necessarily
11 mean you did a really good workout. If you begin to
12 ache or start to feel side pains, make sure you stop
13 right away.

14 A person in good health will exercise everyday rain or
15 shine. Are you a person who doesn't like walking at
16 night in the dark? You don't like walking in the rain?
17 Then here's the thing for you. A treadmill is a great
18 exercise machine when it comes to walking. It comes
19 with all kinds of various speeds and it's situated right
20 inside your very own home!

21 Exercising may be significant for your body, but there
22 are other things you should do to keep in good health.

"There are many things...."

23 If you eat a lot of chips and stuff exercising won't help
24 you very much. The "trans Fat" (which is found mostly in
25 junk food) is very bad for your heart. However, it is ok
26 to have one unhealthy food per day, as long as the
27 rest of your meals/snacks are healthy. Also, make sure
28 you get plenty of rest. Staying up late every night, may
29 be fun, but if you don't get enough rest you could get
30 sick.

31 Walking isn't only exercise, it's a lot of fun too! So,
32 do your body a favor, and stay healthy!

This writing sample begins with “*There are many things....*”

Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about taking care of your body*
line(s) 1-2 “There are many things that are important in life, and taking care of your body is one of them.”
- includes some original and thoughtful ideas
line(s) 3-5 “In order to stay in good health you should exercise daily, for 30 min to an hour at least.”
line(s) 11-13 “If you begin to ache or start to feel side pains, make sure to stop right away.”
- shows development of information with relevant details to support the ideas
line(s) 6 “Walking is an excellent source of exercise.”
line(s) 14-15 “A person in good health will exercise everyday rain or shine.”

Organization

- has an effective introduction to establish a clear purpose
line(s) 2-3 “You should eat healthy foods but most importantly you should exercise.”
line(s) 3-5 “In order to stay in good health you should exercise daily, for 30 min to an hour at least.”
- demonstrates sequencing with transition words
line(s) 14 “A person in good health will”
line(s) 17 “Then here’s the thing for you.”
- includes smooth paragraphing
paragraph # 1 introduction
line(s) 1-2 “There are many things that are important in life, and taking care of your body is one of them.”
paragraph # 2 walking
line(s) 7-8 “However, when walking there are a few rules that should be followed.”
paragraph # 3 daily exercise
line(s) 14-15 “A person in good health will exercise everyday rain or shine.”
paragraph # 4 good health
line(s) 21-22 “Exercising may be significant for your body, but there are other things you should do to keep in good health.”
paragraph # 5 conclusion
line(s) 31 “Walking isn’t only exercise, it’s a lot of fun too!”
- provides a logical and definite conclusion
line(s) 31-32 “So do your body a favor, and stay healthy!”

This writing sample begins with *“There are many things....”*

Word Choice

- strengthens meaning with descriptive vocabulary
line(s) 6 “excellent source”
line(s) 6-7 “It works the legs”
line(s) 12 “feel side pains”
line(s) 19 “various speeds”

Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject
line(s) 14-15 “A person in good health will exercise everyday rain or shine.”
line(s) 17 “Then here’s the thing for you.”
- includes strong personal feeling, energy, and individuality
line(s) 7-8 “However, when walking there are a few rules that should be followed.”
line(s) 27-28 “Also, make sure you get plenty of rest.”
line(s) 31-32 “So, do your body a favor and stay healthy!”

Sentence Structure

- shows confident use of different kinds of sentences and structures (minimal errors)
line(s) 10-11 “If you are out of breath, it doesn’t necessarily mean you did a really good workout.”
line(s) 15-16 “Are you a person who doesn’t like walking at night in the dark?”
- includes a variety of effective sentence lengths and varied beginnings
line(s) 6 “Walking is an excellent source of exercise.”
line(s) 21-22 “Exercising may be significant for your body, but there are other things you should do to keep in good health.”

Conventions

The student demonstrates skill in this area with minimal errors.

- demonstrates skill with the correct use of capital letters and end punctuation
line(s) 6, 16
- includes internal punctuation (commas/quotation marks/apostrophes) with competence
line(s) 24 “The ‘trans Fat’ (which is found mostly in junk food) is,”
- includes more complex vocabulary (minimal spelling errors)
line(s) 3, 17, 21
- follows subject/verb and tense agreement
line(s) 1-2, 17-18
- incorporates correct use of pronouns
line(s) 2-3, 11-13, 18-20
- uses ellipses line(s) 24

The poem titled “*BOYS*”

1	BOYS
2	
3	I warned those boys,
4	Don't go out there.
5	But you know boys,
6	They did it anyway.
7	They said it was okay,
8	We won't get hurt,
9	So with a twirl of my skirt,
10	I left.
11	And didn't look back.
12	They almost fell off the log into the bog,
13	It was a close call.
14	And now they are stuck out there.
15	With no one to help because I left.
16	But I did warn them.
17	Silly Boys.

