

# **Nova Scotia Homeschooling Program**

A PARENT RESOURCE

## **Reading and Writing Achievement Standards**

*A Component of  
Atlantic Canada English Language Arts Curriculum  
(Primary - Grade 9)*



**End of Grade 4  
September 2008 - For Public Use**



# Acknowledgements

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## **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  
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. Input from working groups of educators, the review of standards documents from various school districts/boards and provinces, provincial assessments, and the work of educators and researchers documented in professional resources (see Bibliography) were sources used to inform further drafts. 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 fiction/non-fiction (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. The student exemplars were collected at the end of May/early June and include responses to related questions which demonstrate the text complexity and level of comprehension described in the achievement standards.

Students worked independently to read text and provide written responses to the comprehension questions. Prior to responding to questions, teachers could remind students to use processes and strategies they had used throughout the year (e.g., graphic organizers, comprehension strategy charts displayed in the classroom, highlighters, sticky notes).

## Overview: Writing Achievement Standards

The writing achievement standards make use of **common traits of quality writing** and describe what students should be able to demonstrate independently when completing a piece of writing. The **six traits** are identified as:

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

**Organization** – structure and form, dependent on purpose and audience

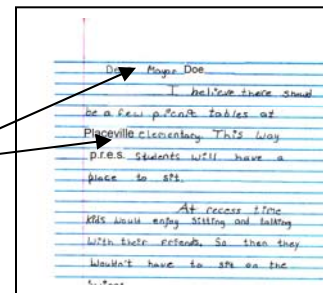
**Word Choice** – vocabulary, language, and phrasing

**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.** Any information that could potentially identify a writer has been replaced with fictitious names. Parental permission was sought to use student writing as exemplars in the standards documents (entry to grade five).





The **writing exemplars were collected through in-class writing assignments, or district and provincial assessments**. Students were asked to complete a draft version of a piece of writing plus a final copy that reflected their revisions and edits. In the majority of exemplars, students chose their own topics; in a few instances students were asked to write in response to a prompt. Teachers could remind students to use any tools they might normally reference when writing (e.g., word wall, graphic organizers, wall charts), but because the writing reflects independent work, **no teacher conferencing was involved**. Teachers could not assist with processes such as brainstorming a topic, making vocabulary webs, or editing. Writing was generally completed over two time periods of approximately 40 minutes each.

### **Guidelines for Copying from the Standards**

A diligent effort has been made to locate the creator of each of the published texts and student exemplars within the reading and writing achievement standards. In a few instances, the search to locate an author is ongoing. Educators should note that the **published fiction/non-fiction 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, are only to be reproduced for classroom purposes.

### **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. These responses are not identified as appropriate or strong; 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.

**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 may focus on the student's ability with respect to each trait. The information gained may 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 Four**

**Reading Achievement Standards  
Appropriate and Strong**

**Reading Texts**

**Student Reading Comprehension Exemplars**



## Reading Achievement Standards



### Reading Strategies and Behaviours Appropriate Achievement

#### Students

- monitor reading and self-correct; begin to adjust strategies according to form, and purpose
- use all sources of information to solve many unknown words; analyze words in flexible ways (e.g., word order, roots, plurals, contractions); make reasonable attempts at multi-syllabic and content-specific words
- read a wide variety of words with automaticity, including content-specific words
- read familiar passages fluently with appropriate pacing, phrasing and expression to convey sense of text to audience; occasional hesitations may occur 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, headings/subheadings, index, glossary, charts/diagrams) to preview, and locate information; may need support with features requiring interpretation

### Reading Strategies and Behaviours Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours described at the appropriate level in an increasingly efficient and deliberate manner. They **also**

- solve a range of words, including multi-syllabic and content-specific words
- acquire new vocabulary while reading
- question and predict based on interpretations that go beyond the obvious



## Comprehension Responses Appropriate Achievement

Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below.

<b>Reading “the lines”</b>	<p><b><u>Literal Response</u></b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• respond accurately to most literal questions by selecting and locating relevant details; may omit some key information when skimming a large amount of text</li> <li>• identify most key story elements (e.g., setting, characters, story events, problem/resolution, theme/lesson) of a narrative text and include some relevant details; may include some unnecessary information; graphic organizers may be used</li> <li>• distinguish between main idea and supporting details; may use graphic organizers to categorize ideas and make limited “jot” notes</li> </ul>
<b>Reading “between the lines”</b>	<p><b><u>Inferential/Interpretive Response</u></b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• make logical inferences about a character (his/her actions, feelings, or personality), and story events with some supporting textual details</li> <li>• interpret clear relationships among several ideas to draw conclusions (e.g., cause/effect, problem/solution); or make comparisons; support responses with some textual details</li> <li>• use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of words/sentences used in figurative and descriptive ways</li> <li>• interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when graphics are not explained in text</li> </ul>
<b>Reading “beyond the lines”</b>	<p><b><u>Personal/Critical/Evaluative Response</u></b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• make some personal connections, relate relevant prior knowledge and make logical text-to-text comparisons; some connections go beyond the obvious and may be supported with a general explanation</li> <li>• explain and support preferences for, and opinions about, texts, authors, and illustrators, providing some specific details or examples; may include some general or unrelated reasons</li> <li>• recognize some elements of author’s style/technique (e.g., figurative language, descriptions); explain how they help the reader; support explanations with personal examples or preference</li> <li>• distinguish between fact and opinion, and identify an author’s point of view; using details from the text</li> <li>• identify a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography); including key characteristics (e.g., grouping of ideas) and a form’s general purpose</li> </ul>

Comprehension Responses Appropriate Achievement	Comprehension Responses Strong Achievement
<p><b>Sample Questions/Tasks</b></p> <p>The following types of questions/tasks may be used to assess students' comprehension.</p> <p><b>Literal Response</b></p> <ul style="list-style-type: none"> <li>• Skim this part to find ____ (information/topic) and tell me about it.</li> <li>• Find the part that tells. _____</li> <li>• Tell the important parts of the story in your own words.</li> <li>• Think like the author. What message do you want the reader to take away from this book?</li> <li>• What are the important ideas in this book? What information can you tell me about each of these key ideas?</li> <li>• Look back at the questions you had about this topic. Which ones can you now answer?</li> </ul>	<p>Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and completeness. They also</p> <ul style="list-style-type: none"> <li>• demonstrate increasing efficiency with rereading and skimming to locate relevant details</li> </ul>
<p><b>Inferential/Interpretive Response</b></p> <ul style="list-style-type: none"> <li>• Why do you think the character _____ (behaved in a certain way)? What makes you think that way?</li> <li>• How would you describe _____ (character) to someone who hadn't read this book?</li> <li>• After reading this book about weather, what can you tell me about the effects of extreme weather?</li> <li>• What is the same/different about ____ (e.g., types of clouds)?</li> <li>• Are there any ideas in this book we could use in our classroom?</li> <li>• What does this word mean? How do you know?</li> <li>• What does this expression mean?</li> <li>• What does this diagram tell you? Is there any information in the diagram that isn't in the words of the text?</li> <li>• How does this map help you when you read this page?</li> <li>• Why is it important to have this caption under the photograph?</li> </ul>	<ul style="list-style-type: none"> <li>• provide thoughtful and well-supported responses using specific and relevant textual examples and personal knowledge/experience</li> </ul>
<p><b>Personal/Critical/Evaluative Response</b></p> <ul style="list-style-type: none"> <li>• How are you and the main character the same? Different? Would you have solved the problem the same way?</li> <li>• What advice would you give the character?</li> <li>• What did you already know about the topic? Did anything in this book surprise you?</li> <li>• Why did you choose to read this book? Would you recommend it? Why or why not?</li> <li>• Did the author convince you? Why or why not?</li> <li>• What words did the author use to help you picture _____ (character, event, topic)?</li> <li>• Is this information true or is this the author's opinion?</li> <li>• What might _____ (another character) say about this event?</li> <li>• If you wrote this part of the story as a newspaper article, what would the headline be? What else would you include? Why?</li> <li>• When an author writes an information book, why do you think he/she often uses headings?</li> <li>• How do you know these are instructions? What do you expect to find out from reading this?</li> </ul>	<ul style="list-style-type: none"> <li>• are beginning to question and evaluate information in texts</li> <li>• support opinions with relevant textual examples and personal knowledge/experience</li> </ul>



## Text Complexity – Appropriate and Strong Achievement

### Appropriate Achievement

Students select and read independently a variety of fiction and non-fiction texts. Texts include

- topics often beyond personal experiences, requiring cultural, historical or social perspectives
- examples of more challenging/mature themes/ideas (e.g., war, immigrant experiences) which require the reader to interpret and connect information/ideas with other texts
- an increasing number of complex sentences in conjunction with long simple sentences and compound sentences; greater sophistication in the use of dialogue with more examples of split quotations
- language which is often uncommon and challenging (e.g., new vocabulary and content-specific words, supported by context or use of glossary); greater use of figurative (e.g., metaphor, simile) and specific, descriptive language
- many words with more than 3 syllables, some of which are difficult to decode
- chapter books with no or few illustrations; illustrations/photographs that represent and extend print in non-fiction
- many lines of print on a page, organized in paragraphs, predominantly standard-sized font with greater variation in layout within same text

#### **Fiction (Realistic, Fantasy, Traditional, Historical Fiction, Mysteries)**

Texts are characterized by

- varied structures (short stories, letters) that may have multiple narrators; longer books which require sustained reading and recall of information
- plots with expanded and detailed episodes, proceeding in time-order and ending in clear resolution; descriptions that provide details important to understanding
- the inclusion of a main character, usually easily identified as the “hero”, who is often developed through conflict; factors related to character development that are explicit and obvious; multiple characters revealed through dialogue, actions, thoughts, and/or perspectives of others
- a wide variety of dialogue and stretches of descriptive language important to understanding characters
- settings (i.e., time and place) that are often unfamiliar and important to understanding plot

#### **Non-fiction (Informational, Biography, Autobiography)**

Texts are characterized by

- several topics/explicit ideas, linked by categories and presented through clear structures (e.g., description, sequence, compare/contrast, problem/solution, cause/effect)
- at times, many pieces of limited information per section (signalled by font style, headings, or subheadings), usually written in short paragraphs with a clear topic sentence
- print and illustrations/photographs that are equal in prominence; print that adds details necessary for interpretation; variety in layout, often not linear
- a full-range of graphics, not always fully explained; varied, and sometimes dense layout
- additional information, at times requiring interpretation, found throughout text (e.g., table of contents, subheadings, index, glossary, pictures, captions, sidebars, charts/diagrams, maps, simple keys and legends, boldface type, highlights)

### Strong Achievement

Students demonstrating strong achievement select and read independently texts as described above, as well as, some texts at a higher level of difficulty. The increase in text complexity is often created by

- topic choices that require the reader to draw upon extensive background knowledge and knowledge from other subject areas
- the development of abstract main ideas/themes that require the reader to understand information and viewpoints based on experiences different from his/her own
- the inclusion of longer stretches of descriptive language that add important details to plot, character and setting and consequently increase challenges for comprehension
- characters in narrative texts facing conflicts with more abstract entities (i.e., nature or society)
- the addition of content-specific words in non-fiction texts that are often not explained in context
- the inclusion of more complex graphics that require the reader to interpret visual information in combination with print (e.g., graphs, scales)

**The Blue Whale – Non-fiction Text**

**The Blue Whale – Student Comprehension Exemplars**

**Grade 4**

**Literal Response – Reading “the lines”**

1. Use information from the text to tell how blue whales communicate with each other.

**One Level of Response** – The reader locates information.

*Student Exemplar*

The blues whales communicate with each other by making loud calls across the ocean and the calls are as loud as a jet.

2. Tell the main idea of this article in one sentence.

**One Level of Response** – The reader identifies main idea.

*Student Exemplar*

The main Idea is how much alike humans and blue whales are.

3. Use the graphic organizer to sort some of the information in this passage. [T-chart]

**Appropriate Achievement** – The reader distinguishes between main idea and supporting details and makes limited jot notes.

Student Exemplar – Appropriate

Information about the Blue Whales size	Information about how whales are like humans
<p>As long as 18 humans. The heart is as big as a car. It is as tall as a six story building.</p>	<p>They are mammals. They age to 80-90. They drink milk. We both breath air.</p>

**Strong Achievement** – The reader distinguishes between main idea and supporting details, and makes more thorough and complete notes.

