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 2
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

Table of Contents

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/nonfiction (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. They include responses to related questions which demonstrate the text complexity and level of comprehension described in the achievement standards.

Students read independently and were questioned orally with responses recorded on audio-tapes. Some written responses were also requested. The audio-tapes of student responses were transcribed, including any teacher prompting during the interview process. Teachers were provided with written directions about the interview process, but not with specific scripts to follow; therefore, individual interactions with students vary.

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.** Information that could potentially identify writers has been replaced with fictitious names. Parental permission was sought to use student writing as exemplars in the standards documents (entry to grade five).
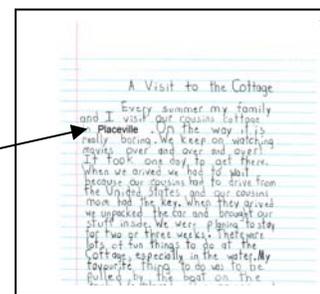
The **writing exemplars were collected through in-class writing assignments, or district and provincial assessments**. Students chose their own topics and were encouraged to self-edit by making any changes they wished on their initial piece of writing. Teachers could remind students to use any tools 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**. In grade two, writing was generally completed over two time periods of approximately 40 minutes each; at the early grades (entry and one), the periods of time were often shorter.

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

**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 when reading does not make sense, sound right and/or look right; employ "fix-up" strategies (e.g., reread, read on); may require occasional prompting

- combine meaning, word structure (compounds, plurals, suffixes), language structure (e.g., word order and language patterns), and phonics (e.g., consonant blends; onsets and rimes; common spelling patterns) to solve unknown words; may need some support with irregular (e.g., *young*) or longer words

- read a variety of high-frequency words, most with automaticity

- read familiar passages fluently with appropriate phrasing and expression to convey sense of text to audience; may hesitate with unfamiliar words

- use context clues, prior knowledge/experience, and knowledge of "story" to make reasonable predictions

- use simple text features (e.g., headings, table of contents, illustrations, captions, labels) to predict content and help locate information; may require prompting

Reading Strategies and Behaviours
Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours described at the appropriate level in an increasingly independent manner, **and**

- recognize when comprehension has been lost, employing "fix-up" strategies with some consideration for their reading purpose (e.g., looking for specific information as compared to reading a narrative passage for enjoyment)

- solve many new words and make reasonable attempts at unfamiliar and multi-syllabic words

- have acquired a sight word bank of personally significant and content-specific words

Comprehension Responses Appropriate Achievement	
Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below.	
Reading "the lines"	**Literal Response** Students • respond accurately to most literal questions by locating specific details; tend to rely on information located in one place, rather than skimming text to gather details • retell narrative text including main events in sequence with some supporting details, and most story elements (e.g., setting, main characters, problem/resolution); verbal prompts or graphic organizers may be used to support/extend a retell • identify most main ideas and a few related details; may require verbal prompts or graphic organizers, with applicable headings
Reading "between the lines"	**Inferential/Interpretive Response** Students • make simple inferences about a character (his/her actions or feelings) and story events, providing some general supporting details • interpret direct relationships among ideas to draw conclusions (e.g., cause/effect) or make obvious comparisons, using some details from the text • use context clues and background knowledge to explain the meaning of words and sentences • use text features (e.g., headings, simple diagrams, captions, labels, font) to gain additional information from the text
Reading "beyond the lines"	**Personal/Critical/Evaluative Response** Students • make obvious personal connections; relate prior knowledge and make concrete text-to-text comparisons, when similarities are clear and straightforward; explanation may be general and may include some unrelated examples • express preferences for, and simple opinions about, texts, authors, and illustrators; provide some general examples to support statements, often related to overall topic • identify a few simple text forms (e.g., story, poem, "how-to", information book); describe overall characteristics and general purpose

Comprehension Responses Appropriate Achievement	Comprehension Responses Strong Achievement
Sample Questions/Tasks The following types of questions/tasks may be used to assess students' comprehension.	Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy. They also,
Literal Response • *Find the part that gives information on ___.* • *What happened in the story? What was the problem and how did they solve it?* • *Who was in the story? Where did it take place?* • *Tell about one important idea you learned from this book.* • *Reread this part (i.e., page or paragraph). Tell what you learned in your own words.*	• show an increasing ability to locate and organize information
Inferential/Interpretive Response • *Why do you think ____ (name of character) did this ____ (certain action)?* • *How do you think he/she is feeling? How can you tell?* • *What made this happen? Why did this happen next?* • *How are dogs and cats alike as pets? How are they different?* • *Tell me what ___ (word from book) means. How did you know?* • *How did this photograph help you understand ____ (idea from book)?* • *What does this label tell us about this picture?* • *Why is this word written this way (e.g., squiggly letters)?* • *What do you notice about the way the author wrote the word, STOP? Why do you think the author did that?*	• provide interpretations and connections (often beyond the obvious) supported by details and/or experiences
Personal/Critical/Evaluative Response • *What is one way you and the character are alike? Different?* • *Did you like this book? Why or why not?* • *Do you like the way the author described ___ (an event/character/topic)? Why or why not?* • *What words did the author use to help you make a picture in your head?* • *Do you think this story really happened? What makes you think that?* • *Is this a story or an information book? How can you tell?* • *How can you tell this is a recipe?* • *Why might someone want to write an information book about ____ (topic)?*	• support opinions with relevant textual details and/or personal experiences

Text Complexity – Appropriate and Strong Achievement

Appropriate Achievement

Students demonstrating appropriate achievement select and read independently a variety of fiction and nonfiction texts. Texts include

- some content beyond children's typical "lived" experiences requiring them to draw upon knowledge gained from reading, viewing and discussions
- familiar themes that are starting to reflect more universal ideas (e.g., friendship, bravery)
- longer, simple sentences with variety in the placement of adjectives, adverbs, phrases and subject/verbs; numerous compound sentences and a few complex sentences with clauses
- more uncommon words and phrases than in earlier levels as well as content-specific vocabulary (usually explained or illustrated); some figurative (e.g., simile) and book language beyond expressive language; descriptive language, usually dealing with concrete/physical attributes
- many 2-3 syllable words, including plurals, contractions, possessives, compound words and words with suffixes (most multi-syllable words are within reader's decoding control)
- illustrations/photographs that match text but are not necessary for word-solving
- a varying number of lines of text per page with sentences consistently organized in short paragraphs; sentences that frequently carry over 2-3 lines; some longer sentences that start at left margin; large clear font with ample spacing provided between lines and some variation in text layouts; early chapter books with particularly "friendly" layout

Fiction (Realistic, Simple Animal Fantasy, Folktales)	Nonfiction (Informational)
Texts are characterized by	Texts are characterized by
- multiple events (sometimes arranged in short chapters) - events related to a single plot with an easily recognized beginning, middle and ending - a straightforward, often predictable, plot developing over a number of episodes - predictable characters who undergo little change or development and who are revealed through dialogue, actions, thoughts and/or other's perspectives which require the reader to infer meaning - both assigned and unassigned dialogue; various points of view revealed through dialogue - stories that may move from one time/place (usually no more than two settings); some stories in which setting is important for comprehension	- explicit ideas that are presented through clear structures (e.g., description, compare/contrast, sequence, problem/solution, cause/effect) to show simple relationships - one idea or item per page or section; bold print or headings that may be used to signal sections; short paragraphs with clear topic sentences - prominent illustrations/photographs (may include insets), clearly separated from print; print that adds some supporting details - graphics that are clearly explained, (usually one or two types per page) - text features such as headings, captions, basic diagrams, and/or simple glossaries that support meaning

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

- the inclusion of unfamiliar content that requires students to draw on general knowledge and/or knowledge gained though reading and viewing
- the use of more content-specific words, usually explained in context or supported by illustrations
- the inclusion of specific, descriptive words and some figurative language depicting more abstract ideas
- more detailed plots and simple character development in narratives
- the inclusion of several explicit ideas (in nonfiction texts), supported with a variety of graphics, sometimes presented in a non-linear layout (i.e., graphics are presented in an array or include insets and sidebars preventing the page from being "read" from top-to-bottom and left-to-right)

Crow's Busy Day – **Student Comprehension Exemplars**   **Grade 2**

S – Student   **T – Teacher**

Literal Response – Reading "the lines"

1. **Find the part that tells you about the food Crow likes to eat. What did you find?**

   One Level of Response – The reader locates specific information in the text.

   > *Student Exemplar (oral transcription)*
   >
   > S – That crows like to eat cat food, grapes, carrots and toast and they also like apples and cheese.

2. **What toys does Crow like to play with?**

   One Level of Response – The reader locates specific information in the text.

   > *Student Exemplar (oral transcription)*
   >
   > S – Crow plays with a ball and a rubber ducky.

3. **Why isn't Crow living outside?**

   One Level of Response – The reader locates specific information in the text.

   Response #1

   > *Student Exemplar (oral transcription)*
   >
   > S – Because when he was found he was hurt and he is not strong enough to live outside yet.
   >
   > T – What makes you think that way?
   >
   > S – It's in the book.

Response #2

Student Exemplar (oral transcription)

S – Because they found him in the woods and he was very weak and he couldn't
live alone and he couldn't fight, I guess.

T – What makes you think that way?

S – Because it would take him a long time if he was like hurt and he couldn't stand.
It would take him a long time to get to the food and he could die.

---

4. Tell me what you learned about Crow's busy day.

Appropriate Achievement – The reader recounts most main ideas with a few details,
although sometimes general; requires prompts at times.

Response #1

Student Exemplar – Appropriate (oral transcription)

S – He likes to play with his rubber duck and a yellow ball.

T – Anything else?

S – He likes to hide things.

T – What do the people do to take care of him?