The poem titled “BOYS”

Content/Ideas

- selects a specific topic with a main idea that establishes the purpose and audience boys not listening to warnings
line(s) 5-6 “But you know boys, They did it anyway.”
- includes straightforward and predictable ideas
line(s) 7-8 “They said it was okay, We won’t get hurt.”
line(s) 15 “With no one to help because I left.”
- supports the ideas with relevant details
line(s) 9 “So with a twirl of my skirt,”

Organization

- selects an appropriate form and establishes the purpose in the introduction
line(s) 1 the title “BOYS”
line(s) 3-4 “I warned those boys, Don’t go out there.”
- shows evidence of logical sequencing,
the warning followed by the consequence
- shows control with stanza divisions
one stanza free verse poem
- provides an obvious conclusion
line(s) 16-17 “But I did warn them. Silly Boys.”

Word Choice

- includes precise/interesting words and/or technical language
line(s) 9 “...twirl of my skirt,”
line(s) 12-14 “...fell off the log into the bog,...close call....stuck out there.”
- Includes descriptive words
line(s) 9 “twirl”
line(s) 13 “close call”
line(s) 16 “deadly smoke”

Voice

- shows an awareness of audience
briefly discloses the narrative events with a superior attitude
- demonstrates engagement with topic
example of the poets opinion of boys- silly
- includes glimpses of personal feeling, energy, and individuality
line(s) 5 “But you know boys, They did it anyway.”
line(s) 9 “with a twirl of my skirt” the poet plays with a stereotype of girls
juxtaposed with the ideas that girls are more sensible than boys

Sentence Structure

- includes different kinds of sentences with varied complex structures
some ideas are expressed in phrases “With no one to help them because I left.”
line(s)7-10 “They said it was okay, We won’t get hurt, So with a twirl of my skirt, I left.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm
line(s) 5 But you know boys, They did it anyway.””

Conventions

The student demonstrates skill in the conventions of good writing, with occasional errors.

- uses correct end punctuation and capitalization
each line expresses one idea and begins with a capital
full stops are used at the end of complete sentences in most cases
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence
commas are used at line breaks when the sentence is not yet complete.”
Spells familiar and commonly used words correctly with close approximations for more complex words.
lines) 14 “they’re” correct homophone use
- follows subject/verb agreement with generally correct tense
line(s) 11-12 “puppies grow...frost claims...”
- follows correct tense, subject-verb agreement, and grammatically correct pronouns
line(s) 6 “They did it anyway.”
line(s) 5 except for the one example of authorial intrusion “But you know boys,” the poet uses past tense.”

The poem titled "On Death"

1	<u>ON DEATH</u>
2	Death is a part of life
3	But what happens after death?
4	Possibly is a dark and dusky hole,
5	Where a deranged creature waits ready to devour those who enter
6	Perhaps it is cloudy and angelic heaven
7	Where God grants one's every wish
8	Maybe it is simply reincarnation
9	Komodo dragon, pine tree, or if luck awaits you, infant human
10	Or possibly it is merely darkness
11	Peace and serenity
12	Calm and quiet
13	The opposite of life...
14	Are you apprehensive of death?
15	Do you live in constant dread of the day it is your turn to leave?
16	Fear not, for it is the opposite of life
17	Yes, that is the long awaited answer...
18	Death is the opposite of life.
19	~poets name
20	[Note to readers: No living being was harmed in the making of this poem]

Poem titled “On Death”

Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience
line(s) 1 title “On Death” gives the topic of the poem
- includes some original and thoughtful ideas
line(s) 4 “Possibly it is a dark and dusky hole,”
line(s) 6 “Perhaps it is cloudy and angelic heaven
- shows development of information with relevant details to support the ideas
line(s) 5 “Where a deranged creature waits ready to devour those who enter.”
line(s) 7 “Where God grants one’s every wish”