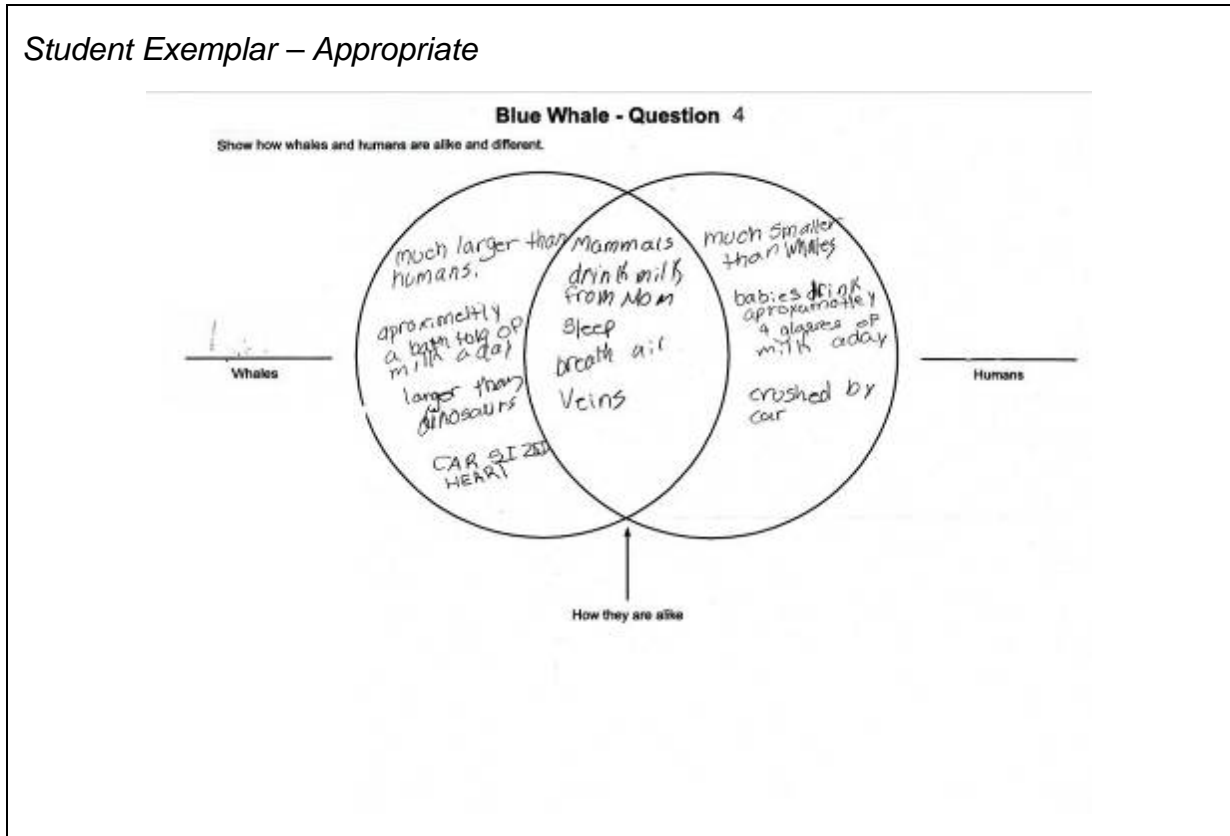
Student Exemplar – Strong

Information about the Blue Whales size	Information about how whales are like humans
<p>The largest animal in the world much larger than the dinosaurs. When it is born it weighs more than a fully grown african elephant. It weigs as much as 140 ten year olds. Its as tall as a 6 storey building. Its as long as 18 people lying head to toe.</p>	<p>Most human babies drink their mothers milk so do baby blue whales. If you're tired you take a nap, so do whales. If you breathe air also. Blue whales and humans have warm blood as well. They can live as long as humans can too.</p>

**Inferential/Interpretive Response – Reading “between the lines”**

4. Use the Venn diagram to show how blue whales and humans are alike and different.

**Appropriate Achievement** – The reader interprets relationship between ideas to make general comparisons/contrasts.



**Strong Achievement** – The reader interprets relationships between ideas to compare/contrast using specific information from the text.

## Response #1

Student Exemplar – Strong

Show how whales and humans are alike and different.

The Venn diagram compares whales and humans. The left circle, labeled 'Whales', contains the following text: 'Whales are a lot bigger than us.', 'Whales have hearts the size of a small car.', 'Whales have NO TEETH', and 'Whales sleep in water'. The right circle, labeled 'Humans', contains: 'We are born small.', 'We have small hearts', 'humans have Teeth', and 'We sleep in beds'. The intersection, labeled 'How they are alike', contains: 'we are both mammals', 'we both feed their baby's milk.', 'We both pump warm blood in are body's.', and 'We both need air to breath'. An arrow points from the intersection label to the overlapping area.

## Response #2

Student Exemplar – Strong

Show how whales and humans are alike and different.

The Venn diagram compares whales and humans. The left circle, labeled 'Whales', contains: 'drinks about a bath tub of milk a day', 'sleeps on top of ocean', 'weighed more than african elephant.', and 'breathes very slowly'. The right circle, labeled 'Humans', contains: 'drinks four glasses of milk each day', 'we go to bed', 'we weigh a same as cat when born.', and 'breathes constantly'. The intersection, labeled 'How they are alike', contains: 'both mammals drink milk', 'From their mom both take naps when tired breaths air like humans', and 'blood pumps the same. lives as long as human'. An arrow points from the intersection label to the overlapping area.

5. Where are three places in this article you can find out about krill? Use all three to tell about krill.

**One Level of Response** – The reader interprets text features to gain literal information.

**Response #1**

*Student Exemplar*

par. 7, Glossary, picture 2 page top  
Krill is a small shrimp like creature.  
When a blue whale takes gulps of water  
it usually contains krill. They look like  
little crabs.

**Response #2**

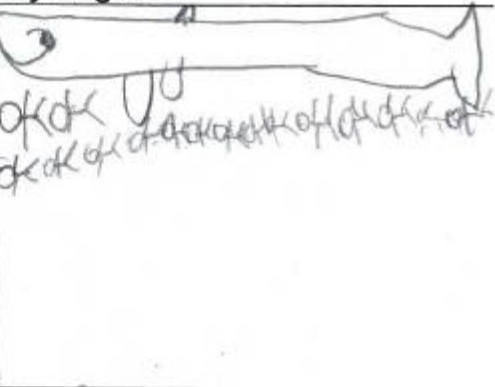
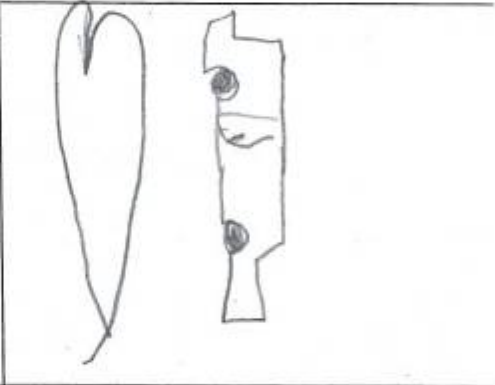
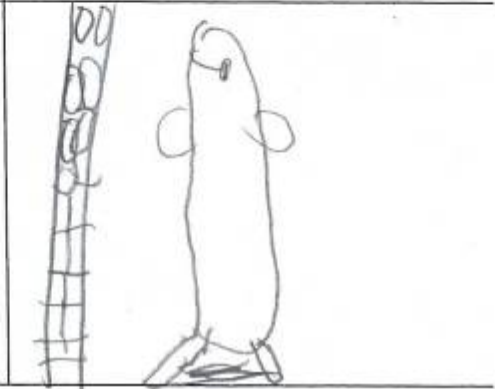
*Student Exemplar*

The three places you can find out  
about krill are in the glossary, the picture  
beside par. 2 page 2, and page 2 par. 2.  
Krill is a small shrimp like fish that  
blue whales feed on

6. Here are captions to tell about the size of a blue whale. Draw a diagram to go with each caption. (Chart)

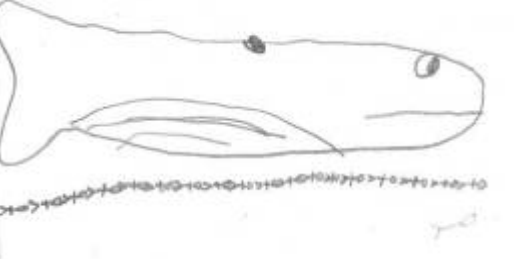
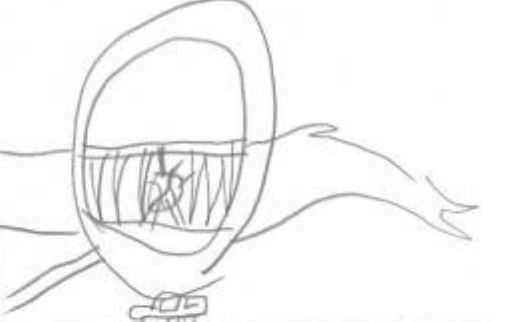
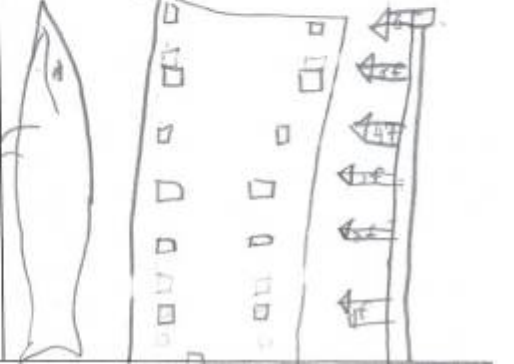
**Appropriate Achievement** – The reader interprets language used in a figurative way (i.e., simile); represents the two literal aspects of the simile.

*Student Exemplar – Appropriate*

Caption	My Diagram
<p>A blue whale is as long as eighteen people lying head to toe.</p>	
<p>A blue whale's heart is as big as a car.</p>	
<p>If an adult blue whale stood on its tail, it would be as tall as a six-storey building.</p>	

**Strong Achievement** – The reader interprets language used in a figurative way (i.e., simile); represents the comparative nature of the simile.

*Student Exemplar – Strong*

Caption	My Diagram
A blue whale is as long as eighteen people lying head to toe.	
A blue whale's heart is as big as a car.	
If an adult blue whale stood on its tail, it would be as tall as a six-storey building.	



**Personal/Critical/Evaluative Response – Reading “beyond the lines”**

**7. What did the author do to help you picture the blue whale? How does this help the reader?**

**Appropriate Achievement** – The reader identifies an author’s technique, supported with a general example.

*Student Exemplar – Appropriate*

The author used million dollar words. (words with a lot of detail) That helps a reader by making them visualize the story in their minds.

**Strong Achievement** – The reader identifies an author’s technique, supported with a textual example.

**Response #1**

*Student Exemplar – Strong*

The author helped you picture the scene with examples like Think about a small car, that's the size of his heart. She also helped you by inserting 4 or 5 pictures in this text.

**Response #2**

*Student Exemplar – Strong*

The author helped me picture the Blue whale by all the describing words and for example it says that A Blue whales heart is as big as a car.

8. Tell some things that let you know this is an information passage.  
How does each of these help you as a reader? (Chart)

**One Level of Response** – The reader recognizes some key characteristics of a text form and explains, with textual and/or personal examples, how they support meaning.

*Student Exemplar*

How I know this is an information passage	How this helps me understand the passage
The text has a lot of facts.	They are something real about it. They help you know about it.
It has a glossary.	They help you on words that you don't really know about it.
It has real photos of the Blue Whale.	They show you what the thing looks like.
It has diagrams.	They show you drawn pictures of information.

**The Owlets Fly – Fiction Text**

**The Owlets Fly – Student Comprehension Exemplars**

**Grade 4**

**Literal Response – Reading “the lines”**

1. Explain why Granddad didn't want owls nesting in his loft.

**One Level of Response** – The reader locates information.

*Student Exemplar*

Granddad didnt want owls nesting in his loft because the owls made mess in the loft and they left bones, feathers & droppings behind.

2. Catrina and Damon were at Grandad's and they said there was *nothing to do*. What lesson did they learn? Use ideas in the story to support your answer.

**Appropriate Achievement** – The reader relates a literal message/theme from the text.

*Student Exemplar – Appropriate*

The lesson that Catrina and Damon learned when they stayed at their grandads is that there is never nothing to do.

**Strong Achievement** – The reader infers a message/theme from the text when not clearly stated.

*Student Exemplar – Strong*

. The children learned there is always an adventure around the corner. They spent their long summer growing more and more attached to the cows. Their summer ended up being anything but boring.

3. Use the story map to tell the important parts of the story.

**Appropriate Achievement** – The reader retells a story, including most story elements, with some details.

**Response #1**

*Student Exemplar – Appropriate*

**Setting (Where and When)**

The At Grandpa's house while their parents were on a long vacation.

**Main Characters**

The main characters are Owls; Cattina, Damon.

**Problem**

The problem is that there are barn-owls and they make big messes.