S – Like clean him, they feed him and they play with him and they bath him.

Response #2

Student Exemplar – Appropriate (representation through print)

Main Ideas	Details
Page 9. Crow likes to _play_ .	Yellow duck.
Pages 10 – 12. Crow likes to _Splash_.	preen theblekiw.
Page 13. Crow likes to _SaysHello_	Lifts his wings.
Page 14. Crow likes to _hides_ . ball cannot avthethehg'	Yellow ball.

Response #3

Student Exemplar – Appropriate (representation through print)

Main Ideas	Details
Page 9. Crow likes to _put_ his duck in his woter dish.	because he is done with it.
Pages 10 – 12. Crow likes to _both_ .	because he splash!
Page 13. Crow likes to _be_ scratched.	because it fills good!
Page 14. Crow likes to _hide_ his toys.	So they cant find them!

Strong Achievement – The reader recounts main ideas and includes some specific details.

Response # 1

Student Exemplar – Strong (oral transcription)

S – Well, he likes to hide stuff, sometimes under a newspaper or behind a log and he likes to play and he likes to play with his rubber ball and when it rolls he goes and gets it. And he likes to have a bath and he likes to get scratched.

T – He does, doesn't he? What do the people do to take care of him?

S – They bath him, they feed him and they like to scratch him.

Response # 2

Student Exemplar – Strong (representation through print)

Main Ideas	Details
Page 9. Crow likes to play With his yellow rubber duck. and he likes to put his toy duct into his waterdish.	
Pages 10 – 12. Crow likes to bath. in his water dish.	
Page 13. Crow likes to be. Scratched on his furry neck.	
Page 14. Crow likes to hide things sometime under newspaper or behind the log under the	

Response # 3

Student Exemplar – Strong (representation through print)

Main Ideas	Details
Page 9. Crow likes to _Play_ .	when a ball rolls he can get it or chase it.
Pages 10 – 12. Crow likes to _have a bath_	crow likes to jump in the bath from his high pench.
Page 13. Crow likes to _be_ . _scratched._	crow likes to be scratched on the deep neck fethers and beside his ears.
Page 14. Crow likes to _hide_ . _things._	crow likes to hide his carrots or his ball.

Inferential/Interpretive Response – Reading "between the lines"

5. Look at page 8. What do the words and the picture tell you about Crow?

Appropriate Achievement – The reader makes an obvious inference, providing some general supporting details; does not use information gained from another source in the text.

Note: Many students tended to read the question in the text, *Is there anything this Crow doesn't like?,* as a literal question, and tried to identify something Crow wouldn't like.

Response #1

Student Exemplar – Appropriate (oral transcription)

S – There isn't anything he doesn't like, but I don't know if he likes that.

T – What do you think that might be?

S – Coffee.

T – So you're predicting that crow…

S – does not like coffee.

Response #2

Student Exemplar – Appropriate (oral transcription and representation through print)

S – That he likes to drink, I guess, I don't know.
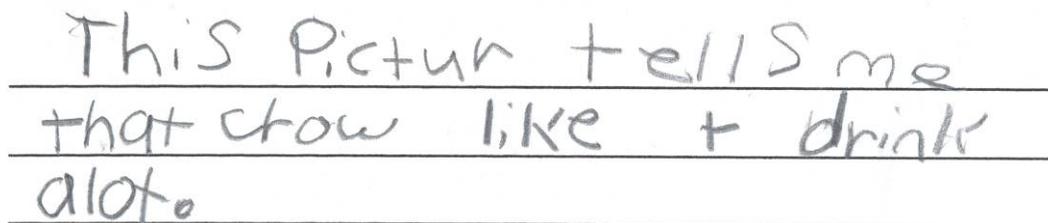
This Pictur tells me that crow like t drink alot.

Strong Achievement – The reader makes a simple inference and supports it with a reason, demonstrating an understanding of the complete text.

Student Exemplar – Strong (oral transcription)

S – The words tell me there isn't anything he doesn't like.

T – There isn't anything he doesn't like?

S – I can tell by what he drinks out of to get the water he needs.

---

6. Look on page 10. What do you think the word *perch* means?

One Level of Response – The reader uses background knowledge and context clues to explain the meaning of a word.

Response #1

Student Exemplar – (oral transcription and representation through print)

S – Where he was sitting on, like something that he sits on.

T – What helped you figure that out?

S – Sometimes they say in books that I read that the bird perched on a tree.

> Perch means where he sits. I learned this because of words and pictures I saw in books.

Response #2

Student Exemplar – (oral transcription and representation through print)

S – Jumps.

T – You think it means "jumps". What makes you think that it means "jumps"?

S – He goes into the water and it says, "He jumps down from his high…!" Oh no, a place where you sit.

> I think perch means a stool a bird sits on. Because it sayed that Crow jumped of his perch.

7. Look at the word *plunk*. Why do you think the author wrote it with dark, black letters?

One Level of Response – The reader gains literal information from a text feature.

Response #1

Student Exemplar (oral transcription and representation through print)

S – To make you think that it is loud.

To make it look loud !!!

Response #2

Student Exemplar (oral transcription and representation through print)

S – It's a little bigger than the others because plunk is like splash kind of, so he probably put it in big letters just to shout it out.

To make it look big like he was really happneng.

Response #3

Student Exemplar (oral transcription and representation through print)

S – It's like an adjective but he wants you to say it louder.

It means Splash he rote it dark so the reader says it loder.

8. Look at the front cover. I was wondering why there are ducks on the front cover when this book is about a crow? Why do you think the person who made this book wanted ducks on the front cover?

One Level of Response – The reader gains literal information from a text feature.

Response #1

> *Student Exemplar (oral transcription)*
>
> S – So everybody will know what the bird likes to do and play with.
>
> T – What would you put on the front cover?
>
> S – I would put rubber ducks and balls.
>
> T – Why would you put those on the front cover?
>
> S – Because he also likes to play with balls.

Response #2
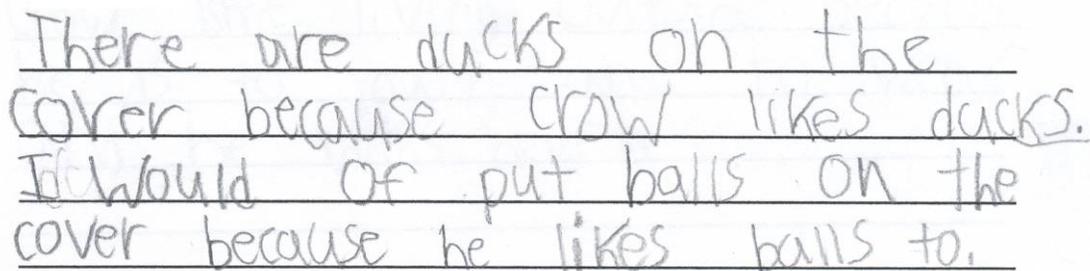
> *Student Exemplar (representation through print)*
>
> There are ducks on the cover because crow likes ducks. I would of put balls on the cover because he likes balls to.

Personal/Critical/Evaluative Response – Reading "beyond the lines"

9. Would you like to have a crow in your house? Why or why not?

Appropriate Achievement – The reader makes a personal connection based on obvious aspects of the text; explanation is general and not always related to information in the text.

Response #1

> *Student Exemplar – Appropriate (oral transcription)*
>
> S – No … like if we have a drink and we set it in the cupboard to go fold clothes for a few minutes he might fly so fast that he might tip it over.

T – That's true. Is there any information in that book that makes you think that, *No, I don't want to have a crow at my house?*

S – I don't want to have a crow hiding our toys.

T – True.

S – I don't want a crow splashing in our house.

Response #2

Student Exemplar – Appropriate (representation through print)

I won't like to bath the crow because I don't want to get splashed.

Strong Achievement – The reader makes a personal connection that goes beyond obvious aspects of the text; explanation includes some relevant information from the text.

Response #1

Student Exemplar – Strong (oral transcription and representation through print)

S – No….Because if they were hurt and I didn't know what to do I won't be good because they would need help but I wouldn't know how to help them.

I would not like to have a crow in my house because if it got hurt and I did not know waht to do that wad be bad.

Response #2

Student Exemplar – Strong (oral transcription and representation through print)

S – No…Too much to take care of.

T – What information from the book makes you think that?

S – Because you're going to have to get a bath for him and scratch him some
   and play with him with the ball.

No because you would haft to give bath's to him and play with him and sknach him and more.

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10. Do you think this is a story or an information book? How do you know?

One Level of Response – The reader identifies a simple text form, demonstrating an understanding of its common characteristics.

Response #1

Student Exemplar (oral transcription)

T – Do you think this story really happened?

S – I think probably it did happen.

T – Why do you think it really happened?

S – Because there are photographs of things, not just someone drawing
   something.

Response #2

Student Exemplar (representation through print)

maby because the pittcher had realle people.

Never Cry Hunter – Student Comprehension Exemplars   **Grade 2**

S – Student   **T – Teacher**

Literal Response – Reading "the lines"

1. **What did Mother Wolf ask Kiyiya to do when they left to hunt for food?**

   One Level of Response – The reader locates specific information in the text.

Student Exemplar (representation through print)
To the in the den When they were hunting in the forset.

2. **At the end of the story, what happened to Kiyiya's tail?**

   One Level of Response – The reader locates specific information in the text.

Student Exemplar (representation through print)
It got Shot off by a hunter.

3. **Use the story map and tell what happens in the story.**

   Appropriate Achievement – The reader identifies story elements and main events with some details.

   Notes: The prompts were informed by the story map.

   Response # 1

Student Exemplar – Appropriate (*oral transcription*)
S – There was a mother and a father wolf. They lived in the den with their cubs.
T – Who were the main characters?
S – Kiyiya and his parents.