Organization

- has an effective introduction to establish a clear purpose *to discuss what death might be*
line(s) 2-3 “Death is part of life But what happens after death?”
- demonstrates sequencing with transition words
line(s) 4 “Possibly”
line(s) 6 “Perhaps”
line(s) 8 “Maybe”
- includes smooth paragraphing
stanza # 1 introduction
line(s) 3 “But what happens after death?”
stanza # 2 the first possibility
line(s) 4-5 “dark and dusky hole.....deranged creature...”
stanza # 3 second possibility
line(s) 6-7 “...angelic heaven Where God grants one’s every wish”
stanza # 4 third possibility
line(s) 8-9 “reincarnation Komodo dragon, pine tree.....infant human”
stanza # 5 fourth possibility
line(s) 10-11 “merely darknes....opposite of life”
stanza # 6 questions the reader
stanza # 7 provides the reader reassurance
stanza #8 the writer declares her belief about death
post script the poet uses humour to lighten the mood
- provides a logical and definite conclusion
line(s) 18 the poet declares her belief in the topic

Word Choice

- strengthens meaning with descriptive vocabulary
line(s) 5 “deranged creature...devour”
line(s) 6 “cloudy and angelic heaven”
line(s) 9 “Komodo dragon, pine tree....infant humant”
line(s) 15 “constant dread”

Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject
line(s) 14 “Are you apprehensive od death?”
line(s) 16 “Fear not, for it is the opposite of life”
the poet chose the font “Chiller” to explore the topic “Death”
- includes strong personal feeling, energy, and individuality
line(s) 9 “or if luck awaits you,”
line(s) 19 humorous post script

Sentence Structure

- shows confident use of different kinds of sentences and structures (minimal errors
Questions and answer
Most stanzas are a complete sentence
- includes a variety of effective sentence lengths and varied beginnings
line(s)4, 6, 8, 10 “Possibly, Perhaps, Maybe, Or
many lines are phrases that capture a complete thought

Conventions

The student demonstrates skill in this area with minimal errors.

- demonstrates skill with the correct use of capital letters and end punctuation
line(s)
- each line begins with a capital letter and full stops are only used when the sentence is complete (over stanzas 2-4)
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with competence
line(s) 9 commas used for a series
line(s) 7 apostrophe for possessive “one’s”
- includes more complex vocabulary (minimal spelling errors)
line(s) 5, 11, 14 “deranged” “serenity” apprehensive”
- correctly follows subject/verb and tense agreement
present tense except past tense in post script
- incorporates correct use of pronouns
line(s) 4 pronoun “it” is omitted

*"Diary of a Star"*Diary of a Star

1 June 6, 2008, 2:00 pm

2 Dear Diary

3 Being a famous star is tough stuff. Every body wants a
4 piece of me, Brianna Harper, dancer/actress. I just came
5 back from shopping with my dear friend Miley Cyrus. We
6 had a marvelous time. I bought a new short summer dress and
7 a beautiful, blue and yellow polka dot bikini. I'm going to
8 wear my dress for my interview with the magazine "Summer
9 All the Time." I've got to jet. Busy, busy, busy!

10

11 June 7, 2008, 9:00 pm

12 Dear Diary,

13 I've just returned to my gorgeous mansion on this dark
14 rainy night. I'm so fortunate to live in such a warm, cozy
15 home. I also checked my emails. This is what they said:

16

17 To: Brianna78Harper@hotmail.com

18 From: Orlando-Bloom-@starscene.ca

19 Hey Bri. How's it going. I was wondering if you wanted to
20 have dinner June 9 at "Le Cirque" in New York.
21 E-mail me back as soon as possible. It's okay if you

“Diary of a Star”

22 can't make it. Life can be difficult when
23 you're famous, I would know.

24

25 To: Brianna79Harper@hotmail.com

26 From: CoolConnor654@lostisland.com/studio7

27 Hi Brianna, It's Connor you're director. I was wonder-
28 ing if you wanted to drop by tomorrow to meet
29 your co-star for the movie "Lost Island". Come
30 to studio 7 at 2:00 pm. We'll be waiting.

31

32 June 8, 2008, 3:00 pm.

33 Dear Diary,

34 I have most recently returned from meeting
35 my co-star, Kyle Black. He is very handsome.

36 I'm so lucky I get to kiss him in the movie!

37 As you can see, life as a star can be very stressful
38 and complicated. I always have to keep my schedule
39 straight. I have so many star friends (not to mention
40 fans). I don't know how I do it. Well I'm going
41 to go rest. I don't know about you, but I'm
42 exhausted!