**Main Events**

The main event is is that the barn owls are have eggs that hatched and are making a very big mess and making a lot of noise. The grandpa said I will have to fill in the hole so the owls will not be able to get back in. Then Cattina said there are ~~dead~~ owls in there we can't cover it now or the babies will die. So the grandpa said I will need help so I will write for your parents so they can help them.

**Ending**

The baby owls flew away and went with their mother.

Response #2

Student Exemplar – Appropriate

**Setting (Where and When)**

Grandpa's house

**Main Characters**

Catrina + Damon

**Problem**

Owls in hole grandpa patches hole

**Main Events**

First Damon and Katrina were staying at their Grandpa's they were bored - nothing to do so they go up to the attic and discover there are barn owls living there. Grandpa has to patch up the hole by the time their dad gets back, will the owls learn to fly in time?

**Ending**

Barn Owls learn to fly in time.

**Strong Achievement** – The reader retells a story, including story elements with supporting details.

*Student Exemplar – Strong*

**Setting (Where and When)**

This story took place at Catrina's and Damon's granddad's house while their parents were on a long

**Main Characters** Summer vacation.

The main characters were Damon, Catrina and their granddad.

**Problem**

There were owls nesting in granddad's loft. The children enjoyed them but the granddad did not.

**Main Events**

- Catrina and Damon were at their granddad's for the summer.

- They found owls and eggs in granddad's loft.

- They watched them secretly for weeks because they knew granddad didn't like owls.

- Then the eggs hatched and granddad found out there were owls in the loft.

- The kids were worried because granddad had thickened to block the entry for the owls.

- The owlets grew and grew and the children hoped they would soon learn to fly away.

**Ending**

- On the very day he was going to board up the hole the owlets flew away.

**Inferential/Interpretive Response – Reading “between the lines”**

4. Describe the feelings Catrina and Damon may have experienced when the chicks “hissed” at them. Use details from the story and your own ideas.

**Appropriate Achievement** – The reader makes a straightforward inference about the characters' feelings.

*Student Exemplar – Appropriate*

I think they were a little  
scared when they hissed but  
I think they thought that is  
was a perfection.

**Strong Achievement** – The reader makes a more thoughtful inference about the characters' feelings (i.e., recognizes that the children would want to play with the owls).

*Student Exemplar – Strong*

Scared, and annoyed. Because the chicks would not let them  
clean the attic. They knew that a hiss was a warning. Said  
also, cause you would not be able to keep them as pets.

5. Using your own ideas and details from the text, explain why Catrina said she didn't hear anything when Grandad asked about the loud "sore throat" kind of hiss.

**Appropriate Achievement** – The reader makes a straight-forward inference about a character's actions.

*Student Exemplar – Appropriate*

Catrina said she didn't hear anything  
because she didn't want granddad  
to get rid of the owl family.



**Strong Achievement** – The reader makes a thoughtful inference about a character's actions.

*Student Exemplar – Strong*

Catrina said she didnt hear anything when her Granddad asked about the loud "Sore throat" kind of hiss outside because if Catrina said it was an owl her granddad would of got mad because her granddad thinks owls are messy. Then her granddad would know they were nesting around their house and get rid of them.

6. Read the last sentence and notice the words, *...the birds swooped, silent and white like paper darts,....* What does this tell you about the owls? What picture do you make in your mind?

**One Level of Response** – The reader uses context clues to explain meaning of vocabulary.

**Response # 1**

*Student Exemplar*

The sentence (the birds swooped, silent and white like paper darts) tells you that they where silent but fast like a feather rocket.

**Response # 2**

*Student Exemplar*

Quietly dart and swoop across the night sky. like blurs of white. That the owls are white and they finally learned how to fly.

7. Describe how the feelings and actions of the adults at the end of the story differed from what Catrina and Damon had expected. Use details from the text to support your answer.

**Appropriate Achievement** – The reader interprets relationships between ideas to draw simple conclusions.

*Student Exemplar – Appropriate*

The adults' actions were different from what the kids expected because the adults were happy to see the owls.

**Strong Achievement** – The reader interprets clear relationships between ideas to draw conclusions with specific textual examples.

*Student Exemplar – Strong*

Catrina and Damon had expected their parents to be angry that they were keeping 7 owls in their granddad's loft. But their parents were glad to see owls flying in the night sky like when they were kids. Mom said the owls would help Granddad get rid of his mice by eating them.

**Personal/Critical/Evaluative Response – Reading “beyond the lines”**

8. How are you and the children in the story alike or different? Use details from the story.

**Appropriate Achievement** – The reader makes some personal connections referring to story details.

*Student Exemplar – Appropriate*

I would've done what they did because I want to protect animals not scare them.

**Strong Achievement** – The reader makes thoughtful and personal connections referring to specific story details.

**Response #1**

*Student Exemplar – Strong*

common

- Like animals
- Like to look at animals

Different

Parentes don't go out on vacation without me  
Tell my Grandpa what I was doing at first.  
I like to play with anim  
als. They just wached them.  
I don't care if they hiss at me.

**Response #2**

*Student Exemplar – Strong*

If I found barn owls nesting in our attic I would be nervous, I know animal mothers are very protective of their young, so I'd be scared she would hurt me. Unlike the kids in the story I wouldn't keep it a secret. I would call a forest ranger to protect myself and the animals.

9. The author makes some interesting word choices in this story. Read the words below and tell how the underlined words help you understand the story. (Chart)

**Appropriate Achievement** – The reader recognizes elements of an author's technique providing a general explanation about how they help the reader.

**Response #1**

*Student Exemplar — Appropriate*

Words the author uses	How this helps me
Page 1. Damon brushed away <u>curtains</u> of dusty cobwebs.	Visualize dirty curtains
Page 1. It turned its <u>heart-shaped face</u> right around....	Visualize a heart shaped face
Page 3. Catrina and Damon watched them <u>waddle</u> around the loft...	Visualize how they are walking

## Response #2

### Student Exemplar – Appropriate

Words the author uses	How this helps me
Page 1. Damon brushed away <u>curtains</u> of <u>dusty cobwebs</u> .	It helps me see that there is a lot of dusty cobwebs.
Page 1. It turned its <u>heart-shaped face</u> right around....	It helps me see the owl and what it looks like.
Page 3. Catrina and Damon watched them <u>waddle</u> around the loft...	It helps me understand how exactly they were moving.

**Strong Achievement** – The reader recognizes elements of an author’s technique providing a solid explanation that includes personal examples of how they help the reader.

*Student Exemplar – Strong*

Words the author uses	How this helps me
Page 1. Damon brushed away <u>curtains of dusty cobwebs.</u>	This helps me paint a picture in me head of how dusty it would be in the loft.
Page 1. It turned its <u>heart-shaped face</u> right around....	It helps think of the owl as a kind creature.
Page 3. Catrina and Damon watched them <u>waddle</u> around the loft...	It helps me picture them a little like penguins. I've never seen owls walk. so it helps me picture it better.

**Writing Achievement Standards  
End of Grade Four**

**Writing Achievement Standards  
Appropriate and Strong**

**Student Writing Exemplars with Rationales**

**Note: The italicized words in a rationale represent exact wording found in a student writing exemplar.**





## Writing Achievement Standards



### Writing Strategies and Behaviours

Appropriate Achievement	Strong Achievement
<p>Students</p> <ul style="list-style-type: none"> <li>• select a topic and begin to narrow the focus (e.g., equipment for hockey vs. hockey) through discussion, topic lists/personal interests, books, or student samples demonstrating an awareness of audience and purpose</li> <li>• gather ideas from a variety of sources and use an organizational framework (e.g., web, drawing, graphic organizer, research, jot notes, sample of selected form)</li> <li>• draft a piece of writing showing awareness of need to develop a topic, provide the reader with sufficient information and consider the reader's reaction (e.g., include clear connecting words, interesting word choices)</li> <li>• use writing tools such as a dictionary, thesaurus and class charts</li> <li>• revise a piece of writing after rereading, peer-or-teacher conferencing or using class revision charts (e.g., trying effective leads, interesting words, alternate endings); will add, delete or substitute ideas</li> <li>• reread writing aloud to check for fluency; begin to make changes to sentence structures</li> <li>• use an editing checklist with minimal support (e.g., spelling, capitals, end punctuation, commas, beginning paragraphing skills); require support for editing dialogue</li> <li>• use criteria to select a piece to be published (e.g., e-mail, bulletin board, oral share, portfolio, brochure) with appropriate text features</li> </ul>	<p>Students demonstrating strong achievement apply strategies and exhibit behaviours at the appropriate level in an increasingly independent manner, <b>and</b></p> <ul style="list-style-type: none"> <li>• apply writing strategies consistently and with minimal prompting</li> <li>• recognize purpose and audience and select form and content accordingly</li> <li>• draft a piece of writing with awareness of need to maintain a focus and support main idea with specific and relevant details; revise work-in-progress</li> <li>• take risks with writing (e.g., try a new form, use new vocabulary, use complex sentences)</li> <li>• write independently due to increased control of conventions</li> </ul>

# Writing Achievement Standards

## Appropriate Achievement

<b>Content</b> overall topic, degree of focus, and related details	<p>Students</p> <ul style="list-style-type: none"><li>• begin to narrow topic to a main idea; this central message may not be readily apparent</li><li>• include a series of related ideas/events, usually based on relevant personal experiences, opinions or accurate information</li><li>• include relevant details to support the ideas/events; a few details may lack clarity and/or pertinence</li></ul>
<b>Organization</b> structure and form, dependent on purpose and audience	<ul style="list-style-type: none"><li>• establish a purpose and select an appropriate form</li><li>• include an introduction, with a title or heading where appropriate; provide minimal context for the reader</li><li>• present most ideas/events in a logical order</li><li>• link ideas with a variety of ordering and connecting words and phrases to create some smooth transitions</li><li>• group key ideas/events; showing some evidence of conventional paragraphing</li><li>• include a conclusion but may not sum up ideas/events</li></ul> <p><b>See <i>Text Forms</i> for elements of narrative and information texts.</b></p>
<b>Word Choice</b> vocabulary, language, and phrasing	<ul style="list-style-type: none"><li>• include a few precise or interesting words, technical language, or creative phrases</li><li>• include a few descriptive words (e.g., adjectives, adverbs) and make varied verb choices</li></ul>
<b>Voice</b> evidence of author's style, personality, and experience	<ul style="list-style-type: none"><li>• show some awareness of audience according to purpose (e.g., letter, report, recount, persuasive writing); attempts appropriate tone</li><li>• demonstrate knowledge of and interest in subject</li><li>• convey general feeling/mood or personal style</li></ul>
<b>Sentence Structure</b> variety and complexity of sentences	<ul style="list-style-type: none"><li>• include a variety of mostly complete sentence types and structures; may be some run-on/incomplete sentences in complex structures</li><li>• include sentences with variations in length and beginnings (e.g., nouns, pronouns, phrases) resulting in a few effective transitions</li></ul>
<b>Conventions</b> spelling, punctuation, capitalization, and usage (grammar).	<ul style="list-style-type: none"><li>• use correct end punctuation for the majority of sentences</li><li>• use commas and apostrophes correctly in most instances (e.g., series, dates, contractions, singular possessives)</li><li>• use quotation marks in many instances of direct speech; may lack internal punctuation and capitalization</li><li>• consistently use capital letters for proper nouns (e.g., people, days of the week, months, common place names), first word of a sentence, and the pronoun "I"; generally use capital letters for common holidays and titles; may capitalize a few words unnecessarily</li><li>• spell many familiar words correctly; use visual/sound patterns to make close approximations of unfamiliar words</li><li>• generally use basic grammatical structures correctly (e.g., common subject/verb agreements, regular verb tenses, use of pronouns – <i>Joe and I</i>)</li></ul>

# Writing Achievement Standards

## Strong Achievement

## Conference Prompts

### Students

- determine a main idea and generally sustain this central message
- include a series of related ideas/events, usually based on relevant personal experiences, supported opinions or complete/accurate information
- include relevant details to support the ideas/events; some details add interest or originality

*What do you want your reader to know about this topic?  
What special details do you need to add for this part?*

- establish a purpose and select an appropriate form
- include an effective introduction and, where appropriate, a title or heading; provide context and attempt to engage the reader
- generally present ideas/events in a logical order
- link ideas with a variety of words and phrases to make some purposeful and smooth transitions
- use paragraphs for most related information or events
- include a clear conclusion that briefly sums up key ideas/events

*What did you do to help you organize your writing before you began?  
How did you get your reader's attention?  
Does your ending pull your ideas together?  
Here's where I got confused \_\_\_\_\_. What did you mean by ...?  
How can you show that this part connects to the part you wrote here?*

**See Text Forms for elements of narrative and information texts.**

- include a variety of precise or interesting words, technical language or creative phrases
- include descriptive words (e.g., adjectives, adverbs) and some well-chosen verbs