T – What was the problem?

S – That Kiyiya kept on lying and then at the end, when he really meant that a hunter was coming, his parents didn't believe him.

T – Can you say what happens first in this story?

S – They wanted to hunt for food but his mom said that he had to be good and stay in the den with his brothers and sisters.

T – What happened next?

S – He said that he will be good and he promised it but then he broke his promise.

T – And what did he do to break his promise?

S – He went out of the den and said, "Hunter, hunter."

T – What happened next?

S – Everybody went into the den and then his mother and father looked and they didn't see any hunter.

T – What happened at the end of the story?

S – He cried hunter and then his mother and father didn't believe him and then the hunter shot his tail off.

T – Can you tell me anything else about the ending of the story?

S – And he learned a lesson and it was never cry hunter unless it is really true.

Response # 2

Student Exemplar – Appropriate (representation through print)

Story Map
Setting (Where and When)

In the den at night.

Main Characters

Kiyiya and his pearents.

Problem

Kiyiya said thet he would not say hunter. But he didn't ceep his pro...

First

his mom said that he had to be good, and he said yes.

Then

he broke his promise and said Hunter and didn't

Next

his pearents could not see a Hunter and they had to talk to him

Ending

In the ending he learned his lessin because the Hunter shot of his tail and the lesin was "never cry Hunter unless you relly mean it!"

Strong Achievement – The reader identifies story elements and explains main events with specific details.

Response #1

*Student Exemplar – Strong (*oral transcription)*

S – At night, Kiyiya and the brothers and sisters and mom and dad are in the woods.

T – What is the problem in the story?

S – Kiyiya keeps on calling hunter and there is no hunter.

T – What happens at the beginning of the story?

S – At the beginning Kiyiya's mother and father went to hunt food and then she sang the song and there was no hunter. So she called the brothers and sisters and they played for awhile and then she wanted to trick them. So she called there was a wolf [later responses indicate student knew this was 'hunter'] and then there was no hunter and the mom and dad heard and they came running as fast as they could home.

T – What happened next?

S – Kiyiya's mother and father were happy they didn't get hurt and they went hunting again for food and Kiyiya sang the song again and there was no hunter. So her brothers and sisters came out and played for awhile and then she wanted to trick them again and she called hunter and there was no hunter and her mom and dad came home and they were happy that they didn't get hurt. And that night they went hunting and she sang the song and there was no hunter and all of her brothers and sisters came out in the woods and played. And she smelled a scent that she never smelled before. She never smelled it before and she thought it was a hunter so she called hunter and her mother and father were going to go but they didn't because they needed to hunt food and after they found food they came home. And Kiyiya [got] shot in her tail and she was in the den and her mom and dad came home and they seen Kiyiya's tail and she didn't have a tail anymore and they never said anything.

T – What happened right at the end of the story?

S – It says if you ever go out in the woods and see a wolf with no tail it is Kiyiya.

T – Did the wolf learn a lesson? What was that?

S – To never cry hunter unless you see one.

Response # 2

Student Exemplar – Strong (representation through print)

Story Map
Setting (Where and When)

It was in the woods at night time

Main Characters

Kiyiya his brothers and sisters and
mother and father.

Problem

Kiyiya is calling hunter and that
is no hunter

First

Kiyiya mother and father told her to be
good and stay in the den but
after they left kiyiya went out and played

Then

They went to get food again and kiyaya
went out side and played for awile
She wanted to play a trik and she called hunter.

Next

The next night they went who play again
and he smelled a sent he had never
smelled befor it might be a hunter So.
he yelled humte!!.

Ending

When his mother and father got home
they seen his tail and did not
say any thing about his fall.

Inferential/Interpretive Response – "Reading between the lines"

4. Why do you think Mother Wolf told just Kiyiya to be good, and not the brothers and sisters?

Appropriate Achievement – The reader makes a simple inference supported with a general reason.

Student Exemplar – Appropriate (oral transcription)

S – Because he might do it again and again.

T – What makes you think that? At the beginning of the story did you know that Kiyiya was going to do that again, again and again?

S – No.

T – What would make his mother think that? Why would she tell Kiyiya to be good?

S – He was always bad.

Strong Achievement – The reader makes a simple inference supported with a specific reason from the text.

Student Exemplar – Strong (oral transcription)

S – Because they knew Kiyiya. I think that they knew that they had experienced this before that they knew Kiyiya would do something wrong but they knew that his brothers and sisters wouldn't.

T – So what makes you think that, what makes you think that Kiyiya has done things like this before?

S – Because like when I heard him say it the first time, like when it says *Hunter, hunter, in the dark can you hear my mighty bark? I am not afraid you see. You can't frighten brave old me*, I thought that maybe he had done something before so he knew like what to say to frighten his brothers and sisters.

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5. What does Kiyiya mean when he says he has a mighty bark?

Appropriate Achievement – The reader explains the meaning of vocabulary, using background knowledge or context clues.

Student Exemplar – Appropriate (oral transcription)

S – A big bark.

T – What makes you think that?

S – Mighty means big.

Strong Achievement – The reader explains the meaning of vocabulary with increased use of textual details, showing he/she understands more subtle shades of meaning.

Student Exemplar – Strong (oral transcription)

S – He thinks he's really strong and the hunter can't get him, to kill him.

T – What makes you think that?

S – Because Kiyiya is pretty sure he won't get killed but then his tail got shot off and he still didn't cry so it means he is pretty brave.

---

6. Look on page 5. Why is the word *hunter* written in bold black letters?

One Level of Response – The reader gains literal information from a text feature.

Student Exemplar (representation through print)
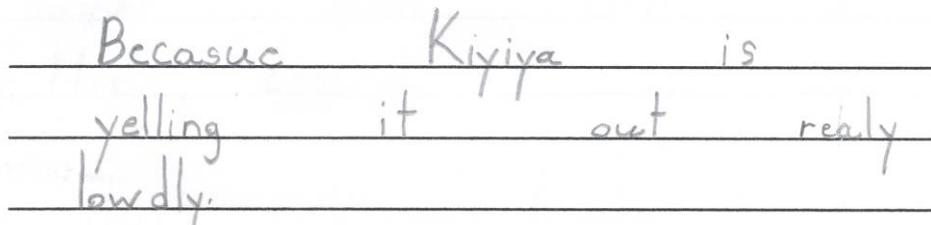
Becasue   Kiyiya   is   yelling   it   out   realy   lowdly.

---

7. Look at the pictures on pages 15 and 16. What is different about Kiyiya from one page to the next?

Appropriate Achievement – The reader gains obvious information from a text feature.

Student Exemplar – Appropriate (representation through print)

Kiyiya looks sad on paige 15, but oh paige 16 he looks happy oh paige 15 he is sad.

Strong Achievement – The reader interprets information from a text feature, going beyond the obvious in the explanation.

Student Exemplar – Strong (representation through print)

I see that Kiyiya is gron up and I see him when he was a kid.

Personal/Critical/Evaluative Response – Reading "beyond the lines"

8. Are you like Kiyiya in any way?

Appropriate Achievement – The reader makes an obvious personal connection, based on clear and straightforward similarities.

Student Exemplar – Appropriate (oral transcription)

S – Sometimes I am.

T – How are you like Kiyiya?

S – I sneak out of the house without telling my mom and my dad and I go to my grampie's and they don't know where I am.

T – Are you different than Kiyiya in any way?

S – I don't have a tail…and they have lots of fur and we don't.

Strong Achievement – The reader makes an insightful personal connection, based on less obvious similarities.

Student Exemplar – Strong (oral transcription)

S – Like if my mom and dad tell me to go to sleep. Sometimes at night I really love to read. So at night when my parents say, "It's time to go to bed," I read instead when I'm in bed.

T – You know I don't think she would be that angry about you reading.

S – She wasn't. She wanted me to go asleep. Every night I read and that's why sometimes in the morning I don't want to get up because I am really tired and that's because I read most of the night. It's just that when they say, "I'll be up," like when my brothers come up a lot and I say, "I am trying to go to sleep," but I am actually reading.

T – So you are like Kiyiya. Are you different than Kiyiya in any way?

S – I guess I am too. He did some thing so something got hurt badly, but I have never done something to make something get hurt really badly.

---

9. Do you think Kiyiya deserved what happened to him?

Appropriate Achievement – The reader expresses a simple opinion providing a general reason that does not extend beyond the text.

Student Exemplar – Appropriate (oral transcription)

T – Did the wolf learn a lesson? What was that?

S – To never cry hunter unless you see one.

T – Do you think Kiyiya deserved what happened?

S – Yeah.

T – Why?

S – Because he kept calling hunter and there was no hunter.

T – Was there any other reason?

S – No.

Strong Achievement – The reader expresses a simple opinion and supports with reasons that extend beyond the text.

Student Exemplar – Strong (oral transcription)

T – Do you think Kiyiya deserved what happened?

S – A little bit because he didn't listen to his parents and then something bad happened to him.

T – Do you think there is a lesson in this story?

S – Yeah.

T – What is the lesson?

S – Listen to your parents.

---

10. Do you think this is a story or an information book? How do you know?

Appropriate Achievement – The reader identifies a simple text form, demonstrating a general understanding of a common, but not defining, characteristic.

Student Exemplar (Appropriate — representation through print)

> Well I think it's a story becarase It dosnt have reil pichers.

Strong Achievement – The reader identifies a simple text form, demonstrating an understanding of a specific characteristic.

Student Exemplar (Strong — representation through print)

> It dosent tell you information abot wolfs. Their is not information in the book.