The writing sample titled “*Diary of a Star*”

Content/Ideas

- selects a specific topic with a main idea that establishes the purpose and audience
being a famous star
line(s) 3-4 “Everybody wants a piece of me.”
line(s) 22-23 “Life can be difficult when you’re famous. I would know.”
- includes straightforward and predictable ideas
line(s) 15 “I also checked my e-mails. This is what they said.”
line(s) 34-35 “I have recently returned from meeting my co-star...”
- supports the ideas with relevant details
line(s) 38-39 “I always have to keep my schedule straight.”
line(s) 29-30 “Come to studio 7...”

Organization

- gives an introduction to establish the purpose and selects an appropriate form
line(s) 1-2 “June 6, 2008, 2:00pm Dear Diary”
- shows evidence of sequencing, with connecting/transition words
line(s) 9 “I’ve got to jet. Busy, busy, busy!”
line(s) 34 “I have most recently returned...”
- shows control with paragraph divisions
paragraph # 1 introduction
line(s) 4 “Brianna Harper, dancer/actress.”
paragraph # 2 setting and more events
line(s) 13 “gorgeous mansion...”
line(s) 15 “I also checked my emails.”
paragraph # 3 email to set a dinner date
paragraph # 4 email from director to set up a meeting
paragraph #5 diary entry refocusing on busy life
- provides an obvious conclusion
line(s) 40-42 “I don’t know how I do it. Well I’m going to go rest. I don’t know about you, but I’m exhausted!”

The writing sample titled “*Diary of a Star*”

Word Choice

- includes precise/interesting words and/or technical language
line(s) 30,29,8, “studio” “co-star” “interview with the magazine...”
line(s) 39 “star friends (not to mention fans.)”
- includes descriptive words
line(s) 7 “blue and yellow polka dot bikini”
line(s) 37-38 “...life as a star can be very stressful and complicated.”

Voice

- shows an awareness of audience
line(s) 17-18, 25-26 includes headers of emails to signal additions to diary
- engages with topic
line(s) 20 “...dinner June 9 at “Le Cirque” in New York”
line(s) 8-9 “...magazine “Summer All the Time”
- includes glimpses of personal feeling, energy and individuality
line(s) 9 “I’ve got to jet.”
line(s) 36 “I’m so lucky I get to kiss him in the movie!”

Sentence Structure

- includes different kinds of sentences, with a variety of complex structures
line(s) 27-29 “I was wondering if you wanted to drop by tomorrow to meet your co-star for the movie “Lost Island”.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm
line(s) 19-20 “How is it going? I was wondering if you wanted to have dinner...”
line(s) 13-15 “I’ve just returned to my gorgeous mansion on this dark and rainy night.....I also checked my emails.”

Conventions

The student demonstrates skill in the conventions of good writing, with occasional errors.

- includes correct end punctuation and capitalization
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence
- has familiar and commonly used words spelled correctly
- follows subject/verb agreement with generally correct tense
- incorporates grammatically correct pronouns

Prompt provided.

“Walk for Fitness”

Walk for Fitness

- 1 This is Willy. He is a prime example of all the
2 people around today. He is lazy, obese, and does nothing
3 but eat, sleep, and watch television. Lucky for Willy
4 the premier of the province just wants this to stop. We
5 will turn Willy from nothing but flab, to all ab in just
6 three simple steps.
- 7 The first step to this amazing change is being more
8 active. More activities equals less fat, but this activity
9 is the easiest of all. This miracle activity is walking.
10 All Willy has to do is walk for 30 minutes every day.
11 This exercise will make him more active and if he invites
12 a companion it can be fun. The fun has just started though.
13
- 14 The second step is eating a balanced diet. When combined
15 with walking it will give you more energy to walk longer
16 and an extra supply of energy for the rest of the day.
17 By “balanced” we mean carrots, apples, bread, eggs,
18 peanut butter, yogurt, milk and meat. A happy and healthy
19 diet at breakfast, lunch, and dinner makes a better
20 fitness filled day.
- 21 The third and final step is keeping this routine
22 going for 6 to 8 weeks. On the final week we will

“Walk for Fitness”

23 notice a huge change. He will not only feel better but
24 he will look better. Willy will have lost any excess
25 fat, will be more active, and will sleep better at night.
26 This metamorphosis will soon happen all over the
27 province, and eventually around Canada. All you have
28 to do is remember that exercising, a balanced, healthy
29 diet, and a active routine will make a better you.