*Find a place in your writing where you think you made a clear picture for your reader. What did you do to make that part work so well?  
Highlight three "tired" words in your writing. What words can you use to replace them. Where might you get ideas for new words?  
What are some words we've been learning in science that would help you tell about this topic?*

- show awareness of audience according to purpose; tone is suitable and takes reader into consideration
- demonstrate engagement with the subject
- convey an identifiable feeling/tone or an individual style; some risk-taking and originality are evident

*Why did you write this? Who is your reader?  
Where did you try to really make your voice come through?  
Will your reader be able to tell how you know a lot about \_\_\_\_?  
This part made me feel \_\_\_\_\_.*

- include a variety of sentence types and structures (run-on/incomplete sentences may occur occasionally)
- include sentences that vary in length and beginnings creating an easy-to-read flow

*What is the strongest sentence in your piece and what makes it strong?  
How can we make this sentence \_\_\_\_\_ (longer, shorter, etc.)  
Reread this part and see if it is easy to read aloud.*

- use commas and apostrophes consistently and correctly (e.g., series, dates, contractions, singular possessives)
- use quotation marks in most instances of direct speech; the quote generally shows internal punctuation and capitalization, but split quotations may not be accurately punctuated and capitalized
- correctly use capital letters for proper names (e.g., people, days of the week, months, common place names), first word of a sentence, pronoun "I"; and in most cases, for common holidays and titles
- spell most familiar words correctly; use visual/sound patterns to make close approximations of unfamiliar words
- use basic grammatical structures correctly in most cases (e.g., common subject/verb agreements, regular verb tenses, use of pronouns – *Joe and I*)

*Let's read this out loud. When we need to take a breath, we need to add some punctuation.  
Find a place in your writing where you used dialogue. Check the example and see if you used quotation marks in the right place.  
Have you checked for everything on the editing checklist? What do you need help with?  
Where can you check the spelling of this word?*

### General Prompts

*After you checked your work using our class checklist, which trait are you most proud of?  
What are some changes you made in this piece that made it better?  
What would you like to work on improving in your next piece?  
What is the best piece of advice you could give to the class about writing?*

## Text Forms





The following describe the specific elements of common text forms at the end of grade four. Refer to the Organization Trait to distinguish between appropriate and strong achievement.

<p><b>Form: Persuasive</b>  <b>Purpose:</b> to convince someone to do something or to think in a particular way  <b>Opening Statement</b> - identifies a clear position or desired action (<i>I believe...</i>)  <b>Arguments and Reasons</b> –provides three or more arguments that have supporting statements (<i>I think...because...</i>) based on facts or personal experience  <b>Conclusion</b> – includes a conclusion that reinforces position  <b>Special Features</b></p> <ul style="list-style-type: none"> <li>- linking words/phrases (because, so then, but)</li> <li>- present tense</li> <li>- first person singular or plural (I, we)</li> <li>- persuasive adjectives/adverbs (most, must, strongly)</li> </ul>	<p><b>Form: Descriptive Report</b>  <b>Purpose:</b> to describe a topic  <b>Introduction</b> – introduces topic with definition or a classification (<i>The prairies are ....</i>)  <b>Description of Topic</b> - includes factual details, drawn from two or more sources (books, photographs, personal experience, websites) to support sub-topics (e.g., location, attributes, sites)  <b>Conclusion</b> – attempts to summarize with concluding statement(s)  <b>Special Features</b></p> <ul style="list-style-type: none"> <li>- may include a title, illustrations, maps, or photographs with labels or captions</li> <li>- connecting words and phrases (another, they are)</li> <li>- present tense</li> <li>- language to show comparisons/contrasts (as big as, not like)</li> <li>- subject-specific vocabulary</li> </ul>
<p><b>Form: Explanatory Report</b>  <b>Purpose:</b> to tell how/why something came to be or to explain how something works  <b>Statement or definition</b> - identifies topic with a statement, question or definition  <b>Explanation of how or why</b> –describes parts (e.g., rock formations) and explains how or why something happens in a logical order; cause-effect connections may not be clear in all instances  <b>Summary</b> – connects to topic or question but may be abrupt  <b>Special Features</b></p> <ul style="list-style-type: none"> <li>- may include a title, illustrations or diagrams</li> <li>- connecting words to signal cause-effect (if, because, then) and/or sequence (next, then, when)</li> <li>- present tense</li> <li>- subject-specific vocabulary</li> </ul>	<p><b>Form: Instructions/Procedures</b>  <b>Purpose:</b> to tell how to do something  <b>Goal or aim</b> – identifies by title or opening statement(s)  <b>Materials/ingredients</b> - lists materials  <b>Method/process</b> - includes key steps in order with some relevant details focusing on how and when  <b>Conclusion or Evaluation</b> – includes a closing statement or an evaluation (<i>Test your paper airplane and see how far it flies!</i>)  <b>Special Features</b></p> <ul style="list-style-type: none"> <li>- may include headings, illustrations, diagrams or labels</li> <li>- numbered-steps or words showing sequence (first, next, then)</li> <li>- point form or full sentences starting with sequence words or verbs</li> <li>- present tense</li> <li>- may be written in second person (<i>First, you...</i>)</li> </ul>
<p><b>Form: Recount</b>  <b>Purpose:</b> to tell about past events (personal or others' experiences)  <b>Orientation</b> – identifies when, where, who, and what, with attempt to narrow focus  <b>Key Events in Time Order</b> - has key events in logical order with sufficient relevant details  <b>Concluding Statement</b> – includes a personal response or evaluation (<i>This is just one fun thing I did in July, and it was the best!</i>)  <b>Special Features</b></p> <ul style="list-style-type: none"> <li>- may include a title</li> <li>- linking words and phrases (first, later, after that, before)</li> <li>- past tense</li> <li>- first (I or We) or third person (She or They)</li> <li>- action verbs</li> <li>- may include dialogue</li> </ul>	<p><b>Form: Narrative</b>  <b>Purpose:</b> to entertain with an imaginative experience  <b>Orientation (time, place and characters)</b> – introduces characters and setting (<i>Once there was a girl named Aleesha. She was watching TV..</i>)  <b>Problem</b> – establishes a problem at the beginning (<i>Mom, I want to be a butterfly dancer!</i>)  <b>Events</b> – may include some character description but tends to focus on actions, not always clearly connected, to develop plot  <b>Resolution</b> – includes a brief but reasonable ending and may have some "loose ends"  <b>Special Features</b></p> <ul style="list-style-type: none"> <li>- may include a title or illustrations</li> <li>- connecting words related to time (first, next, later)</li> <li>- past tense</li> <li>- usually first (I, we) or third person (he, she, they)</li> <li>- action verbs and verbs related to character's thoughts and feelings</li> <li>- may include dialogue (with change in tense from past to present)</li> </ul>

## **Student Writing Exemplars and Rationales**

## Spongebob - Appropriate Achievement

Want to learn how to draw  
Spongebob? If so take a piece of paper, a pencil,  
Pencil Eraser (Colors blue, black, red, light and dark  
yellow), a eraser and a ruler. Now you are ready  
to draw spongebob.

-  ① First take the ruler and draw  
a square body like this.
-  ② Next add a rectangular box at  
the bottom of the square body  
like that.
-  ③ Also add a tie in the  
rectangular box like this.
-  ④ Now draw eyes, a nose, a mouth  
teeth lines on the edge of the  
rectangular box. Color the eyes blue and

## Spongebob - Appropriate Achievement

white, the nose light yellow, the lines on the rectangular box black, the tie red and the teeth white like that.



5) Add holes wherever you want. You also need to add arms and legs. Color the holes dark yellow and the body light yellow and add shoes and socks. Color the shoes black and the strips on the socks blue and red and the pants brown like this.

## Rationale for Appropriate Achievement *Spongbob*

### The writer

#### Content

- narrows the topic to the main idea/purpose for the writing- how to draw SpongeBob
- includes a series of related steps to be followed to draw SpongeBob
- includes relevant details to support the procedure (e.g.,...*take a piece of paper, a pencil...*, *Now draw eyes, a nose, a mouth...*)

#### Organization

- establishes the purpose (i.e., *Want to learn how to draw spongbob?*) and selects the procedure form to explain the process
- includes an introduction in the opening statement (e.g., *Want to learn how to draw spongbob?*),
- presents ideas in a logical order with clear connections between key ideas (e.g., uses numbered-steps to explain the procedure)
- links ideas with a variety of ordering and connecting words; making connections explicit (e.g., *First, Next, Also, Now*)
- follows most key organizational features of the procedure form (e.g., includes the goal, materials, and method to follow, conclusion is not explicitly stated)
- includes text features (e.g., numbered-steps and accompanying diagrams are included)
- includes some relevant and supporting details to elaborate key ideas (e.g., ...*add a rectangular box at the bottom of the square body...*, *Color the eyes blue and white, the nose light yellow...*)

#### Word Choice

- includes precise technical language, consistent with the form (e.g., *Color the holes dark yellow and the body light yellow and add shoes and socks. Color the shoes black and the strips on the socks blue...*)
- includes a few descriptive words (e.g.,...*add a rectangular box at the bottom...*) and makes varied verb choices (e.g., *add, draw, color*)

#### Voice

- shows some awareness of audience according to purpose (e.g., *Want to learn how to draw spongbob?*); attempts appropriate tone (e.g., *Now you are ready to draw Spongbob*)
- demonstrates knowledge of and interest in subject by including very detailed steps to replicate the SpongeBob character (e.g., ...*the lines on the rectangular box black, the tie red and the teeth white like that.*)
- conveys general feeling/mood or personal style by engaging the reader with a question at the start and adding diagrams to support the purpose.

#### Sentence Structure

- includes a variety of mostly complete sentence types and structures (e.g., *Also add a tie in the rectangular box like this.*)
- includes sentences with variations in length (e.g., *If so take a piece of paper, a pencil, pencil crayons (e.g., colors blue, black, red, light and dark yellow), a eraser and a ruler.*) and beginnings (e.g., *Also, Now, Add*) resulting in a few effective transitions

#### Conventions

- uses correct end punctuation for all sentences
- uses commas and apostrophes correctly in most instances (e.g., series, dates, contractions,
- singular possessives)
- does not use capital letters for the proper noun "*spongbob*", but does for the first word of all sentences
- spells many familiar words correctly (e.g., *first, learn, eyes, wherever*); uses visual/sound patterns to make close approximations of unfamiliar words (e.g., *pencil, crayons, rectangular*)
- uses basic grammatical structures correctly (e.g., *Now you are ready...add a tie..., draw a nose...*)



## In the Sugar Woods – Appropriate Achievement

### In The Sugar Woods

Working in the sugar woods sometimes is a hard job. Tapping the trees and boiling the sap, and making maple sugar, maple butter and maple candy.

In the sugar woods that my grandpa owns we have blue lines that the sap runs down into a big tub. Then we take to be boiled into maple syrup.

If the sap starts to boil over you put milk on it to make it go back down. Sometimes it can be dangrus because the stove can get really hot.

## Inn the Suger Woods – Appropriate Achievement

In the boiler there is a filter that takes out any little pieces of wood. Then we put a sheet on a barrel and pore the maple sap into the barrel with a spout.

To make maple butter you have to boil the maple sap and then mix it until it is buttery. To make maple candy you have to boil it at 330 degrees and then pore it on the snow.

This year was not as good as the other years but we still made a lot of maple sap and had a lot of fun.