Writing Achievement Standards

End of Grade Two

**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
Students • generate and develop a topic from discussion, topic lists/personal interests, and models (e.g., books, samples) demonstrating a general awareness of audience and purpose • gather and organize ideas in a variety of ways, often with teacher-direction (e.g., drawing, graphic organizers, lists, research, key words, headings) • draft a piece of writing showing awareness of need to stay on topic and provide the reader with information (e.g. basic sequence, supporting details) • use writing tools such as a word wall, simple dictionaries, and class charts • revise a piece of writing after re-reading, peer- or teacher-conferencing or using, with support, a checklist (e.g., word choice or sentence beginnings); most likely to add ideas or change words • edit a piece of writing by using a simple checklist (e.g., capitals, periods, spelling), often relying on teacher-prompts to check whole piece • select a finished piece of writing to share or publish (e.g., bulletin board, orally, book, portfolio) and identify as meeting the appropriate requirements, (e.g., *I can picture it. I stayed on topic. I used some interesting words. Most words are spelled correctly.)*	Students demonstrating strong achievement apply strategies and exhibit behaviours at the appropriate level in an increasingly independent manner, **and** • recognize purpose and audience and has a clear plan for piece • draft and revise a piece of writing, with increasing independence, considering the reader's reaction (e.g., a good lead sentence, interesting word choice) • are willing to take risks (e.g., word choice and sentence structures) • write fluently due to increased control of conventions • recognize some of their own spelling errors and seek assistance in correcting them

Writing Achievement Standards

Appropriate Achievement

Students

Content

overall topic, degree of focus, and related details

- choose a general topic; communicate message predominantly through written words
- include ideas/events (may not be explicitly stated), usually based on personal experiences, simple opinions or basic information
- include some supporting details to expand upon the ideas/events; may have some "gaps" or irrelevant information

Organization

structure and form, dependent on purpose and audience

- decide upon a general purpose
- include a simple beginning that identifies the topic
- present ideas/events in a basic sequence
- link ideas with simple connecting words (e.g., and, then, so)
- attempt a conclusion but may be abrupt

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

Word Choice

vocabulary, language, and phrasing

- make many ordinary word choices, possibly some repetition
- may include a few descriptive words or phrases

Voice

evidence of author's style, personality, and experience

- begin to show some awareness of audience according to purpose (e.g., write a letter "to" someone)
- demonstrate some basic knowledge of and/or interest in subject
- show a glimpse of personal feeling or style (e.g., bold punctuation, stylized letters, speech bubbles)

Sentence Structure

variety and complexity of sentences

- use mostly simple and compound sentence structures; many are complete
- include a few longer sentences and/or sentences which begin in different ways (e.g., nouns, pronouns, phrases)

Conventions

spelling, punctuation, capitalization, and usage (grammar).

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

Writing Achievement Standards

Strong Achievement	Conference Prompts
Students	
• choose and expand upon a general topic; usually able to sustain focus • include a series of ideas/events, usually based on personal experiences, opinions or background information; these key ideas/events may be stated explicitly as connecting sentences • include supporting details to expand the ideas/events; most are relevant and support the writer's intent	*What do you want your reader to know about?* *What else can you tell me about this topic? Show me where you would put that.*
• decide upon a general purpose • introduce topic with an attempt to engage or orient the reader • present ideas/events in an appropriate sequence • link ideas in a variety of ways (first, next, finally, because), creating some flow to the writing • include an apparent conclusion; often simply restating purpose, feeling or opinion **See *Text Forms* for elements of narrative and information texts.**	*What did you do to help you organize your writing before you started?* *How did you let your reader know what the topic was right from the start? Is there another way to get your reader's attention?* *How are you going to wrap things up?* *Tell me what happened first, next, then…*
• add to ordinary word choices with a few interesting words or phrases • include a few interesting descriptive words (e.g., adjectives, active verbs)	*What do you think the interesting words are in this piece?* *Find a place where your words helped make a clear picture for your reader.* *I like the way you said _____.*
• show some awareness of audience according to purpose; some attempt to consider reader • demonstrate some specific knowledge of and/or personal interest in subject • convey a personal feeling or individual style	*Why did you write this? Who would you like to have read this?* *This sounds like you know a lot about ___. What else do you know that you could add?* *Will your reader be able to tell how you feel about _____?* *This sounds so much like you! I can tell you're the author because___.*
• attempt a few complex structures with use of phrases; most sentences are complete • include some sentences that vary in length and beginnings (e.g., nouns, pronouns, phrases)	*Let's look at how you've started sentences. Do you have enough variety?* *I see a lot of short sentences. Let's find ways to make some sentences longer.* *Read this part out loud and make sure you haven't left out any words.*
• use mostly correct end punctuation (e.g., periods, question marks, exclamation marks) • begin to use commas, apostrophes and quotation marks but not always correctly • use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun "I" in most cases, may capitalize a few words unnecessarily • spell most high-frequency words correctly; spell longer, more complex words using phonetic approximations • use simple grammatical structures correctly (i.e., use most basic pronouns and verbs correctly)	*Let's read this out loud. When we need to take a breath, we need to add some punctuation.* *We need capitals at the beginning of each sentence, and for all names. Let's read together to see if you've put capitals in the right places.* *Where can you check the spelling of this word?* *I see that you've tried to spell _____. Have you included all of the sounds that you hear in this word?* **General Prompts** *After you checked your work using our class checklist, what do you think you did really well?* *What is one change 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 describes the specific elements of common text forms at the end of grade two. Refer to the Organization Trait to distinguish between appropriate and strong achievement.

Form: Persuasive
Purpose: to convince someone to do something or to think in a particular way
Opening statement – states an opinion or request (*I don't think we should have homework*)
Arguments and Reasons – provides two or three arguments that might have supporting statements (*I think…because…); often based on personal opinion or promises rather than facts (*I'll clean my room if…)*
Conclusion – concludes abruptly or with a personal statement (*I need… I want…*)
Special Features
- simple connecting words (so, because)
- present tense
- first person singular or plural (I, we)

Form: Descriptive Report
Purpose: to describe a topic
Introduction – identifies topic (*Rattlesnakes are dangerous creatures; Penguins live in the Antarctic.)*
Description of Topic – includes details related to main topic (appearance, behaviour, food) and may include personal comments (*Cats are cute.*)
Conclusion – may omit or may conclude abruptly (*Now you know about cats!*)
Special Features
- may include a title or illustrations
- simple connecting words (*and, they have, it is*)
- present tense

Form: Explanatory Report
Purpose: to tell how/why something came to be or to explain how something works
Statement or definition – identifies topic with a statement or question
Explanation or how or why –attempts personal observations (*Thunder is the sound of lightning.*) or cause and effect (*Tornados are made when hot and cold chase each other.*)
Summary – may omit or may include a personal comment (*Weather is awesome.*)
Special Features
- may include a title or illustrations
- simple connecting words (*so, because, when*)
- present tense

Form: Instructions/Procedures
Purpose: to tell how to do something
Goal or aim – identifies by title (*Apple Pie*) or opening statement
Materials/ingredients – may list materials
Method/process – includes some steps in order (*First we roll the dough…*) with some details
Conclusion or Evaluation – may omit or may include a personal closing statement (*It tastes fantastic.)*
Special Features
- may include illustrations, diagrams or labels
- numbered-steps or simple connecting words to show sequence (first, next, then)
- present tense
- may be written in second person (*You …)*

Form: Recount
Purpose: to tell about past events (personal or others' experiences)
Orientation – identifies when, where, who, and what
Key Events in Time Order – has 2 or 3 events in sequence with some supporting details
Concluding Statement – concludes with last event (*I went home*) or evaluative comment (*That was a good day!*)
Special Features
- may include a title
- simple connecting words (then, so, first)
- past tense
- first (I or We) or third person (She or They)
- action verbs

Form: Narrative
Purpose: to entertain with an imaginative experience
Orientation (time, place and characters) – introduces characters with little context (*One night my friend Bob had a sleepover..)*
Problem – establishes a problem at the beginning (*We heard a freaky noise.)*
Events – focuses on action loosely related to problem
Resolution – may conclude abruptly with a final event
Special Features
- may include a title or illustrations
- simple connecting words related to time (then, so)
- past tense
- usually first (I, we) or third person (he, she, they)
- action verbs

Student Writing Exemplars with Rationales

One night my friend Bob – Appropriate Achievement

One night my friend Bob had a sleep over at my house. When, me and Bob went to sleep we heared a freaky noise. We went to find the noise it was a scary job. We looked for a long time, but we we're hungry so we ha a snack.

After the snack we statded looking in the house. But we had no luck so we called the police but the freaky noise aswered the phone.

We slamed the phone and ran to the police station. When we opened the door the police we're there. We went home, but than a moster was in the yard. We ran as fast as we could. We and the moster had a mask he took it off and it was my dad!