The writing sample titled “*Walk for Fitness*” begins with “*This is Willy.*”

Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about becoming fit*
line(s) 1-2 “This is Willy. He is a prime example of people today. He is lazy,...and watch television.”
- includes some original and thoughtful ideas
line(s) 4-6 “We will turn Willy from nothing but flab, to all ab in just three simple steps.”
- shows development of information with relevant details to support the ideas
line(s) 7-8 “The first step to this amazing change is being more active.”
line(s) 14 “The second step is eating a balanced diet.”
line(s) 21-22 “The third and final step is keeping this routine going for 6 to 8 weeks.”

Organization

- has an effective introduction to establish a clear purpose
line(s) 1-6 “This is Willy. He is a prime example...flab, to all ab in just three simple steps.” (*a very engaging introduction*)
- demonstrates sequencing with transition words
line(s) 7 “The first step”
line(s) 21 “The third and final step”
- includes smooth paragraphing
paragraph # 1 introduction
line(s) 4-6 “We will turn Willy from nothing but flab, to all ab in just three simple steps.”
paragraph # 2 being active
line(s) 9 “This miracle activity is walking.”
paragraph # 3 balanced diet
line(s) 17-18 “By ‘balanced’ we mean carrots, apples, bread, eggs...and meat.”
paragraph # 4 conclusion
line(s) 23-24 “He will not only feel better but he will look better.”
- provides a logical and definite conclusion
line(s) 27-29 “All you have to do is remember that exercising,...will make a better you.”

The writing sample titled “*Walk for Fitness*” begins with “*This is Willy.*”

Word Choice

- strengthens meaning with descriptive vocabulary
line(s) 1 “prime”
line(s) 9 “miracle activity”
line(s) 26 “metamorphosis”

Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject
line(s) 12 “The fun has just started though.”
line(s) 27-29 “All you have to do is remember that exercising,...will make a better you.”
- includes strong personal feeling, energy, and individuality
line(s) 4-6 “We will turn Willy...to all ab in just three simple steps.”
line(s) 22-23 “On the final week we will notice a huge change.”

Sentence Structure

- shows confident use of different kinds of sentences and structures (minimal errors)
line(s) 9 “This miracle activity is walking.”
line(s) 27-29 “All you have to do is remember...a active routine will make a better you.”
- includes a variety of effective sentence lengths and varied beginnings
line(s) 1 “This is Willy.”
line(s) 8-9 “More activities equals less fat, but this activity is the easiest of all.”
line(s) 24-25 “Willy will have lost any excess fat, will be more active, and will sleep better at night.”

Conventions

The student demonstrates skill in this area with minimal errors.

- demonstrates skill with the correct use of capital letters and end punctuation
line(s) 1, 9, 14, 21-22
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with competence
line(s) 2-3, 17, 24-25, 27-29
- includes more complex vocabulary (minimal spelling errors)
line(s) 1, 2, 12, 21, 26
- follows subject/verb and tense agreement
line(s) 4, 9, 10, 11-12
- incorporates correct use of pronouns
line(s) 11-12, 22-23, 27-29

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Appendix

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome #4 – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
Grade 6 Specific Curriculum Outcomes (from p. 24 Atlantic Canada ELA curriculum: ML)	Reading Achievement Standard End of Grade 6
select, independently, texts appropriate to their range of interests and learning needs	Text Complexity – Students select, read independently, and understand a variety of fiction and nonfiction texts. Fiction (prose and poetry) -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, magazines, and plays.
read widely and experience a variety of children's literature with an emphasis on genre and authors	Text Complexity – Students select, read independently, and understand a variety of fiction and nonfiction texts. Fiction (prose and poetry) -...Genres may include short stories, poems, novels (including graphic novels), diaries, magazines, and plays.
use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information	Nonfiction (report, biography, procedures, explanations, speeches, essays news articles) -Texts may contain a table of contents, glossary, unit summary, and index.
use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning	Reading Strategies Students • monitor their reading and self-correct when reading does not make sense, sound right, or look right • use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • make connections between text and prior knowledge or personal experiences • adjust their reading rate according to the type of text • skim/scan text for format and information • reread when comprehension is lost
reflect on and discuss their own processes and strategies in reading and viewing	Reading Strategies Students • generate questions to make and adjust predictions • use note-taking technique