## Rationale for Appropriate Achievement

### *In the Sugar Woods*

#### The writer

#### Content

- narrows the topic to the main idea/of working in the woods to make maple products
- includes a series of related ideas, based on personal experience (e.g., *In the sugar woods that my grandpa owns...If the sap starts to boil over you put milk on it...*)
- includes relevant details to support the explanation of how to make maple products (e.g., *...there is a filter that takes out any little pieces of wood., To make maple butter you have to boil the maple surip and then mix it...*)

#### Organization

- establishes the purpose: to explain how to make maple products (i.e., *Tapping the trees and boiling the sap, and making maple sugar, maple butter...*) and selects the explanatory report form
- includes an introduction in the opening statement (e.g., *Working in the sugar woods sometimes is a hard job...the sap runs down into a big tub...then we take to be boiled into maple syrup.*)
- presents ideas in a logical order with clear connections between key ideas (e.g., introduces what the writing will discuss, then explains how to make maple syrup, maple butter and maple candy)
- links ideas with a variety of ordering and connecting words (e.g., *then, sometimes, because, to make...*)
- follows most key organizational features of the explanatory report form (e.g., identifies the topic with the sentence: *Tapping the trees and boiling the sap...*, and explains how maple products are made: *To make maple candy you have to boil...*, and includes a summary statement: *...this year was not as good...but we still made A lot of maple surip...*) The writing is mostly in the present tense and includes subject-specific vocabulary (e.g., *blue lines, tapping the trees, baril, spout*)
- includes the title as a text feature
- includes some relevant and supporting details to elaborate key ideas (e.g., *To make maple candy you have to boil it at 830 degrees and then pore it on the snow., we put a sheet on a baril and pore the maple surip into the baril...*)

#### Word Choice

- includes precise technical language, consistent with the form (e.g., *blue lines, tapping the trees, baril, spout*)
- includes a few descriptive phrases (e.g., *...mix it until it is buttery...there is a filter that takes out any little pieces of wood.*) and makes varied verb choices (e.g., *pore, boil, mix*)

#### Voice

- shows some awareness of audience according to purpose (e.g., *Working in the sugar woods sometimes is a hard job. Tapping the trees...making maple sugar...*); attempts appropriate tone (e.g., *This year was not as good as the ousher years but...*)
- demonstrates knowledge of and interest in subject by providing specific explanations of how to make each of the products (e.g., *To make maple candy you have to boil it at 830 degrees...put a sheet on a baril and pore the maple surip into the baril with a spout.*)
- conveys general feeling or personal style by mentioning family connection (e.g., *In the sugar woods my grandpa owns...*) and makes reference to previous years (e.g., *This year was not as good as the ousher years...*)

#### Sentence Structure

- includes a variety of mostly complete sentence types and structures (e.g., *To make maple candy you have to...*, *This year was not as good as the ousher years, but we still made...*), with one fragment (*Tapping the trees and boiling the sap...*) in introduction.

#### Conventions

- uses correct end punctuation for all sentences
- uses commas in a series (e.g., *...boiling the sap, and making maple sugar, maple butter...*),but not for pauses
- uses capital letters for the first word of all sentences
- spells many familiar words correctly (e.g., *sometimes, working, really, because*); uses visual/sound patterns to make close approximations of unfamiliar words (e.g., *surip, suger, dangrus, buttery*)
- uses basic grammatical structures correctly (e.g., *...you have to boil..., we put a sheet...*)

**Dear Mayor Doe – Appropriate Achievement**

Dear Mayor Doe,

I believe there should be a few picnic tables at Placeville elementary. This way p.r.e.s. students will have a place to sit.

At recess time kids would enjoy sitting and talking with their friends. So then they wouldn't have to sit on the swings.

Adults from the community would like to watch kids play but they have nowhere to sit.

If we had picnic tables the adults would sit and



**Dear Mayor Doe – Appropriate Achievement**

Kids play.

It would be a joy to  
the seniors if they could  
come down  
and eat their lunch  
with the kids.

And it would get them  
more active if they came  
down at least once a  
week.

Please help us with our  
lack of areas to sit  
outside. Think of the  
children, the adults and  
last but certainly not least  
the seniors. We need  
this need to be met!

## Rationale for Appropriate Achievement

*Dear Mayor Doe*

### The writer

#### Content

- includes a series of arguments explaining why Placeville Elementary School needs additional picnic tables on its playground
- focuses on the main idea that Mayor Doe should consider providing picnic tables
- includes some relevant information that supports the main idea (e.g., the need for somewhere to sit at the school; students would sit and talk to friends; adults could watch students play; seniors could eat lunch with students)

#### Organization

- shows awareness of audience (recognizes a mayor would be interested in the wider community and refers to students, adults, and seniors); purpose (states the widespread benefits of the tables); and form (follows the elements of a persuasive letter: thesis statement, arguments, and summary)
- generally presents information in a logical order; overall sequence is clear (e.g., begins with the benefits to the school and broadens to the larger community)
- includes a standard heading to a persuasive letter (e.g., *Dear Mayor Doe*,)
- shows evidence of conventional paragraphing (e.g., uses a separate paragraph for the thesis statement, each of the arguments and restatement of the thesis statement); paragraphs tend to be short demonstrating the writer's emerging understanding of this technique
- links ideas with a variety of connecting phrases (e.g., *At recess time, It would be a joy*)

#### Word Choice

- includes some effective persuasive words/phrases (e.g., *joy to the seniors, it would get them to be more active, Please help us with our lac of areas to sit outside.*)
- uses varied verb choices (e.g., *believe, Think*) and shows control with present and future tenses (e.g. *I believe there should be a few, ...students will have....*)

#### Voice

- shows effective consideration of audience (i.e., refers to how this positively affects the people in the Mayor's community)
- illustrates the writer's engagement with the subject (e.g., *Please help us, Think of the children, We need this need to be met*)
- shows glimpses of personal style (e.g., *...and last but certainly not least....*)

#### Sentence Structure

- includes sentences with variations in beginnings (e.g., *At recess time, Adults from the community*)
- has variety in length and type of sentences (declarative, imperative)
- includes mostly complete sentences and attempts some complex structures (e.g., *Think of the children...., It would be a joy to the seniors....*); experiences a bit of difficulty when attempting to include an additional idea within a sentence (e.g. *So then they...., And it would get them....*)

#### Conventions

- has correct end punctuation
- includes consistent use of capital letters, but does not capitalize abbreviated school title
- spells familiar and common words correctly, mixes up letters in *seinors*
- follows basic subject/verb agreement
- follows correct verb tense

## My Marine Land Adventure— Appropriate Achievement

### My Marine Land Adventure

Last July on a cold damp day my mom and I went on a vacation. We went on a huge plane to Ontario.

One of the places we went to was called "Marine Land!"

Marine Land was so fun. I want you to experience the fun in words!

First we had to buy tickets to get in. The people at the booth were very kind.

Next we walked by one of the stadiums and saw some dolphins. The tamers picked a

## My Marine Land Adventure – Appropriate Achievement

girl to come down from the stand and help them with a trick. (She got wet)!

Third we found some rides. The first ride I went on was like the Scrambler but it goes in the air. (It was all different colours).

After the rides Mom saw the orcas, so we went over to watch them. Mom got a ticket so I could pet the oldest and largest whale they had. The whale felt rubbery and smooth.

Fifth we walked across a bridge with huge fish under it! People also could buy food to feed the fish.

About 5 minutes later we



**My Marine Land Adventure – Appropriate Achievement**

found the rollercoaster! It was really scary. I got a big black bruise on my back from it.

Later we went to the gift shop. I bought the following: a snow globe with orcas inside, a stuffed orca, tee-shirt with dolphins on it, a pencil, and candy. Yum!

My experience was awesome! This is just one fun thing that I did in July, and it was the best.

## Rationale for Appropriate Achievement

### *My Marine Land Adventure*

#### **The writer**

##### **Content**

- includes a series of ideas related to a trip to Marine Land; focus is evident
- begins to narrow the topic to describe a highlight of a trip to Ontario
- includes relevant details to support the main idea explaining buying the tickets, significant sights, rides and the gift shop; further elaboration of details would strengthen the piece

##### **Organization**

- shows awareness of purpose (to describe an important personal experience), audience (someone who has not experienced this attraction), and form (recount)
- includes the topic in the introduction (e.g., *went on a vacation, "Marine Land!"*); elaborates main ideas with some supporting details (e.g., *tickets, dolphins, Scrambler, orcas, fish, rollercoaster, gift shop*); includes a closing or concluding statement (e.g., *My experience was awesome!, ...was the best.*)
- presents information in a logical order; overall sequence is clear and follows the order of events as they happened
- includes a title – *My Marine Land Adventure*
- groups events using conventional paragraphing, although many are very short
- links ideas with a variety of connecting words (e.g., *I want you to, is just one*)

##### **Word Choice**

- includes a few effective, descriptive words and/or creative phrases (e.g., *cold damp day, very kind, oldest and largest, rubbery and smooth, awesome*); majority of vocabulary is fairly basic
- makes some varied verb choices (e.g., *experience, felt, bought*)

##### **Voice**

- begins to consider audience by including information in brackets to paint a clearer picture
- conveys an interest in the subject (e.g., *I want you to experience the fun in words!*)
- shows glimpses of personal style (e.g., *...candy. (Yum!)*)

##### **Sentence Structure**

- includes sentences with variations in beginnings (e.g., *Last July, The people at the both were, This is just*)
- varies type and length of sentences (e.g., *Fith we walked across a bridge with huge fish under it!, I bought the following: a snow globe....*); has a few exclamatory and compound sentences
- includes mostly complete sentences

##### **Conventions**

- uses correct end punctuation for the majority of sentences; is unaware of how to punctuate with bracketed information
- uses commas correctly in most instances (e.g., when listing purchases at gift shop); makes reasonable attempts at using commas in compound sentences; shows no evidence of use of apostrophes
- consistently uses capital letters for proper names (e.g., *Marine Land, Scrambler*), first word of a sentence, and the pronoun "I"
- spells many familiar words correctly; uses visual/sound patterns (e.g., *rollarcoaster, Fith*)
- follows "basic" subject/verb agreement; uses correct verb tenses with regular verbs
- follows correct use of basic pronouns (e.g., *my mom and I*)

**The Butterfly Dancer – Appropriate Achievement**

The butterfly dancer

Once there was a girl named Aleesha. She was watching tv and she saw girls on tv who were doing a butterfly dance. That's when she ran to her mom and said, "Mom, I want to be a butterfly dancer!" her mom was so surprised that she didn't know what to say. Aleesha stood there waiting for her mom to say something. Finally her mom said, "I know just where to take you!" Aleesha was so happy that she was jumping up and down. Her mom shouted, "Hurry up Aleesha, get in the car!" Aleesha jumped right in the car. Aleesha asked "Where exactly are we going?" Her mom answered back, "Wait and see"

When they got there Aleesha was surprised... they were at the youth center. "We're at the youth center!"

**The Butterfly Dancer – Appropriate Achievement**

Aleesha Screamd. "I Know!" replied her mom. "Let's go inside"

Aleesha Saw someone from inside She had a beautiful Regailea and earrings that matched and two braids. "Hi, my name is Laverna, nice to see you here" she said. "Hi" Shouted Aleesha. Then Aleesha ran to where the other girls were while Aleesha's mom and Laverna talked a little. When they were done talking Laverna started teaching the girls. After they were done, Aleesha said "This was fun, thank-you Laverna!" Laverna answered, "But you should still practice some more, ok?" "OK"

When they got home Aleesha was practicing! She went back to every practice and she never missed a single one! Over the years Aleesha became a beautiful butterfly dancer!!

## Rationale for Appropriate Achievement

### *The Butterfly Dancer*

#### **The writer**

##### **Content**

- includes a series of events related to the topic of how the main character, Aleesha, became a butterfly dancer
- remains focused on the theme of becoming a butterfly dancer (e.g., sees a butterfly dancer on T.V., her mother takes her to the Youth Center where she learns to dance, then she becomes a butterfly dancer); this writer avoids the potential of including unrelated subplots
- includes some relevant details that expand the theme (e.g., *She was watching tv...., She saw someone from inside She had a beautiful Regailea...., She went back to every practice....*)

##### **Organization**

- shows awareness of audience and purpose (e.g., writes a narrative to capture the enthusiasm of the main character), and form (e.g., includes story elements: characters, setting, and a basic plot)
- has a beginning, a logical middle that wanders a bit (overuse of dialogue), and a reasonable ending (i.e. how she became interested in dancing, her mother's support, learning to dance, that she came to be a butterfly dancer); the writer controls sequence but transitions are abrupt (e.g., Aleesha wants to be a dancer and immediately following this idea, there is a class for her to attend.)
- shows some control of dialogue by using it to progress the story; writer needs to be aware that excessive dialogue may confuse the reader
- includes an appropriate title that captures the reader's interest
- includes conventional paragraphs organized by major events linked with common transitional phrases (e.g., *Once there was, When they got there*)
- links ideas within paragraphs with a variety of connecting words (e.g., *That's when, Finally*)

##### **Word Choice**

- includes a few creative phrases (e.g., *"Where exactly are we going?", beautiful Regailea, Over the years*)
- makes varied verb choices but limited to synonyms for "said" (e.g., *shouted, screamed, replied, answered*)

##### **Voice**

- begins to consider audience (e.g., *Aleesha was so happy that she was jumping up and down.*); connects most events for the reader (e.g., *...ran to where the other girls were while Aleesha's mom and Laverna...., When they were done....*)
- illustrates the writer is interested in the subject (e.g., *Over the years Aleesha became a beautiful butterfly dancer!!*)
- shows glimpses of personal style (e.g., *Where exactly are we going?*)

##### **Sentence Structure**

- includes sentences with variations in beginnings (e.g., *When they got there, Her mom answered, "Hi, my name is*)
- has variety in type and length of sentences (e.g., statements, questions, exclamations, dialogue)
- includes mostly complete sentences and some complex sentence structures (e.g., *Aleesha stood there waiting...., Finally her mom said,...!*)

##### **Conventions**

- uses correct end punctuation in the majority of sentences
- uses commas and apostrophes correctly in most instances (e.g., *we're, Aleesha's, let's*)
- shows strong use of quotation marks in direct speech; has some minor problems with internal punctuation
- includes correct use of capital letters in most instances
- includes conventional spelling (e.g., *practicing*)
- follows "basic" subject/verb agreement (e.g., *When they were done....*)
- follows correct verb tenses but shows some confusion when a tense change is required (e.g., *When they got home Aleesha was practicing!*)

## Golden Supreme Cookies – Strong Achievement

# Golden Supreme Cookies

Hello! Guess what? You just got here in the nick of time! I just baked a bunch of golden supreme cookies! Join in and have some of my delicious cookies! Munch! Crunch! Now, I know exactly what you are thinking! How did he make such good cookies? I will teach you! Just sit down and listen.