Rationale for Appropriate Achievement

One night my friend Bob…

Content
- chooses the general topic – a scary noise during a sleepover – around which to develop a story; communicates message through written words
- includes a series of ideas, possibly based on personal experience, around the topic (i.e., hearing the noise, searching for the noise, going to the police, discovery of the monster)
- includes some details to support main events (e.g., …*freaky noise., …scary job, answered the phone, a monster was in the yard)*; the attempt to include details regarding eating results in some irrelevant information (e.g., *We looked for a long time, but we we're hungry so we had a snack.*)

Organization
- decides upon the general purpose – to entertain
- includes a simple beginning, a middle, and an ending that is abrupt (e.g., *We and the monster had a mask he took it off and it was my dad*!)
- identifies the problem (scary noise) and the characters (me and Bob)
- presents ideas in a basic sequence but text requires some rereading to retain comprehension; begins to show proper paragraphing
- links ideas with a few simple connecting words (e.g., *but*, *so*), creating some run-on sentences; attempts to use more sophisticated connecting words (e.g., *when*, *after*)
- may have modeled the writing on personal experience or a story heard previously

Word Choice
- makes many ordinary word choices
- includes a few descriptive words to help the reader create pictures in his/her mind (e.g., *freaky*, *scary*, and *slamed*)

Voice
- begins to show some awareness of audience according to purpose (e.g., *But we had no luck… ., …it was my dad!*)
- demonstrates some interest in subject (e.g., *…it was a scary job.*)
- shows glimpses of personal style (e.g., *freaky noise*)

Sentence Structure
- uses both simple and compound sentences; most are complete
- includes some sentences that begin in different ways (e.g., *After the…, When me…, We went.…*)

Conventions
- shows proper use of end punctuation (use of period and exclamation mark)
- uses capitals for beginning of sentences and proper names
- spells high frequency words correctly (e.g., *went, there*, *to*); attempts complex words using phonetic approximations (e.g., *answered, moster)*
- uses most basic pronouns and verbs correctly; includes a few grammatical errors (e.g., *heared*)

My Favorite Dessert – Appropriate Achievement

My Favorite Dessert

My most favorite dessert is apple pie.
I don't eat it alot. If we get apple pie
me and my mom make it. First we roll
the dough then we put the ingreedynt's
in. Once we put the ingreedynt's in
then we put the top on the pie.
After that we pinch the side's of
the pie. I think maybe to keep the
heat in. We put it in the ofven.
You put it in ofven to heat it up
because you can get sick if you
eat the dough raw. After it's done we eat
it. It tastes so fantastic.

Rationale for Appropriate Achievement

My Favorite Dessert

The writer

Content
- chooses to write about the topic of a favourite dessert and how to make it; communicates message through written words
- focuses on two key ideas (i.e., how to make an apple pie and why it is a favourite dessert)
- includes details to expand the key idea of how to make a pie (e.g., *roll the dough, put the ingreedynt's, put the top on the pie, pinch the side's, put it in the oven*)

Organization
- decides upon a purpose (i.e., to recount a personal experience and explain how to make an apple pie; uses a procedural form within a recount context)
- presents steps to make an apple pie in a sequence that is easily followed
- links ideas with connecting words such as *first, once, after*
- shows some awareness of forms (e.g., personal recount and explanation)
- opening provides a background orientation to assist the reader (e.g., *If we get apple pie me and my mom make it.*); the concluding statement is a comment that reflects the author's feelings (e.g., *It tastes so fantastic.*)
- includes details to explain the steps to making an apple pie (e.g., *…roll the dough…, …put the top on…, …put it in the ofven…)* and appreciates the need for attention to sequence

Word Choice
- makes many ordinary word choices, possibly some repetition (e.g., put)
- includes a few strong descriptive word choices (e.g., *favorite, pinch, raw*)

Voice
- begins to show some awareness of audience according to purpose (e.g., *… I think maybe to keep the heat in.*, *…you can get sick…*)
- demonstrates some basic knowledge of subject (e.g., *…we pinch the side's of the pie.*)
- shows a glimpse of personal style (e.g., *It tastes So fantastic.*)

Sentence Structure
- uses mostly simple sentence structure; most sentences are complete
- includes a few longer sentences and/or sentences which begin in different ways (e.g., *You put it in (the) ofven… because you can…eat the dough raw.)*

Conventions
- uses correct end punctuation
- uses capital letters for first word in sentences, and pronoun "I"
- spells many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations (e.g., *ingreedynt's, ofven*)
- uses many basic pronouns and verbs correctly; may make some errors (e.g., *…me and my mom make it.*)

Rattle Snake's – Appropriate Achievement

Rattle Snake's

Rattle Snake's are dangrece
Spesece.
The rattle snake is a reptile.
It can eat birds and mice.
The rattle snake is named
after it's tail.
Because it's tail when it shake
it sounds like a rattle.
The rattle snake has huge
fang's.
It shake it's tail to
scare enemy's away.
I think the rattle snake
is posunis but I don't
now for sure.

Rationale for Appropriate Achievement

Rattle Snake's

The writer

Content
- narrows from the broad topic of snakes to the more specific topic of the characteristics of rattlesnakes (not frequently achieved at this level); communicates message through written words
- includes information related to key ideas of classification, physical description, and defence mechanisms
- includes some details concerning key ideas/components of the report *(e.g., is a reptile, dangrece spesece, is posunis, has huge fang's, shake it's tail to scare enemy's)*

Organization
- decides upon a purpose (e.g., to inform, with the realization that facts must be reliable*…but I don't now for sure.*)
- presents information in a sequence that can be followed (e.g., when explaining about the rattle snakes tail the information flows from one idea to the next – *named after it's tail,…it sounds like a rattle…, scare enemies away*); a few details could be rearranged
- shows some awareness of report format
- opening provides a general statement that rattlesnakes are dangerous
- includes some details (e.g., *…eats birds and mice., … has huge fangs*)
- concludes with a personal statement – *I think the rattle snake is posunis but I don't now for sure.*

Word Choice
- makes many ordinary word choices
- includes a few descriptive words to help the reader visualize the snake (e.g., *dangrece spesece*)

Voice
- begins to show some awareness of audience according to purpose (e.g., attempting objective language – *The rattle snake is named after it's tail.*)
- demonstrates some basic knowledge of the subject
- shows a glimpse of personal style (e.g., *Rattle snake's are dangrece spesece.*)

Sentence Structure
- uses mostly simple sentence structure (e.g., *The rattlesnake is a reptile.);* sentences are complete
- includes a few longer sentences and/or sentences which begin in different ways (e.g., *Because it's tail when it shakes it sounds like a rattle.)*

Conventions
- uses correct end punctuation
- uses capital letters for the first word in sentences
- spells many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations (e.g., *dangrece, posunis*)
- uses basic pronouns and verbs correctly

When I Lost a Tooth

Over the long weekend, at my house I lost a tooth that was wiggy! First I was watching TV and eating Sponge bob Squarepants cereal. I was watching The Powerpuff Grils. Then all of a suddeny my tooth started to have blood on it. I Screamed "MY TOOTH OW!! MY TOOTH!!" my mom ran down Stairs She took me up stairs in the bathroom. She got me a face cloth to put on my tooth. After a while my mom pulled my tooth out "OW!!" I Said, "I am glad my tooth is out."

1$

Rationale for Appropriate Achievement

When I Lost a Tooth

Content
- chooses the general topic about the loss of a tooth; communicates message through written words
- includes events based on personal experiences (e.g., *I was watching TV and eating., My tooth started to have blood on it., I screamed… My mom ran down…, …pulled my tooth out…*)
- includes some supporting details to expand upon the events (e.g., *…tooth that was wiggy!, Sponge bob Squarepants cereal., …watching The Powerpuff Grils. …blood on it., …up stairs in the bathroom.*); there are some gaps in details (e.g., What happened between the time Mom gave the author a facecloth and she pulled out the tooth?)

Organization
- decides upon a purpose (i.e., to recount a personal experience in which the author has been directly involved)
- presents ideas in a sequence that can be followed by retelling experience in the order in which it occurred
- links ideas with connecting phrases (e.g., *Over the long weekend,…,Then all of a suddeny…, After a while…*)
- shows some awareness of form (e.g., personal recount – orientation, events, concluding statement)
- opening introduces the loss of a wiggly tooth
- includes some details (e.g., while watching T.V. and eating the tooth starts to bleed, the author panics and calls mother, mother helps and in the end pulls the tooth)
- the concluding statement is abrupt, but reasonable (e.g., I said, "I am glad my tooth is out." 1$)
- includes dialogue and attempts the text feature of using uppercase letters in dialogue to emphasize the screaming

Word Choice
- makes many ordinary word choices with some repetition (e.g., *was, took, got*)
- includes a few effective word choices (e.g., *suddeny, screamed, wiggy*)

Voice
- begins to show some awareness of audience according to purpose (e.g., descriptions of the setting attempts to recreate the scene for then reader)
- demonstrates some interest in subject (e.g., *I screamed…)*
- shows a glimpse of personal feeling or style (e.g., *"OW!!", 1$*)

Sentence Structure
- begins sentences in different ways and includes sentences of different lengths
- attempts to extend simple sentence with phrases (e.g., Over the long weekend, at ma….)

Conventions
- uses correct end punctuation
- uses capital letters for proper names (e.g., *Spongebob Squarepants, Powerpuff Grils*), first word in sentences, and pronoun "I"
- spells high frequency words correctly
- uses basic pronouns and verbs correctly

Mr. Doe– Appropriate Achievement

Dear Mr. Doe,

Hi this is **John** speeking. I think we shud go back to doing two adding and two sudtraction. On are day work chart it saids three adding and subtraction. One is int anuf we need more. I did one in grade one so we shud do two n gade two. We shud be doing skip counting too. I would like to do a little more tests and quechins at math time. **Mr. Doe** what

days do the K.s go to gym? Do you teach bowth K. **Somebody** and K. **Smith**? Is it fun to be the vice prinsubl? Do you spend a lot of time in the ofis. I think your the best math teacher in the world!

from your friend,

John

Rationale for Appropriate Achievement

Mr. Doe

Content
- chooses the topic of what should be done in Math class (i.e., *I think we shud go back to doing two adding and two sudtraction.)*
- includes ideas for how to improve the class (e.g., *I did one in grade one so we shud do two in gade two. We shud be doing skip counting too.)*
- includes some supporting details to expand upon the ideas (e.g., *I would like to do a little more tests and quechins at math time.,. We shud be doing skip counting too.)*; has some irrelevant information (e.g., *Mr. Doe what days do the K.s go to gym?)*