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 5 – Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.	
Grade 6 Specific Curriculum Outcomes (from p. 25 Atlantic Canada ELA curriculum: ML)	Reading Achievement Standard End of Grade 6
answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts	Comprehension Responses Students • identify the main ideas and summarize content • respond correctly to literal and vocabulary-related questions • understand information by connecting text with prior knowledge • form logical opinions/reactions and support ideas with general reference(s)
demonstrate understanding of the purpose of classification systems and basic reference materials	Nonfiction -Texts may contain a table of contents, glossary, unit summary, and index. -Topic-specific or technical words are usually highlighted or in boldface type, and are often defined or explained in the text. Reading Strategies Students • use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words Comprehension Responses Students • manage, understand, and recall information using graphic organizers independently • use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words
use a range of reference texts and a database or an electronic search to facilitate the selection process	Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles) -Texts may contain a table of contents, glossary, unit summary, and index

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 6 – Students will be expected to respond personally to a range of texts.	
Grade 6 Specific Curriculum Outcomes (from p. 26 Atlantic Canada ELA curriculum: ML)	Reading Achievement Standard End of Grade 6
explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts	Comprehension Responses Students • identify the main ideas and summarize content • respond correctly to most literal and vocabulary-related questions • understand information by connecting text with prior knowledge • form logical opinions/reactions and support ideas with general reference(s)
reflect on and give reasons for their interpretations of an increasing variety of texts	Comprehension Responses Students • identify the main ideas and summarize content • respond correctly to literal and vocabulary-related questions • form logical opinions/reactions and give appropriate textual reference(s) • manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 7 – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
Grade 6 Specific Curriculum Outcomes (from p. 27 Atlantic Canada ELA curriculum: ML)	Reading Achievement Standard End of Grade 6
recognize that facts can be presented to suit an author's purpose and point of view – consider information from alternative perspectives	Reading Strategies Students • generate questions to make and adjust predictions • make connections between text and prior knowledge Comprehension Responses Students • Form logical opinions/reactions and support ideas with general references
identify the conventions and structure of a variety of print and media texts and genres make connections with the purpose of each text or genre	Text Complexity – Students select, read independently, and understand a variety of fiction and nonfiction texts. Fiction (prose and poetry) -Multiple-event plots feature twists with definite resolutions. -Plots generally follow chronological order; foreshadowing and/or flashbacks may occur. -Conflicts increase in complexity and sophistication. -Descriptive language establishes setting, mood, and atmosphere. -A variety of literary/poetic devices is used within a single poem. Nonfiction -Texts may contain components to enhance comprehension (glossary, graphs, maps, diagrams). -Texts may include transitional expressions (e.g., next, then, because, finally) to connect ideas. -Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text. Comprehension Responses Students • identify the main ideas and summarize content • respond correctly to most literal and vocabulary-related questions • understand information by connecting text with prior knowledge • form logical opinions/reactions and support ideas with general reference(s)

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 7 – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
Grade 6 Specific Curriculum Outcomes (from p. 27 Atlantic Canada ELA curriculum: ML)	Reading Achievement Standard End of Grade 6
respond critically to texts by applying a growing range of strategies to analyze and evaluate a text - demonstrating growing awareness that all texts reflect purpose and perspective - recognizing when language is being used to manipulate, persuade, or control them - detecting prejudice, stereotyping, and bias	Reading Strategies Students • make connections between text and prior knowledge • skim/scan text for format and information • reread when comprehension is lost Comprehension Responses Students • understand information by connecting text with prior knowledge • form logical opinions/reactions and support ideas with general reference(s) Reading Strategies Students • make connections between text and prior knowledge Reading Strategies Students • use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words Comprehension Responses Students • form logical opinions/reactions and support ideas with general reference(s)

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 8 – Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.	
Grade 6 Specific Curriculum Outcomes (from p. 28 Atlantic Canada ELA curriculum: ML)	Writing Achievement Standard End of Grade 6
use a range of strategies in writing and other ways of representing to - frame questions and design investigations to answer their questions - find topics of personal importance - record, develop, and reflect on ideas - compare their own thoughts and beliefs to those of others - describe feelings, reactions, values, and attitudes - record and reflect on experiences and their responses to them - formulate goals for learning - practise and apply strategies for monitoring learning	Traits of Writing Content: overall topic, degree of focus, and related details • select a specific topic that establishes the purpose and audience Voice: evidence of author's style, personality, and experience • demonstrate engagement with subject • include glimpses of personal feeling, energy, and individuality Writing Strategies and Behaviours gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer,) to sort and classify the information/ideas to allow different perspectives and new connections, applying knowledge of plagiarism regulations • request, obtain, and make decisions about constructive criticism from others • are able to identify strategies which have been helpful before, during and after the writing Text Forms