First, you need these ingredients and don't be lazy, get all of the ingredients. You need, vanilla, salt, a bowl, baking oil, an egg, flour, water, spoon, margarine, fork, icing sugar, an oven and most important oven mitts! Remember, safety first! I bet you want to rush to a store and get all the ingredients but, you can't go yet because there is still more instructions that I have to tell you.

## Golden Supreme Cookies – Strong Achievement

Next, get your bowl and put your flour and margarine in it. Carefully, grasp your spoon and stir but make sure when you stir, you stir the opposite way that you would normally stir. Also stir slowly because if you don't your flour will go everywhere! Calmly, put your salt, baking oil and icing sugar in. Instantly, grab your spoon and mix it up! Finally, your last two ingredients that are needed: your vanilla and your egg (don't put the shell in) and I bet you know what happens now, mix it all up! O.k. now get your cookie dough, cookie tray, fork and water. Roll your cookie dough into balls, then put them on the cookie tray, then dip your fork in H<sub>2</sub>O and flatten the cookie. Oh, I bet you are wondering why you dip your fork in water is so the cookie dough doesn't stick to your fork.

Now, you are at your final destination



### Golden Supreme Cookies – Strong Achievement

nation! You need to heat your stove 350°C and put your cookies in the oven. Don't forget to put on your oven mitts. After 15 mins., turn the cookie sheet around. Wait another 15 mins. and take the cookies out. Just to let you know you should wait 10-20 mins. to let your cookies cool down!

Awesome, you did not fall asleep. I mean most people fall asleep when I am telling a story! Anyway, what are you waiting for. Go on, get and make your cookies! Bon appetit!



## Rationale for Strong Achievement

### Golden Supreme Cookies

#### The writer

#### Content

- determines the main idea of making “Golden Supreme Cookies” and sustains this central message
- includes a series of related ideas/events, based on personal experiences (e.g., *Join in and have some of my delicious cookies! ...you need these ingredients...Just to let you know you should wait 10-20 mins...*)
- includes relevant details to support the ideas/events; some details add interest or originality (e.g., *You need, vanilla, salt, a bowl, baking oil...and most important oven mitts! Remember safety first!, ...then dip your fork in H2O and flatten the cookie. ...I bet you are wondering why...so the cookie dough doesn't stick to your fork*)

#### Organization

- establishes the purpose of telling how to make cookies through the procedural form
- includes an effective introduction (e.g., *I know exactly what you are thinking! How did he make such good cookies?*) a title, and provides a context to engage the reader (e.g., *You just got here in the nick of time! I just baked a bunch of golden supreme cookies!*)
- presents ideas in a logical order with some purposeful connections between key ideas (e.g., *First you need these ingredients...Next, get your bowl and put your flour and margarine in it., Calmly, put your salt, baking oil and icing sugar in....Now you are at your final destination!*)
- links ideas with a variety of words and phrases to make some clear and smooth transitions (e.g., *Roll your cookie dough into balls, then put them on the cookie tray...Don't forget to put on your oven mitts, Just to let you know...*)
- uses paragraphs for most related information or events, although some could be shortened
- includes a clear conclusion that briefly sums up key ideas/events (e.g., *Anyway, what are you waiting for. Go on, get and make your cookies! Bon Appetit!*)
- follows the key organizational features of the procedural form (e.g., has a clear purpose, identifies the goal, includes key steps, a conclusion and is written in second person tense)
- include the title as a text feature

#### Word Choice

- includes a variety of creative phrases (e.g., *Munch! Crunch! Now I know exactly what you are thinking!, I bet you want to rush to a store and get all the ingredients but...*)
- includes descriptive words (e.g., *supreme, carefully, calmly, slowly*) and some well-chosen verbs (*flatten, roll, stir, rush*)

#### Voice

- shows awareness of audience according to purpose; tone is suitable and takes reader into consideration (e.g., *Join in and have some of my delicious cookies!, ...don't be lazy, get all of the ingredients...I bet you know what happens now, mix it all up!*)
- demonstrates engagement with the subject (e.g., *How did he make such good cookies? I will teach you!...you can't go yet because there is still more instructions that I have to tell you.*)
- convey an identifiable feeling/tone or an individual style; some risk-taking and originality are evident (e.g., *Awesome, you did not fall asleep. I mean most people fall asleep when I am telling a story!*)

#### Sentence Structure

- includes a variety of sentence types and structures (e.g., *You need , vanilla, salt, a bowl, baking oil..., Remember, safty first!*)
- includes sentences that vary in length and beginnings, creating an easy-to-read flow (e.g., *Guess what?, Join in...I bet you want to rush to a store...*)

#### Conventions

- uses consistently correct end punctuation
- uses commas and apostrophes consistently and correctly (the one extra comma in the first list in paragraph two is the exception)
- correctly uses capital letters for the first word of each sentence, pronoun “I”; and the title
- spells most familiar words correctly (e.g., *guess, important, because*); uses visual/sound patterns to make close approximations of unfamiliar words (e.g., *margerine, safty*)
- uses basic grammatical structures correctly in most cases (e.g., *I am telling...turn the cookie sheet, I bet you are...*)

## Trip to London

About two years ago, my parents and I flew to London, England. We saw so many amazing things and places. It was incredible! The plane ride was very long and boring though.

When we got to London, we took a train to the hotel we would be staying at. I was amazed by our room! It had a chandelier, a microwave, and even a little kitchen area! We didn't do much that day because it was getting pretty late by the time we unpacked.

The next day, my parents and I took another train to Windsor Castle, a huge, fancy castle. Windsor Castle is the oldest occupied

## Trip to London – Strong Achievement

castle in the world. It took all day to see everything in it! There was old, fancy furniture, big, fancy paintings, golden ornaments, jewels, and all sorts of other interesting things. There was even a weapon room and a torture room! Not one inch of the castle was the least bit boring. I loved it!

The next day we took an open-top, double-decker-bus tour around London. The double-decker-bus had an open top and we got to sit on the second layer! We saw lots of really cool things like Marble Arch, a huge arch made of marble, Buckingham Palace, that's where the queen lives, Big Ben, a huge clock tower, and Cleopatra's Needle, a big, stone needle given to England by the Egyptian king three thousand years ago. We even saw Jack The Ripper's

## Trip to London – Strong Achievement

house! There were a whole lot of other things we saw but I can't remember them.

The last day we took a train to Lego Land. Lego Land is a huge, Lego themed amusement park. Every ride looks like it's made of Lego! There are even sculptures of animals and people made of Lego. I went on a saffaire rollercoaster and a track that I got to drive a Lego car on. I can't remember the other rides I went on. I had lots of fun there!

My parents and I did lots of other things too, but I forget what they were. I hope I get to go to London, England again sometime. I had a lot of fun!

## Rationale for Strong Achievement

### Trip to London

#### The writer

##### Content

- maintains focus on the overall topic of the family trip to London, England, describing sites visited and the things observed
- narrows topic by dealing specifically with the “amazing things and places” they saw while traveling
- includes specific and relevant details on the sites they visited to help the reader appreciate significance (e.g., *It had a chandelier, a microwave, and even a little kitchen; There was old, fancy furniture, big, fancy paintings, golden ornaments, jewels, and all sorts of other interesting things. There was even a weapon room and a torture room!*)

##### Organization

- shows awareness of audience (e.g., chronology, descriptions) and purpose and form (ie., controls elements of a recount)
- presents information in a logical sequence, as it occurred during the trip; includes a beginning, middle and ending of the retelling appropriate to the format:
  - beginning – *About two years ago, my parents and I flew to London, England. We saw so many amazing things and places.* The reference to the “amazing things and places” helps to capture the reader’s attention;
  - middle – specific information about the sites visited in London;
  - end – *I hope I get to go to London, England again sometime. I had a lot of fun.* The ending is appropriate as it draws the reader back to the writer’s underlying purpose for creating the piece.
- demonstrates a good understanding of paragraphing; describes the opening, conclusion and each site with a new paragraph
- uses transitional language often associated with a recount (e.g., *About two years ago, When we got to London, The next day, The last day*)

##### Word Choice

- includes a number of effective, descriptive words which help the reader to create images (e.g., *very long and boring, oldest occupied castle, golden ornaments, torture room, open-top, double-decker, Lego themed amusement park*); some repetition of the adjective *fancy*
- uses some variation in verb choices, although not particularly strong (e.g., *flew, forgot, hope, took, saw*); the descriptive nature of this piece allows less opportunity for strong verb choices

##### Voice

- demonstrates awareness of audience by including details; writer could be cautioned regarding use of phrases such as *I can’t remember/I forget*
- shows the author’s enthusiasm for the sites he/she visited (e.g., *Not one inch of the castle was the least bit boring. I loved it!; We even saw Jack The Ripper’s house!*)
- includes details which reflect a personal style (e.g., *It took all day to see everything...!, Not one inch....*)

##### Sentence Structure

- begins majority of sentences in different ways
- includes variation in the length of sentences; intersperses longer sentences with shorter ones, creating an easy-to-read flow to the writing
- uses a variety of sentence structures from simple to complex, handling more complex sentences effectively (e.g., *The next day, my parents and I took another train to Windsor Castle, a hug, fancy castle.; We didn’t do much that day because it was getting pretty late by the time we unpacked.*)

##### Conventions

- uses consistently correct end punctuation
- shows strong control of spelling and capitalization; most misspelled words reflect solid phonetic approximations (e.g., *furniture, weapon, double, saffarie amusement*)
- demonstrates a good understanding of when to use commas and apostrophes (e.g., *About two years ago, ...London, England.; ...a hug [huge], fancy castle.; ...a chandelier, a microwave, and even a little kitchen area!; ...Cleopatra’s Needle, ....*)
- shows a solid understanding of subject-verb agreement and use of verb tenses
- generally shows correct use of basic pronouns (e.g., *The next day, my parents and I*)

## My Hero – Strong Achievement

### My Hero

Everybody has a person that they admire like Spiderman or Batman, mine's not a superhero though. Mine's the one and only Bryan McCabe McCabe's an alstar defence on the Toronto Maple Leafs.

Bryan made the Canadian team in Turin, Italy this year. He also got

traded more than once, from New York to Vancouver and now he's found a home in Toronto. You may know that he'll be staying

## My Hero – Strong Achievement

in Toronto for awhile because he just signed a 5 year extension for millions of dollars! That's fine with me if he stays on my favourite team.

This year he's the leading scorer on the Leafs with 30 some goals, half them on the Power Play. He leads the NHL in icetime on the Power Play. His playing partner Thomas Kaberle is second in icetime a few minutes behind McCabe.

### My Hero – Strong Achievement

Whatever team McCabe goes too  
he'll still be my favourite player  
rain or shiner he may not be  
spiderman or Batman and he's not an ordinary  
person either to me he's a hero, my  
favourite one and will be forever.