Organization
- the writer's purpose is to persuade Mr. Doe to change the Math class
- includes a simple beginning that identifies the topic (e.g., *I think we shud go back to doing two adding and two sudtraction.)*
- presents ideas in a basic sequence, athough wanders off at the end with questions
- links ideas between sentences *(e.g.,…we shud go back to doing…on are day work chart…One is int anuf…)*
- shows some awareness of persuasive letter form (e.g., identifies the writer's argument at the beginning, provides reasons why there should be changes, and attempts to engage the reader with personal references and questions)
- includes some simple text features of a letter (e.g., salutation and signs off at the end)

Word Choice
- makes many ordinary word choices (e.g., *shud, did, like, fun*) possibly some repetition (e.g., *we shud* is repeated three times)
- includes a few descriptive words or phrases (e.g., *On are day work chart it saids three adding and sudtraction, …a little more tests and quechins at math time.)*

Voice
- shows some awareness of audience according to purpose (e.g., writing the letter to Mr. Doe to persuade him to change Math class)
- demonstrates some basic knowledge of and interest in the subject (e.g., *I did one in grade one so we shud do two…We shud be doing skip counting…)*
- shows glimpses of personal feeling or style (e.g., *Hi this is John speeking, I think you're the best math teacher in the world!)*

Sentence Structure
- uses mostly simple (e.g., *We shud be doing skip counting too.)* and compound sentence structures (e.g., *I did one in grade one so we shud…)*
- includes a few longer sentences (e.g., *I would like to do…, I think we shud go back to doing…)* and sentences which begin in different ways (e.g., *Hi, On are day…Do you …?)*

Conventions
- uses correct end punctuation in all sentences
- uses capital letters for proper nouns (e.g., *Mr. Doe, K. Smith*), first word in sentences, and pronoun I
- spells many high -frequency words correctly (e.g., *go, to, doing, would, little, in , one)*; attempts to spell longer, more complex words using phonetic approximations (e.g., *speeking, sudtraction, anuf, bowth)*
- uses many basic pronouns and verbs correctly (e.g., *I did, Do you spend…?)*

A Visit to the Cottage

Every summer my family and I visit our cousins cottage in **Placeville**. On the way it is really boring. We keep on watching movies over and over and over! It took one day to get there. When we arived we had to wait because our cousins had to drive from the Unided States and our cousins mom had the key. When they arived we unpacked the car and brought our stuff inside. We were planing to stay for two or three weeks. There were lots of fun things to do at the Cottage, especially in the water. My favourite thing to do was to be pulled by the boat on the toob. We played video games, and made towers out of lego. We made one hundred piece puzzles when it was a rainey afternoon. They were fun to do. When it stoped raining we would grab our life jackets and run down the path to get to the dock where the boat was. We would go boating in the lake. My cousins dog Taylor loves to go boating but my dog Fergus does not! He hates going in the water! We would stop the boat and

A Visit to the Cottage – Strong Achievement

go swimming in the deep deep water
and even Taylor likes to swim with
us. In the evening we collected wood
and made a big fire. I ran inside
to get the marsh melows. We roasted
the marshmelows over the fire they
were awesome. Then we had to go inside
because there were too much bugs.
We watched tv every evening for
one hour. We pack up our stuff for
tomorow. One morning I was
amazed that it was time to go!
I did not know that two weeks
would go by so fast! But I had so
much fun! I had a fantastic vacachon
in Placeville .

Rationale for Strong Achievement

A Visit to the Cottage

The writer

Content
- chooses the general topic of summer vacation at the cottage; maintains focus
- includes a series of ideas or events related to key aspects of the summer vacation (i.e., traveling to Placeville, activities that occupied their time)
- includes relevant details related to the main ideas to make the writing clearer (e.g., the long drive, meeting their American cousins, doing fun activities, how time went by so fast); most details are relevant and support the writer's intent (i.e., summer vacation at the cottage is great)

Organization
- decides upon a general purpose (i.e., to recount a personal experience in which the author has been directly involved)
- shows an understanding of the form, personal recount
- presents information in a logical sequence; the transition between verb tenses causes some confusion
- links ideas in a variety of ways, creating some flow to the writing (e.g., *When it stopped raining…*)
- opening introduces yearly visit with the family at the cottage
- includes relevant details and expands upon some (e.g., the author describes being at the cottage and the many activities – *toob, video games, lego, puzzles, marsh mellows*)
- concludes recount with a statement that emphasizes the enjoyment the writer experienced over the summer – *I had a fantastic vacaction in Placeville.*

Word Choice
- makes ordinary word choices, with limited repetition of words
- includes a few interesting words appropriate to the purpose (e.g., *My favourite thing…, …grab our life jackets…)*

Voice
- shows awareness of audience according to purpose; some attempt to consider reader (e.g., *…it is really boring. We keep on watching movies over and over!*)
- demonstrates some interest in the subject (e.g., *…they were awesome.*)
- conveys an individual style (e.g., use of exclamation marks)

Sentence Structure
- includes some sentences of different lengths and sentences which begin in different ways (e.g., *Every summer…, When they…, There were…*)
- attempts more complex sentence structures (e.g., *We played video games and made towers out of lego.*)

Conventions
- uses correct end punctuation; begins to use internal punctuation (e.g., *…fun things to do at the cottage, especially in the water.*)
- uses capital letters for proper names, first word in sentences, and pronoun "I"
- spells most high-frequency words correctly; spells longer, more complex words using phonetic approximations (e.g., *toob, Unided*)
- uses most basic pronouns and verbs correctly; makes some errors transitioning between tenses

My and Emales Tree house

Do you have something spashl
that you love to play in? I do.
My next door naber tree house.
At first the tree house, it only
had a bottom. One day I suggested
why doesn't your treehouse
have walls and a roof? She
told her mum that she
wanted walls and a roof. On
the weekend, her dad started
it. It took a fuw weeks but
it was up. We started to load
toys, and bubbles Emaliy and I
enjoy playing in the treehouse.
Emaliy and I play with the
toys, We draw, We play house
and play school, In the game in

part 2

My and Emaliys Tree house
school, I teah math and she theahs
litersy. In house, I am the
Goldedretrefrer puppy and Emoliy
is my oner. We play Paper Mario
too she is Dasiy or Pech I am
ether Yoshi, Mario or Luigi.
Every time I see the tree house
I dash to it. I adore playing in
it.

Rationale for Strong Achievement

My and Emales Treehouse

Content
- chooses and expands on the topic of the tree house that the two friends share; maintains focus
- includes a series of ideas based on personal experiences (e.g., *At first the tree house, it only had a bottom., It took a few weeks but it was up., Emaliy and I enjoy playing in the treehouse.)*
- includes supporting details to expand the ideas (e.g., *…I suggested why doesn't your treehouse have walls and a roof?, …started to lood toys.and bubbles, We play house and play school.*)

Organization
- decides upon a general purpose (i.e., to explain this place that is so meaningful)
- presents ideas in a logical sequence (e.g., building the tree house, filling it and then playing in it, divides it into *part 1, part 2*)
- links ideas in a variety of ways, creating some flow to the writing (e.g., *At first, One day, We started, In the game school, In house*)
- shows awareness of appropriate form (e.g., explanation)
- opening introduces the topic (e.g., *…something spashl…My next door naber(s) treehouse.*);
- includes relevant details and expands upon some of these (e.g., *It took a few weeks but it was up*)
- the closing is evident (e.g., *Every time I see the treehouse I dash to it. I adore playing in it.*)

Word Choice
- makes ordinary word choices, with limited repetition of words
- includes a few active verb choices appropriate to the purpose (e.g., *suggested, enjoy, adore*)

Voice
- shows some awareness of audience according to purpose (e.g., *Do you have something spashl that you love to play in?*)
- demonstrates some personal interest in subject (e.g., *…she theahs litersy.*)
- conveys a personal feeling (e.g., *I adore playing in it.*)

Sentence Structure
- includes some sentences of different lengths and sentences which begin in different ways (e.g., *Do you have…, On the weekend,…, We play…*)
- attempts more complex sentence structures; most sentences are complete (e.g., *We play Paper Mario too she is Dasly or Pech I am either Yoshi, Mario or Luigi.*)

Conventions
- uses correct end punctuation; uses commas and apostrophes
- uses capital letters for proper names (e.g., Mario), first word in sentences, and pronoun "I"
- spells most high frequency words correctly; spells longer, more complex words using phonetic approximations (e.g., *naber, retrefrer*)
- uses most basic pronouns and verbs correctly; has a little difficulty with maintaining verb tense (e.g., *We started to load toys and bubbles.*)

Penguins

Penguins live in the Soothphrn hemesphere, but, most live in **Antarcticia**. Penguins are bird but don't fly, they swim instead. They swim as fast as a **torpedeo** and their **tuckseadeo** is cute. Years ago penguins did fly. But time passed and their wings turned to flippers. Did you know that penuins **porpes** in the water? The Biggest penguin discuvred is the **Emperor** penguin and the smallest is the **Fairy** penguin. The emperor penguin is as big as a six year old. A fairy penguin is as high as your knee.

A Female emperor can only lay one egg at a time because that penguin brood proach under their belly it carries only 1 egg. The female emperor has to travel for 2 milles. Know telling how you feel of penguins. P.S. to learn more about penguins, Just watch The March of the Penguins.