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 8 – Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.	
Grade 6 Specific Curriculum Outcomes (from p. 28 Atlantic Canada ELA curriculum: ML)	Writing Achievement Standard End of Grade 6
select appropriate note-making strategies from a growing repertoire make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	Writing Strategies and Behaviours - gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer,) to sort and classify the information/ideas to allow different perspectives and new connections, applying knowledge of plagiarism regulations Traits of Writing Word Choice: vocabulary, language, and phrasing - include precise/interesting words and/or technical language - include descriptive words (adjectives, adverbs, strong verbs, strong nouns)

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 9 – Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	
Grade 6 Specific Curriculum Outcomes (from p. 29 Atlantic Canada ELA curriculum: ML)	Writing Achievement Standard End of Grade 6
create written and media texts, using an increasing variety of forms - demonstrate understanding that particular forms require the use of specific features, structures, and patterns address the demands of an increasing variety of purposes and audiences - make informed choices of form, style, and content for specific audiences and purposes invite responses to early drafts of their writing/media productions - use audience reaction to help shape subsequent drafts - reflect on their final drafts from a reader's/viewer's/listener's point of view	Text Forms Traits of Writing Organization: • give an introduction to establish the purpose and select an appropriate form Traits of Writing Organization: • give an introduction to establish the purpose and select an appropriate form Voice: • show awareness of audience Writing Strategies and Behaviours • request, obtain, and make decisions about constructive criticism from others • understand revision as a means of making written communication stronger and clearer to the audience Text Forms

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 10 – Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.	
Grade 6 Specific Curriculum Outcomes (from p. 30 Atlantic Canada ELA curriculum: ML)	Writing Achievement Standard End of Grade 6
select from a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations	Writing Strategies and Behaviours • gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer,) to sort and classify the information/ideas to allow different perspectives and new connections, applying knowledge of plagiarism regulations • draft a piece of writing making critical choices about which ideas/content to include based on the purpose and intended audience • independently re-read to add to, delete from, or reorganize the text • request, obtain, and make decisions about constructive criticism from others • understand revision as a means of making written communication stronger and clearer to the audience • reread writing aloud to check for fluency; begin to make changes to sentence structures • use appropriate tools (e.g. dictionary, thesaurus, grammar checker, and text models, etc.) to adjust punctuation, grammar, spelling, and word choice. May require teacher support to edit for split dialogue • use a variety of publishing formats (e.g. books, pamphlets, posters, web sites, etc.) with appropriate text and text features
use the conventions of written language in final products	Traits of Writing Conventions • use correct end punctuation and capitalization • include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence • spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes) • follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g., Give it to Tom and me.)

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 10 – Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.	
Grade 6 Specific Curriculum Outcomes (from p. 30 Atlantic Canada ELA curriculum: ML)	Writing Achievement Standard End of Grade 6
use technology with increasing proficiency to create, revise, edit, and publish texts	Writing Strategies and Behaviours - gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer,) to sort and classify the information/ideas to allow different perspectives and new connections, applying knowledge of plagiarism regulations - draft a piece of writing making critical choices about which ideas/content to include based on the purpose and intended audience - request, obtain, and make decisions about constructive criticism from others - use appropriate tools (e.g. dictionary, thesaurus, grammar checker, and text models, etc.) to adjust punctuation, grammar, spelling, and word choice. May require teacher support to edit for split dialogue - use a variety of publishing formats (e.g. books, pamphlets, posters, web sites, etc.) with appropriate text and text features
demonstrate commitment to shaping pieces of writing and other representations	Writing Strategies and Behaviours - understand revision as a means of making written communication stronger and clearer to the audience - reread writing aloud to check for fluency; begin to make changes to sentence structures - Writing Standards Voice: evidence of author's style, personality, and experience - show awareness of audience - include glimpses of personal feeling, energy, and individuality
select, organize, and combine relevant information, from three to five sources	Text Forms Persuasive, Descriptive Report, Explanatory Report,, Instructions/Procedures: - research references are cited Biography/Autobiography: - use interviews and documents (internet, books, letters, news articles) to research the subject of the writing - research references are cited