## Rationale for Strong Achievement

### *My Hero*

#### **The writer**

##### **Content**

- includes ideas related to the topic of Bryan McCabe as writer's hero
- focuses on the central message of Bryan McCabe being worthy to be called a hero; maintains the idea (e.g., provides some information about McCabe's talent, and adds that McCabe has just signed a five year extension, playing for the writer's favourite hockey team)
- includes relevant information to support the main idea that McCabe is not a superhero, but not just ordinary either (e.g., ordinary – *traded more than once*; extraordinary – *signed a 5 year extension for millions of dollars; leads the NHL in ice time on the Power Play*)

##### **Organization**

- shows awareness of audience (particularly those interested in heroes and sports), purpose (to explain why Bryan McCabe is his hero) and form (explanatory and persuasive writing)
- presents ideas/information in a logical sequence; begins by providing some insight into author's concept of a hero and identifying author's hero; continues by developing a rationale for allegiance to McCabe
- demonstrates some ability to create smooth transitions between ideas (e.g., *...mine's not a superhero though, He also got traded...he's found a home....*)
- includes title, *My Hero*
- uses paragraphs for related information
- links ideas with effective connecting words (e.g., *This year, He leads, You may know*)

##### **Word Choice**

- includes some effective, descriptive vocabulary pertaining to hockey (e.g., *ice time, signed a five year extension, power play, leading scorer, alstar defence*) and creative phrases (e.g., *the one and only, now he's found a home, You may know, That's fine with me*)
- uses strong verb choices to enhance meaning (e.g., *traded, signed, leads*)

##### **Voice**

- demonstrates awareness of audience by conveying the idea that even though everyone might not have McCabe as a hero, he certainly is worthy of the writer's loyalty (e.g., *To me he's a hero....*)
- illustrates the writer is engaged with the subject (e.g., *Whatever team McCabe goes too he'll still be my favourite player rain or shine.*)
- includes details that reflect a personal style (e.g., *You may know...!, That's fine with me....*)

##### **Sentence Structure**

- includes sentences of different lengths with a variety of beginnings (e.g., *You may know, This year*), creating an easy-to-read flow; sentences are complete
- demonstrates some sophistication with sentence structure (e.g., *This year he's the leading scorer on the Leafs with thirty some goals, half of them on the Power Play; His playing partner Thomas Kaberle is second in icetime a few minutes behind McCabe*)

##### **Conventions**

- uses consistently correct end punctuation
- uses commas and apostrophes correctly for the level required (e.g., *mine's, he's*); attempts more sophisticated use of the comma (e.g., *...he's a hero, my favourite one....*); lacks some commas in more complex structures
- includes correct use of capital letters for proper names (e.g., *Spiderman, Toronto Maple Leafs*)
- spells most familiar words conventionally; uses visual/sound patterns with unfamiliar words (e.g., *ordanairy, eather,*)
- shows correct use of basic subject/verb agreement
- shows control with verb tense, moving from past, present to future (e.g., *got traded, leads, will be*)
- shows correct use of pronouns (e.g., *everyone, whatever*)

## Peanut Butter King – Strong Achievement

### Peanut Butter King

Once upon a time, in a enchanted land lived a very generous king. His people called him the Peanut King, for what reason you shall soon find out.

He, his wife, child and content servants lived in a huge warm inviting palace.

The king had a very quir obsession with peanut butter. Pizza and peanut butter, shrimp and peanut butter, Onion-rings and peanut butter, though very quir and gostess he enjoyed it.

One day, in the lovely furnished dining room the king, wife and son William were eating supper. The king was eating his favorite peanut butter sandwich with a cold, bulkiy peanut butter banana smoothie.

### Peanut Butter King – Strong Achievement

The king gulped down chunks of sandwich, when he went to drink some of his smoothie, he could not open his mouth. He tried and tried his mouth wouldn't open.

The started to panic. His hands clamped on his mouth trying to pry open it open. Startled by her husband the queen began to panic as well.

"Oh no!" cried the queen "My husband!"  
"Papa what's wrong?" asked his son William.

"Servant come at once!" blomed the queen "Open his mouth!"

"Yes, madam!" said the servant awkwardly

The servant used power tools to open the king's mouth, ice cream to freeze the king's mouth, nothing worked.

For many, many years they tried different ways to the open the mouth.

On one boiling hot Summers day the king's mouth opened itself.

Do you know what the first words he said, "Can I have peanut butter sandwich?"

## Rationale for Strong Achievement

### *Peanut Butter King*

#### The writer

##### Content

- includes a series of events related to the tale of the Peanut King, maintaining focus in all parts of the story on his obsession with peanut butter
- includes sufficient relevant details to expand the topic and build suspense by emphasizing the length of time the King's mouth was glued shut with peanut butter; the King's desperation to get his mouth open and the resolution which is that his mouth suddenly opens and he asks for a peanut butter sandwich

##### Organization

- shows awareness of audience (writer plays to the reader's sense of humour), purpose (i.e., to entertain), and form (i.e., an imaginative narrative)
- has a beginning that captures the reader's attention (e.g., enticing the reader to want to know the reason the *generous king* is called the Peanut King by his people); a problem that is developed (e.g., the King's mouth becomes stuck shut and the kingdom tries to pry it open); and a resolution (e.g., on a hot day, it comes unstuck and he demands a peanut butter sandwich) that ties up the details of the story
- presents ideas in logical temporal sequence; demonstrates some ability to create smooth transitions between ideas (e.g., ...*for what reason you shall soon find out, The [He] started to, For many, many years, Do you know what the first words...?*)
- includes story elements: characters (i.e., the King, Queen, William, the son, and the servants); setting (i.e., *enchanted land*); plot (i.e., *quir [queer] obsession*); and resolution (i.e., the king waits for his mouth to become unstuck only to ask for more peanut butter)
- includes some effective dialogue which advances the story (e.g., "*Servant come at once!*", *blowed the Queen*)
- includes an effective title, raising a question as to the identity of the Peanut Butter King
- uses paragraphs for related events which consist of only one or two sentences
- links ideas with a variety of effective connecting phrases (e.g., *though very quir and grostess*); *One day; The [king] started to panic; For many, many years*)
- shows originality in the creation and expression of ideas (e.g., the writer provides examples to describe the King's 'queer' obsession – *Pizza and peanut butter, shrimp and peanut butter,....*)

##### Word Choice

- includes a variety of effective descriptive words and creative phrases (e.g., *lovely furnished dining room; cold, bulky peanut butter banana smoothie; awkwardly*)
- enhances meaning and imagery with strong verb choices (e.g., *clamped, pry, gulped*)

##### Voice

- demonstrates awareness of audience through humour, language, and speaking directly to the reader (e.g., ...*for what reason you shall soon find out.*)
- conveys engagement with subject; the reader can almost "hear" the writer chuckle with anticipation (e.g., ...*though very quir and grostess he enjoyed it.*)
- includes sensory language that creates a sense of personal style (e.g., "*Servant come at once!*", *blowed] the queen "Open his mouth!"*)

##### Sentence Structure

- includes sentences of different lengths with a variety of beginnings, creating an easy-to-read flow; sentences are complete (e.g., *Startled by her husband the queen began to panic as well.*)
- includes some complex sentence structures (e.g., *One day, in the lovely furnished dining room the king,....; The servant used power tools....*)

##### Conventions

- has consistently correct end punctuation and demonstrates a grasp of difficult internal punctuation (e.g., *He, his wife, child and content servants lived in a huge warm inviting palace.*)
- has commas and apostrophes used correctly (e.g., *Pizza and peanut butter, shrimp and peanut butter, Onion-rings and peanut butter, king's mouth*)
- generally shows quotation marks in direct speech and in split quotations (e.g., "*Oh no!*" *cried the queen "My husband!"*)
- includes correct use of capital letters, including inside quotations
- spells most familiar words correctly; makes spelling errors in vocabulary that is considered advanced for grade four (e.g., *quir [queer], grostess [grotesque], blowed [bellowed]*)
- follows correct use of basic subject/verb agreement; uses correct verb tense with regular verbs; handles transitions in tenses
- shows correct use of basic pronouns (e.g., *itself*)

## Wake up, people! Wake up! – Strong Achievement

Wake up, people! Wake up! Time to go to school! Your hair is brushed, breakfast eaten, but what are you going to wear? Fluffy pajamas, a baggy sweater, torn jeans, an oversized T-shirt? How about a neat school uniform! Not your style? Well, keep reading because I've got lots of reasons why schools should have uniforms up my sleeve!

First of all, why waste all day long washing filthy clothes when you can be doing more important things like gardening, or grocery shopping? With a single school uniform, you'll get the washing done in no time! You only have comfy weekend garments and grubby play clothes instead of all those other clothes you wear to school.

Plus, you'll save money! Cha-ching!



## Wake up, people! Wake up! – Strong Achievement

There won't be as many clothes to buy because you will only have to purchase casual home clothes.

We're wearing our crisp school uniform half the time in our life at school.

Still not convinced? Well, listen up! Also, kids won't be late for school because they don't know what to wear! Really? Yes! So say bye-bye to late slips! You'll only have to hop into your trusty school uniform and voila! You're ready for school in a snap!

Guess what else? Boys and girls of all ages get bullied and teased just because of the clothes they wear to school. Some kids think that they're better than others because they have on designer jeans, or an expensive T-shirt. All of this will change, though when the good old school uniforms take over. Everyone will be wearing

**Wake up, people! Wake up! – Strong Achievement**

the same outfit so no one will feel bad about themselves.

So, are you happy, reader? Think about how all of those unfair things will change because of school uniforms. So come and take that wonderful chance to make our home and school a better place.

## Rationale for Strong Achievement

### *Wake up, people! Wake up!*

#### The writer

##### Content

- includes a series of supporting arguments related to the merits of school uniforms; maintains focus on the central message by developing three supporting reasons
- includes sufficient relevant information to support the main idea (e.g., provides specific details to elaborate how uniforms would save time and money and create a fair school atmosphere)

##### Organization

- shows awareness of audience (appeals to parents who have the ultimate choice about school uniforms); purpose (to convince the reader that uniforms are a good idea); and form (i.e., follows the elements of persuasive writing: thesis statement, arguments, and a restatement of thesis)
- includes a unique way of introducing the thesis statement (e.g., a *neat school uniform* answers the question *What are you going to wear?*; the writer attempts to convince you of the premise in the piece); elaborates arguments with sufficient supporting details (e.g., uniforms save time with laundry and choosing what to wear; save money because *half the time* kids are at school, so they will need much less clothing; uniforms will stop the bullying of children who cannot afford expensive clothes); restates the thesis in the concluding statements (i.e., *Think about how all of those unfair things will change because of school uniforms. So come and take that wonderful chance to make our home and school a better place.*)
- presents ideas in a logical sequence with smooth transitions created by clever questions that engage the reader (e.g., *...what are you going to wear?...why waste all day long washing...?, Guess what else?*)
- does not include title, but grabs the reader's attention with introduction (i.e., *Wake up, people! Wake up!*) which has dual meaning in the piece
- demonstrates a good understanding of paragraph division (e.g., limits an argument to a paragraph)
- links ideas with a variety of effective connecting phrases (e.g., *First of all, Plus, you'll save, Still not*) creating smooth transitions

##### Word Choice

- includes a variety of effective descriptive words and creative phrases (e.g., *up my sleeve, fluffy pyjamas, Cha-ching!, comfy weekend garments and grubby play clothes*)
- enhances meaning and imagery with some strong verb choices (e.g., *waste, convinced*)

##### Voice

- demonstrates awareness of audience; voice is suitable (e.g., *I've got lots of reasons why schools should have uniforms up my sleeve!, So, are you happy, reader?*)
- conveys engagement with subject (e.g., *You're ready for school in a snap*)
- includes conversational language that creates a sense of personal style (e.g., *casual, bye-bye, voila!, ...take that wonderful chance....*)

##### Sentence Structure

- includes sentences of different lengths with a variety of beginnings, creating an easy-to-read flow; most sentences are complete (e.g., *With a single school uniform, you'll get the washing done in no time!, Really? Yes!*)
- includes a variety of sentence types (e.g., questions, statements and exclamations); uses some complex sentence structures (e.g., *First of all, why waste...?, All of this will change, though, when the good old school uniforms take over.*)

##### Conventions

- demonstrates confidence and control with internal and end punctuation (i.e., periods, exclamation marks, question marks, commas, apostrophes)
- uses capital letters correctly
- spells familiar words conventionally
- shows correct use of basic subject/verb agreement (e.g., *they're, kids think, they wear, uniforms take*) and overall control of verb tenses
- shows control of pronouns (e.g., *Everyone, themselves*)



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## Appendix

## Curriculum Outcomes Alignment

Please Note: The General Curriculum Outcomes 1-3 in the Speaking and Listening Strand are not described in the reading and writing achievement standards document.