Rationale for Strong Achievement

Penguins

The writer

Content
- chooses and expands upon the general topic of penguins; maintains focus
- includes a series of ideas demonstrating some ability to conduct simple research (e.g., *…are bird(s) but they don't fly, they swim instead.*)
- includes relevant details to expand on the topic and to provide interesting facts (e.g., *…penguins did fly.. But time passed and their wings turned to flippers.*)

Organization
- shows awareness of audience and purpose; promotes reader participation with a question, *Did you know that pen[g]uins porpes [prope]) in the water?;* records and describes factual information
- shows awareness of report format
- presents information in a logical sequence beginning with where penguins live and giving information about how they evolved; compares Emperor and Fairy penguins, telling about procreation and suggesting that the reader watch *The March of the Penguins* to learn more; although there are no indentations, the author has an emerging sense of paragraphing
- links ideas in a variety of ways, creating some flow to the writing (e.g., questioning the reader, using phrases like *Years ago* and *time passed*)
- introduces the report on penguins by presenting a particular aspect, where they live
- includes relevant details and expands upon some of these (e.g., in describing the size of the Emperor and the Fairy penguin, the author provides a familiar comparison for the reader, *…as big as a six year old …., as high as your knee.)*
- includes text features (e.g., highlights key terms: *Antarctica, torpedeo, tuckseadeo, porpes, Emperor, Fairy, brood prouch, 2 miles*)
- concludes the piece by suggesting how an interested reader can learn more about penguins

Word Choice
- makes ordinary word choices, with limited repetition of words
- includes a few interesting word choices appropriate to the purpose (e.g., *discuvred, Did you know, learn*)

Voice
- shows some awareness of audience according to purpose; some attempt to consider reader (e.g. *They swim as fast as a torpedeo.…*)
- demonstrates some specific knowledge in subject (e.g, *Emperor, porpes* [propel])
- conveys an individual style (e.g., bolding of key terms)

Sentence Structure
- includes some sentences of different lengths and sentences which begin in different ways (e.g., *Years ago, Did you know*)
- attempts more complex sentence structures (e.g., *A female emperor can only lay one egg at a time because that penguin **brood prouch** under their belly it carries only 1 egg.*; includes a postscript)

Conventions
- uses mostly correct end punctuation, beginning to use internal punctuation (e.g., *Penguins are bird(s) but they don't fly, they swim instead.*)
- uses capital letters for proper names, movie title, and first word in sentences
- spells most high frequency words correctly; spells longer, more complex words using phonetic approximations (e.g., *tuckseadeo*)
- uses most basic pronouns and verbs correctly

What I Might Be When I Grow Up — Strong Achievement

What I Might Be When
I Grow Up.
  Today, I'll tell you some
jobs I'm probbly going to do. And
here they are a Veterinarian,
Scientist, Dentist, Swimming
Leasons teacher and to work at
Tim Hortons.
  One thing I really want tobe
is a Veterinarian becouse I
desperly love to play with
animals. I think working with
animols is fantastic.
  Another thing I'd like to be is
a Scientist who trys to find a
cure for cancer. I love to
support cancer.
  A third thing I'd like doing is
tobe a Dentist. Dentist make sher
your teeth are clean and I think that that is a

good idea.

This time I will tell you about a whole diffrent job I'd love to do. I'd like to be a swimming leason teacher to teach pepole how to swim.

Finaly, I get to tell you the last job I want to do is to work at Tim Hortons. Tim Hortons makes delicious dounets.

If you can't think of a job you want to do you may want to do one of the jobs I'm probbly going to do. I hope my jobs sounded interesting to you.

Rationale for Strong Achievement

What Might I Be When I Grow Up

Content
- chooses and expands on the topic of possible careers; maintains focus
- includes a series of ideas probably based on personal background (e.g., *And here they are a Veterinarian, Scientist, Dentist, Swimming Lessons teacher and to work at Tim Hortons.*)
- includes details to make the writing clearer (e.g., *…desperly Love to play with animals., …trys to find a cure for cancer., …make sher your teeth are clean…, …teach people how to swim., …makes delicious! Dounets.*); the details are relevant and support the writer's intent to explain the jobs of choice

Organization
- decides upon a general purpose (i.e., to explain the appeal of different careers)
- presents ideas in a logical sequence (e.g., lists jobs and then develops short paragraphs about each, with a reason about why the writer thinks the job is a good one)
- links ideas in a variety of ways, creating some flow to the writing (e.g., *One thing, Another thing, A third thing)*
- shows awareness of appropriate form (e.g., explanation)
- opening introduces the topic (e.g., *…here they are a Veterinarian, Scientist, Dentist.…*)
- the concluding paragraph is evident (e.g., *If you can't think of a job….*)
- includes relevant details and expands upon some of these (e.g., *…I'd like to be a scientist who trys to find a cure for cancer. I love to support cancer.*)

Word Choice
- makes ordinary word choices, with limited repetition of words
- includes a few interesting word choices appropriate to the purpose (e.g., *sounded, desperly, think*)

Voice
- shows some awareness of audience according to purpose; attempts to consider reader (e.g., *Today. I'll tell you some jobs.…)*
- demonstrates personal interest in subject (e.g., *If you can't think of a job…)*
- conveys an individual style (e.g., *I hope my jobs sounded interesting to you.*)

Sentence Structure
- includes some sentences of different lengths and sentences which begin in different ways (e.g., *Finaly.…, If you can't.…)*
- attempts more complex structures; most sentences are complete (e.g., a compound sentence: *One thing I really want to be is a veterinarian because I desperly love to play with animals.*)

Conventions
- uses mostly correct end punctuation; begins to use commas, apostrophes (e.g., *I'd*)
- uses capital letters for proper names (e.g., *Tim Hortons*), first word in sentences, and pronoun "I" , capitalizes some words unnecessarily (e.g. Veterinarian, Scientist, Dentist, Swimming Lessons teacher)
- spells most high frequency words correctly; spells longer, more complex words using phonetic approximations (e.g. *dounets*)
- uses most basic pronouns and verbs correctly

SeaHorses new friend.

It was a sunny day at the ocean and May a little seahorses had lots of friends but she wonted a new friend. May new just the friend she wonted a humen friend. Her mother said noway her new friend would probly eat you. May sat on her coral chair and did a big huf. Later wile her pairints were asleep May snuk out and began her advencher. Not long ater she left home she was fritnded by a crab that was eating his dinner. May creped closer and closer and bang. May was noct out, but what noct her out? It was a baby dollfin. "What are you thinking" the crab said. "I'm swimming" said the dollfin. "Well look what you did" "oh, I'm so sory" said the dollfin. I did not mean to noct her out. "Well you did" said the crab. "Well I'm piretysure you no what hapen next. She wockup and went home haply with her new friend. I guess she did not wont a humen friend ater all. Well see you on my next story.

Rationale for Strong Achievement

SeaHorses new friend

The writer

Content
- chooses and expands upon the topic—seahorse making a new friend; maintains focus
- includes a series of events (e.g., *…wonted a new friend., May snuk out…, It was a baby dollfin…*)
- includes relevant supporting details to elaborate on the focus (e.g., identifies the kind of new friend she wants—*a humen friend)*; when her mother said no, the author lets you know her feelings (i.e., *did a big huf)*; when seahorse was frightened by the crab, the author clearly explains how May behaved (i.e., *she creped closer, and closer ….*)

Organization
- decides upon a general purpose (i.e., to entertain)
- has a good beginning that sets some context (e.g., *May… had lots of friends but she wanted a new friend.*)
- introduces the topic with a title (written in a special bubble letters) that attempts to engage the reader
- has a brief but logical middle and a relatively strong ending (e.g., *I guess she did not want a humen friend after all.*); ending would have been stronger had author omitted "Well see you on my next story."
- presents ideas in a logical, easy-to-follow manner and develops the problem with some actions (e.g., *May snuk out and began her advencher.*), working through to a resolution
- includes effective dialogue (e.g., attempts to develop the crab and dolphin characters and advance the story)
- includes some good choices of connecting phrases (e.g., *Later wile, Not long after, you no what hapen next.*) creating flow to the writing

Word Choice
- includes some effective word choices (e.g., *snuk, advencher, fritnded, creped* to create images)
- does not include a lot of description of story events but enough to give the author a sense of what is happening (e.g., sat on her *coral chair*)

Voice
- shows some awareness of audience according to purpose; attempts to consider the reader (e.g., *Well see you on my next story.*)
- demonstrates some specific knowledge and personal interest in the subject (e.g., *she wonted a humen friend.*)
- conveys an individual style (e.g., bubbled letters in the title)

Sentence Structure
- attempts to use greater variety in sentence structure and in so doing, sometimes creates run-on sentences
- includes some variety in sentence length and sentence beginnings which enhances the flow of the ideas

Conventions
- uses capital letters for proper names and for the first word in sentences consistently; demonstrates a good command of basic end punctuation
- attempts to use quotation marks when including dialogue (e.g., "*Well look what you did*")
- spells most high frequency words correctly; confuses homonyms (e.g., *new* and *knew* as well as *no* and *know)*
- uses strong phonetic approximations for more complex words (e.g., *advencher* [adventure], *pairints* [parents], *fritnded* [frightened])
- shows good use of basic pronouns and verbs; has a few errors with tenses

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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

General Curriculum Outcome 4) **Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.**	
Specific Curriculum Outcomes (Early)	**Reading Achievement Standard End of Grade 2**

By the end of grade two students will be expected to: regard reading/viewing as sources of interest, enjoyment and information
 	
expand their understanding of concepts of print
   - punctuation in text serves a purpose
   - upper-and-lower-case letters have specific forms and functions (first word in sentences and proper names)
select independently, and with teacher assistance, texts appropriate to their interests and learning needs
	Reading Strategies and Behaviours
	Students
	• read familiar passages smoothly with appropriate phrasing and expression to convey sense of text to audience: hesitation may occur with unfamiliar words
	
	Text Complexity
	Students select and read independently a variety of fiction and nonfiction texts.

By the end of grade two students will be expected to: use some features of written text to determine content, locate topics, and obtain information
-use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict and monitor/self-correct
   - predict on the basis of what makes sense, what sounds right, and what the print suggests
   - make meaningful substitutions
   - attempt to self-correct predictions that interfere with meaning
   - begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word
	Reading Strategies and Behaviours
	Students
	• use simple text features to predict content and help locate information: may require prompting
	• monitor reading and self-correct when reading does not make sense, sound right and look right; employ "fix-up" strategies with prompting
	• combine meaning, word/language structure, and phonics to solve unknown words; usually successful with simple words
	
	Comprehension Responses
	Students
	• use text features to gain additional information from the text; may require prompts

By the end of grade two students will be expected to: use a variety of strategies to create meaning
   - identify main idea
   - predict content using text information along with personal knowledge and experiences
   - make inferences by drawing on their own experiences and clues in the text
   - identify character traits from contextual clues
   - make connections between texts, noticing similarities in characters, events, illustrations and language
	Reading Strategies and Behaviours
	Students
	• use context clues, prior knowledge/experience and knowledge of "story" to make obvious predictions and to confirm meaning
	
	Comprehension Responses
	Students
	• identify most main ideas and a few details; verbal prompts or graphic organizers, with applicable headings, may be used
	• make simple inferences about a character's actions or feelings, and events, providing some general supporting details
	• interpret direct relationships among ideas to draw conclusions or make obvious comparisons, using some details from the text
	• make obvious personal connections, relate prior knowledge; make concrete text-to-text comparisons, when similarities are clear and straightforward; explanation is general and may include unrelated examples

Curriculum Outcomes Alignment

General Curriculum Outcome
5) Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.

Specific Curriculum Outcomes (Early)	Reading Achievement Standard End of Grade 2
By the end of grade two students will be expected to: engage in the research process with assistance - generate questions to guide research - locate appropriate information with assistance - interact with the information	Not reflected in standard; outcome indicates *with assistance* and not an independent strategy at this level.

General Curriculum Outcome
6) Students will be expected to respond personally to a range of texts.

Specific Curriculum Outcomes (Early)	Reading Achievement Standard End of Grade 2
By the end of grade two students will be expected to: make personal connections to text and share their responses in a variety of ways express and begin to support opinions about texts and the work of authors and illustrators	**Comprehension Responses** Students • make obvious personal connections, relate prior knowledge and make concrete text-to-text comparisons, when similarities are clear and straightforward; explanation is general and may include a few unrelated examples • express preferences for and simple opinions about texts, usually related to overall topic; provide some general examples

General Curriculum Outcome
7) Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

Specific Curriculum Outcomes (Early)	Reading Achievement Standard End of Grade 2
By the end of grade two students will be expected to: use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics respond critically to texts - formulate questions as well as understandings - develop an understanding and respect for diversity	**Comprehension Responses** Students • use text features to gain additional information from a text • make obvious personal connections, relate prior knowledge and make concrete text-to-text comparisons, when similarities are clear and straightforward; explanation may be general and may include some unrelated examples • express preferences for and simple opinions about texts, authors and illustrators; provide some general examples to support statements, often related to overall topic • identify a few simple text forms; describe overall characteristics and general purpose

Curriculum Outcomes Alignment

General Curriculum Outcome 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.	
Specific Curriculum Outcomes (Early)	**Writing Achievement Standard End of Grade 2**
By the end of grade two students will be expected to use writing and other forms of representing for a variety of functions - to ask questions - to generate and organize ideas - to express feelings, opinions, and imaginative ideas -to inform/communicate information - to record experiences - to explore learning	**Writing Strategies and Behaviours** **Students** • gather and organize ideas in a variety of ways, often with teacher direction; • generate and develop a topic from discussion, topic lists/personal interests and models demonstrating a general awareness of audience and purpose • use writing tools such as a word wall, simple dictionaries and class charts **Writing Traits** **Students** • choose a general topic; communicate message predominantly through written words (Content) • present ideas/events in a basic sequence (Organization) • make many ordinary word choices (Word Choice) • show a glimpse of personal feeling or style (Voice) • use mostly simple and compound sentences (Sentence Structure) • use correct end punctuation (Conventions)
By the end of grade two students will begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)	**Writing Strategies and Behaviours** **Students** • gather and organize ideas in a variety of ways, often with teacher direction **Writing Traits** **Students** • include ideas/events usually based upon personal experiences, simple opinions, or basic information (Content)
By the end of grade two students will be expected to begin to experiment with language choices in imaginative writing and other ways of representing	**Writing Strategies and Behaviours** **Students** • revise a piece of writing after re-reading, peer or teacher conferences or using, with support, a checklist; most likely to add ideas or change words **Writing Traits** **Students** • may include a few descriptive words or phrases (Word Choice) • show a glimpse of personal feeling or style (Voice) • include a few longer sentences and/or sentences which begin in different ways (Sentence Structure)

Curriculum Outcomes Alignment

General Curriculum Outcome	
9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	
Specific Curriculum Outcomes (Early)	**Writing Achievement Standard End of Grade 2**
By the end of grade two students will be expected to use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-play, Readers Theatre)	**Writing Strategies and Behaviours** **Students** • draft a piece of writing showing awareness of need to stay on topic and provide the reader with information **Writing Traits** **Students** • include supporting details to expand upon the ideas/events (Content) • decide upon a general purpose (Organization) • begin to show some awareness of audience according to purpose (Voice)
By the end of grade two students will be expected to demonstrate some awareness of audience and purpose - choose particular forms for specific audiences and purposes - realize that work to be shared with an audience needs editing	**Writing Strategies and Behaviours** **Students** • select a piece of writing to share or publish and identify as meeting the appropriate requirements • edit a piece of writing by using a simple checklist, often relying on teacher-prompts to check whole pieces **Writing Traits** **Students** • decide upon a general purpose (Organization) • begin to show some awareness of audience according to purpose (Voice)
By the end of grade two students will be expected to consider their readers'/viewers'/listeners' questions/comments and begin to use such responses to assess and extend their learning	**Writing Strategies and Behaviours** **Students** • generate and develop a topic from discussion, topic lists/personal interests and models demonstrating a general awareness of audience and purpose **Writing Traits** **Students** • begin to show some awareness of audience according to purpose (Voice) • all organization indicators

Curriculum Outcomes Alignment

General Curriculum Outcome
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.**

Specific Curriculum Outcomes (Early)	Writing Achievement Standard End of Grade 2
By the end of grade two students will be expected to develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing – use prewriting strategies, such as drawing, talking, and reflecting – use appropriate drafting strategies for getting ideas on paper – use simple revision strategies to create a meaningful message – use simple editing strategies – use a variety of techniques for publishing/printing	**Writing Strategies and Behaviours** • generate and develop a topic from discussion, topic lists/personal interests and models demonstrating a general awareness of audience and purpose • draft a piece of writing showing awareness of need to stay on topic and provide the reader with information • use writing tools such as a word wall; edit a piece of writing by using a simple checklist • revise a piece of writing after re-reading, peer or teacher conferences or using with support, a checklist; most likely to add ideas or change words • select a piece of writing to share or publish and identify as meeting the appropriate requirements **Writing Traits** all indicators
By the end of grade two students will be expected to use some conventions of written language ▪ use conventional spacing between words ▪ use an increasing number of letters to represent sounds ▪ use an increasing number of words spelled conventionally ▪ use simple sentence structures ▪ attempt to use punctuation ▪ use capital letters for proper names, pronoun "I", and sentence beginnings ▪ demonstrate engagement with the creation of pieces of writing and other representations	**Writing Strategies and Behaviours** **Students** • edit a piece of writing by using a simple checklist • draft a piece of writing showing awareness of need to stay on topic and provide the reader with information **Writing Traits** • use correct end punctuation in many sentences (Conventions) • use capital letters for proper nouns (Conventions) • spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations (Conventions) • use many basis pronouns and verbs correctly; may make some errors (Conventions)
By the end of grade two students will be expected to demonstrate engagement with creation of pieces of writing and other representation ▪ engage in writing and representing activities every day ▪ sustain engagement in writing and other forms of representation ▪ choose to write independently during free choice time ▪ share writing and other representations with others and seek response ▪ contribute during shared writing activities ▪ contribute observations/information to classroom ▪ records of field trips, science experiments, etc.	**Writing Strategies and Behaviours** all indicators **Writing Traits** not explicitly stated in indicators

Curriculum Outcomes Alignment

General Curriculum Outcome
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.**

Specific Curriculum Outcomes (Early)	Writing Achievement Standard End of Grade 2
By the end of grade two students will be expected with assistance, experiment with technology in writing and other forms of representing − use a tape recorder to record choral readings, dramatizations, retellings, or finished pieces of writing − create illustrations/drawings with a computer graphics/drawing program − compose simple text with a word processing program − share writing/representations on-line	**Writing Strategies and Behaviours** − gather and organize ideas in a variety of ways, often with teacher direction; use writing tools such as a word wall, simple dictionaries, and class charts − select a finished piece of writing to share or publish and identify as meeting the appropriate requirements **Writing Traits** not explicitly stated in the indicators
By the end of grade two students will be expected to select, organize, and combine, with assistance, relevant information to construct and communicate meaning − interact with resources − answer their own questions or learning needs − with assistance, develop strategies for making and organizing notes − create a new product − share their information in a variety of simple ways	**Writing Strategies and Behaviours** **Students** ▪ generate and develop a topic from discussion, topic lists/personal interests and models demonstrating a general awareness of audience and purpose ▪ draft a piece of writing showing awareness of need to stay on topic and provide the reader with information ▪ use writing tools such as a word wall; edit a piece of writing by using a simple checklist revise a piece of writing after re-reading, peer or teacher conferences or using with support, a checklist; most likely to add ideas or change words ▪ select a piece of writing to share or publish and identify as meeting the appropriate requirements **Writing Traits** all indicators