<b>General Curriculum Outcome</b>	
<b>4) Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Reading Achievement Standard End of Grade 4</b>
By the end of grade four, students will be expected to select, with growing independence, texts appropriate to their interests and learning needs	<b>Text Complexity</b> Students select and read independently a variety of fiction and non-fiction.
By the end of grade four, students will be expected to read widely and experience a variety of children's literature with an emphasis in genre and authors	<b>Text Complexity</b> Fiction (Realistic, Fantasy, Traditional, Historical Fiction, Mysteries) Non-fiction (Informational, Biography, Autobiography)
By the end of grade four, students will be expected to use pictures and illustrations, word structures, and text features (e.g., table of contents, ...structures of narrative and expository texts, key ideas, and margin notes) to locate topics and obtain or verify understanding of information	<b>Reading Strategies and Behaviours</b> Students <ul style="list-style-type: none"> <li>• use context clues, prior knowledge/experiences and knowledge of text forms/features to verify and adjust predictions while reading</li> <li>• use text features (e.g., table of contents, headings/subheadings, index, charts/diagrams) to preview, understand and locate information</li> </ul> <b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• respond accurately to most literal questions or comprehension tasks by selecting and locating relevant details; may omit some key information when skimming a large amount of text</li> <li>• summarize narrative text by including most key story elements (e.g., setting, characters, events, problem/resolution, theme) with some relevant details; may include some unnecessary information</li> <li>• distinguish between main idea and supporting details; may use graphic organizers to categorize ideas and make limited notes</li> <li>• make logical inferences about a character's actions, feelings, or personality, and events with some supporting details from the text</li> <li>• interpret clear relationships among several ideas/events to draw conclusions (e.g., cause/effect; problem/solution), make comparisons, or simple judgments (i.e., compare new information with prior knowledge); support with some general details</li> <li>• interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when text/graphics are not explained in text</li> </ul>

## Curriculum Outcomes Alignment

<b>General Curriculum Outcome</b>	
<b>4) Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Reading Achievement Standard End of Grade 4</b>
<p>By the end of grade four, students will be expected to use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems and a variety of strategies to construct meaning</p>	<p><b>Reading Strategies and Behaviors</b> Students</p> <ul style="list-style-type: none"> <li>• integrate cueing systems (meaning, structure and visual information) to solve many unknown words; analyze words in flexible ways (e.g., using word order, roots, affixes, syllables); make reasonable attempts at multisyllabic and content-specific words</li> </ul> <p><b>Comprehension Responses</b> Students</p> <ul style="list-style-type: none"> <li>• use context clues, prior knowledge and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of words/sentences used in figurative and descriptive ways</li> </ul>
<p>By the end of grade four, students will be expected to describe their own processes and strategies in reading and viewing</p>	<p><b>Comprehension Responses</b> Students</p> <ul style="list-style-type: none"> <li>• interpret text features and demonstrate an overall understanding of their purpose; may require prompts when graphics are not explained</li> <li>• recognize some elements of author's style/technique; explain how they help the reader and evaluate the author's effectiveness; support with personal preferences, although may be somewhat vague</li> <li>• identify a variety of text forms; explain how some key characteristics support meaning and describe general purpose; explanation tends to lack specific textual details and may focus only on general personal examples</li> <li>•</li> </ul>

## Curriculum Outcomes Alignment

<b>General Curriculum Outcome</b> <b>5) Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Reading Achievement Standard End of Grade 4</b>
By the end of grade four, students will be expected to answer, with assistance, their own and others' questions by seeking information from a variety of texts <ul style="list-style-type: none"> <li>- determine their own and community (class) needs for information</li> <li>- recognize the purpose of classification systems and basic reference materials</li> <li>- use a range of reference texts and a database or an electronic search to facilitate the selection process</li> <li>- reflect on the process of generating and responding to their own and others' questions</li> </ul>	Not reflected in standard as outcome is described as being met <i>with assistance</i> and therefore not expected to be achieved at an independent level.  However, reference is made to adjusting reading rate for different purposes; monitoring comprehension according to reading purpose and type of text; categorizing information and making notes; recognizing fact/opinion, and using organization of text forms
<b>General Curriculum Outcome</b> <b>6) Students will be expected to respond personally to a range of texts.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Reading Achievement Standard End of Grade 4</b>
By the end of grade four, students will be expected to describe, share, and discuss their personal reactions to texts	<b>Curriculum Responses</b> Students <ul style="list-style-type: none"> <li>• make some personal connections, relate relevant prior knowledge and make logical text-to-text comparisons; some connections go beyond the obvious and may involve inferences supported with a general explanation</li> </ul>
By the end of grade four, students will be expected to give reasons for their opinions about texts and types of texts and the work of authors and illustrators	<b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• explain and support preferences for, and opinions about a text with some specific details or examples; may include some unrelated or vague reasons</li> <li>• identify some elements of author's style/technique (e.g., figurative language, descriptions), explain how they help the reader and evaluate author's effectiveness; support with personal example or preference, although may be somewhat vague</li> </ul>



## Curriculum Outcomes Alignment

<b>General Curriculum Outcome</b> <b>7) Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Reading Achievement Standard End of Grade 4</b>
By the end of grade four, students will be expected to use their background knowledge to question information presented in print and visual texts	<b>Curriculum Responses</b> Students <ul style="list-style-type: none"> <li>• interpret clear relationships among several ideas/events to draw conclusions (e.g., cause/effect; problem/solution), make comparisons, or simple judgments (i.e., compare new information with prior knowledge); support with some general details</li> </ul>
By the end of grade four, students will be expected to identify conventions and characteristics of different types of print and media texts that help them understand what they read and view	<b>Curriculum Responses</b> Students <ul style="list-style-type: none"> <li>• identify a variety of text forms (e.g., narrative, report, instructions, explanations, autobiography), explain how some key organizational features support meaning (e.g., grouping of ideas), and describe general purpose; explanation tends to lack specific textual details and may focus only on general personal example</li> <li>• interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when text/graphics are not explained in text</li> </ul>
By the end of grade four, students will be expected to respond critically to texts by <ul style="list-style-type: none"> <li>- asking questions and formulating understandings</li> <li>- discussing texts from the perspectives of their own experiences</li> <li>- identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them</li> </ul> identifying instances of prejudice and stereotyping	<b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• recognize some elements of author's style/technique, explain how they help the reader and begin to evaluate author's effectiveness; tend to support by stating personal preference and/or general example</li> <li>• distinguish between fact and opinion and identify author's point of view; suggest an alternate perspective</li> </ul>

## Curriculum Outcomes Alignment

<b>General Curriculum Outcome</b> <b>8) Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Writing Achievement Standard End of Grade 4</b>
<p>By the end of grade four, students will be expected to use strategies in writing and other ways of representing to</p> <ul style="list-style-type: none"> <li>- formulate questions and organize ideas</li> <li>- generate topics of personal interest and importance</li> <li>- discover and express personal attitudes, feelings, and opinions</li> <li>- compare their own thoughts and beliefs to those of others</li> <li>- describe feelings, reactions, values, and attitudes</li> <li>- record experiences</li> <li>- formulate goals for learning</li> <li>- practise strategies for monitoring their own learning</li> </ul>	<p><b>Writing Strategies and Behaviours</b>  <b>Students</b></p> <ul style="list-style-type: none"> <li>• select a topic and begin to narrow the focus through discussion, topic lists/personal interests, books or student samples demonstrating an awareness of audience and purpose</li> <li>• gather ideas from a variety of sources and use an organizational framework</li> </ul> <p><b>Writing Traits</b>  <b>Students</b></p> <ul style="list-style-type: none"> <li>• begin to narrow topic to a main idea; this central message may not be readily apparent (Content)</li> <li>• include a series of related ideas/events, usually based on relevant personal experiences, opinions or accurate information (Content)</li> <li>• include relevant details to support the ideas/events; a few details may lack clarity and/or pertinence (Content)</li> <li>• demonstrate knowledge and interest in subject (Voice)</li> </ul>
<p>By the end of grade four, students will be expected to experiment with ways for making their own notes (e.g., jot notes, webs, story maps, charts, matrices)</p>	<p><b>Writing Strategies and Behaviours</b>  <b>Students</b></p> <ul style="list-style-type: none"> <li>• gather ideas from a variety of sources and use an organizational framework</li> </ul> <p><b>Writing Traits</b>  <b>Students</b></p> <ul style="list-style-type: none"> <li>• establish a purpose and select an appropriate form (Organization)</li> <li>• present most ideas with a variety of ordering and connecting words and phrases; some chosen to make connections explicit (Organization)</li> </ul>
<p>By the end of grade four, students will be expected to experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing</p>	<p><b>Writing Strategies and Behaviours</b>  <b>Students</b></p> <ul style="list-style-type: none"> <li>• draft a piece of writing showing awareness of need to develop a topic, provide the reader with sufficient information and consider the reader's reaction</li> </ul> <p><b>Writing Traits</b>  <b>Students</b></p> <ul style="list-style-type: none"> <li>• include a few precise or interesting words, technical language, or creative phrases (Word Choice)</li> <li>• include a few descriptive words and make varied verb choices (Word Choice)</li> </ul>

## Curriculum Outcomes Alignment

<b>General Curriculum Outcome</b>	
<b>9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Writing Achievement Standard End of Grade 4</b>
<p>By the end of grade four, students will be expected to create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms</p>	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• draft a piece of writing showing awareness of need to develop a topic, provide the reader with sufficient information and consider the reader's reaction</li> <li>• use writing tools such as a dictionary, thesaurus, and class charts</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• establish a purpose and select an appropriate form (Organization)</li> <li>• include an introduction with a title or a heading where appropriate</li> <li>• provide minimal context for the reader (Organization)</li> <li>• group key ideas/events showing some evidence of conventional paragraphing (Organization)</li> <li>• include a conclusion but may not sum up ideas/events (Organization)</li> <li>• show some awareness of audience according to purpose; attempts appropriate tone (Voice)</li> <li>• include a variety of mostly complete sentence types and structures; may be some run-on/incomplete sentences in complete structures (Sentence Structure)</li> </ul>
<p>By the end of grade four, students will be expected to recognize that particular forms require the use of specific features, structures, and patterns</p>	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• draft a piece of writing showing awareness of need to develop a topic, provide the reader with sufficient information and consider the reader's reaction</li> <li>• revise a piece of writing after re-reading, peer or teacher-conferencing or using class revision charts; will add, delete or substitute ideas</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• establish a purpose and select an appropriate form (Organization)</li> <li>• include an introduction with a title or a heading where appropriate; provide minimal context for the reader (Organization)</li> <li>• group key ideas/events showing some evidence of conventional paragraphing (Organization)</li> <li>• include a conclusion but may not sum up ideas/events (Organization)</li> <li>• show some awareness of audience according to purpose; attempts appropriate tone (Voice)</li> <li>• include a variety of mostly complete sentence types and structures; may be some run-on/incomplete sentences in complete structures (Sentence Structure)</li> </ul>

## Curriculum Outcomes Alignment

<b>General Curriculum Outcome</b>	
<b>9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Writing Achievement Standard End of Grade 4</b>
By the end of grade four, students will be expected to demonstrate an awareness of purpose and audience	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>draft a piece of writing showing awareness of need to develop a topic, provide the reader with sufficient information and consider the reader's reaction</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>show some awareness of audience according to purpose; attempts appropriate tone (Voice)</li> </ul>
By the end of grade four, students will be expected to invite responses to early drafts of their writing/media productions	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>revise a piece of writing after re-reading, peer or teacher-conferencing or using class revision charts; will add, delete or substitute ideas</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>include relevant details to support the ideas/events; a few details lack clarity and/or pertinence (Content)</li> <li>include a few descriptive words (Word Choice)</li> <li>include a variety of mostly complete sentence types and structures; may be some run-on/incomplete sentences in complex structures (Sentence Structure)</li> </ul>
By the end of grade four, students will be expected to use audience reaction to help shape subsequent drafts	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>revise a piece of writing after re-reading, peer or teacher-conferencing or using class revision charts; will add, delete or substitute ideas</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>all indicators</li> </ul>

## Curriculum Outcomes Alignment

<b>General Curriculum Outcome</b> <b>10) Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.</b>	
<b>Specific Curriculum Outcomes (Grade 4)</b>	<b>Writing Achievement Standard End of Grade 4</b>
By the end of grade four, students will be expected to develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• all strategies</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• all indicators</li> </ul>
By the end of grade four, students will be expected to demonstrate an understanding of many conventions of written language in final products <ul style="list-style-type: none"> <li>- correctly spell many familiar and commonly used words</li> <li>- demonstrate an increasing understanding of punctuation, capitalization, and paragraphing</li> <li>- demonstrate an awareness of appropriate syntax</li> <li>- use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers)</li> </ul>	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• use an editing checklist with minimal support; require support for editing dialogue</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• all conventions indicators</li> </ul>
By the end of grade four, students will be expected to use technology with increasing proficiency in writing and other forms of representing	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• gather ideas from a variety of sources and use an organizational framework</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• not explicitly stated in indicators</li> </ul>
By the end of grade four, students will be expected to demonstrate a commitment to shaping pieces of writing and other representations through stages of development	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• all strategies</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• not explicitly stated in indicators</li> </ul>
By the end of grade four, students will be expected to select, organize, and combine relevant information, from two or more sources to construct and communicate meaning	<p><b>Writing Strategies and Behaviours</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• gather ideas from a variety of sources and use an organizational framework</li> </ul> <p><b>Writing Traits</b> <b>Students</b></p> <ul style="list-style-type: none"> <li>• begin to narrow topic to a main idea; this central message may not be readily apparent (Content)</li> <li>• establish a purpose and select an appropriate form (Organization)</li> <li>• demonstrate knowledge of and interest in a subject (Voice)</li> </ul>