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 3
September 2008 - For Public Use

Acknowledgements

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Introduction

Background

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

> **Timeline of Reading and Writing Achievement Standards Development**
>
> - CAMET initiative formulated for grade-level standards documents.
> - New Brunswick assumes project lead.
> - Draft development following consultation with educators.
> - Field tests/reviews conducted of final drafts.
> - Achievement standards documents published.

Purpose

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

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

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

Overview: Reading Achievement Standards

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

  Text Complexity – characteristics of fiction/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 and include responses to related questions which demonstrate the text complexity and level of comprehension described in the achievement standards.

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

Overview: Writing Achievement Standards

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

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

  Organization – structure and form, dependent on purpose and audience

  Word Choice – vocabulary, language, and phrasing

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

  Sentence Structure – variety and complexity of sentences

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

The writing achievement standards for each grade level are clarified through student exemplars. **The student exemplars, with supporting rationale, represent various forms of both narrative and expository writing**. Any information that could potentially identify a writer has been replaced with fictitious names. Parental permission was sought to use student writing as exemplars in the standards documents (entry to grade five).
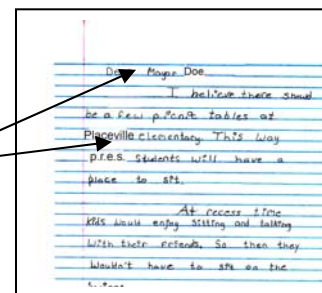
The **writing exemplars were collected through in-class writing assignments, or district and provincial assessments**. Students were asked to complete a draft version of a piece of writing plus a final copy that reflected their revisions and edits. In the majority of exemplars, students chose their own topics; in a few instances students were asked to write in response to a prompt. Teachers could remind students to use any tools they might normally reference when writing (e.g., word wall, graphic organizers, wall charts), but because the writing reflects independent work, **no teacher conferencing was involved**. Teachers could not assist with processes such as brainstorming a topic, making vocabulary webs, or editing. Writing was generally completed over two time periods of approximately 40 minutes each.

Guidelines for Copying from the Standards

A diligent effort has been made to locate the creator of each of the published texts and student exemplars within the reading and writing achievement standards. In a few instances, the search to locate an author is ongoing. Educators should note that the **published fiction/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 3

**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 meaning is lost; identify problems and employ "fix-up" strategies (e.g., reread, read on)
- combine meaning, word structure (e.g., roots, compounds, contractions), language structure (word order and language patterns), and phonics (e.g., vowel patterns; onset and rime; common spelling patterns) to solve many unknown words
- read a wide variety of words with automaticity
- read familiar passages fluently with phrasing and expression to convey sense of text to audience; may hesitate occasionally with unfamiliar words
- use context clues, prior knowledge/experience and knowledge of text forms to verify and adjust predictions while reading
- use text features (e.g., table of contents, headings/subheadings, index, charts/diagrams) to preview and locate information; may require prompting with features requiring interpretation

Reading Strategies and Behaviours
Strong Achievement

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

- solve a variety of words rapidly
- acquire new sight vocabulary while reading
- question and predict based on attention to relevant textual details

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; reread and skim small amount of text to gather appropriate information • identify most story elements (e.g., setting, characters, events, problem/resolution, and, when clearly stated, overall theme/lesson) of a narrative text and include some supporting details, may include unimportant details at times; graphic organizers may be used • identify most main ideas and supporting details; graphic organizers may be used, with support, to categorize and sort information
Reading "between the lines"	**Inferential/Interpretive Response** Students • make straight-forward inferences about a character (his/her actions, feelings or personality) and story events, referring to obvious textual details • interpret clear relationships among ideas to draw conclusions (e.g., cause/effect; sequence) or make comparisons, using some supporting textual details • use context clues and background knowledge to explain the meaning of new vocabulary, as well as some simple descriptive/figurative words and sentences • use text features (e.g., captions, charts/diagrams, font, glossaries) to gain additional information from the text, demonstrating a general understanding of their purpose; may have difficulty interpreting some visual information
Reading "beyond the lines"	**Personal/Critical/Evaluative Response** Students • make obvious personal connections, relate relevant prior knowledge, and make logical text-to-text comparisons; connections tend to be straightforward, supported with a general explanation • express preferences for, and simple opinions about texts, authors, and illustrators and provide some supporting details or examples; explanations may be general • recognize some elements of an author's style/technique (e.g., descriptive language), explain how they help the reader by stating personal preference and/or a general example • distinguish between fact and opinion and identify author's point of view, using some details from the text • can identify a variety of text forms (e.g., narrative, report, instructions, biography), including basic text characteristics (e.g., sequence), and knows a form's 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. **Literal Response** • *Skim this part to find ___ (information/topic) and tell me about it.* • *Find the part that tells ___* • *What happened in the story? Tell about the events in the order they happened.* • *Tell about the important parts of the story in your own words.* • *What lesson do you think the author wants us to learn?* • *What did the author tell you about (topic)?*	Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy. They **also** • read some longer texts and therefore must search for information in a variety of places
Inferential/Interpretive Response • *What can you tell me about ___ (name of character)? How do you know that?* • *Why do you think (character) acted this way? What information helps you to know that?* • *What happened at the end of the experiment? What caused that?* • *How are schools today different from schools of long ago? How are they the same?* • *What does this word mean? How do you know?* • *What does this expression mean? (i.e., simile or idiom)* • *Show me the glossary. How can you use it to help you understand what you are reading?* • *What can you learn from this diagram?*	• provide responses that go beyond the obvious and support these with textual details
Personal/Critical/Evaluative Response • *Do any of the characters remind you of anyone you know? How?* • *Have you heard information like this before? Where?* • *Do you like the way this story ends? Why or why not?* • *Did you find this book interesting? Why or why not?* • *Why do you think the author used these descriptive words? How do they help you when you read?* • *What did the author do to help you learn about (topic)? Did the author do a good job? Why or why not?* • *Do you agree with the author? Is this (idea from book) always true?* • *How would the story be different if the main character was ___ (e.g., an adult instead of a child)?* • *Is this book fact or fiction? How can you tell?* • *Why is it important to have the steps in order?* • *How can you find the important information on this page?* • *Why do you think the author told us about whales in an information book instead of in a story? What do you notice about how this report is organized? How does that help you?*	• support opinions with textual examples and personal experience/knowledge

Text Complexity – Appropriate and Strong Achievement

Appropriate Achievement

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

- a variety of topics, ranging from familiar to less-known; content that at times introduces cultural or historical perspectives
- familiar themes which introduce more complex issues/feelings (e.g., responsibility, loyalty), usually with a clear message
- a variety of longer, simple sentences and compound sentences with diversity in the placement of adjectives, adverbs, phrases and subject/verbs and compound sentences; greater use of complex sentences with clauses
- some uncommonly used words and phrases, or new meanings for familiar words as well as content-specific words defined in text or illustrations; stronger (more specific) descriptive words (adjectives and adverbs) and a few examples of figurative language (e.g., simile, idiom)
- many multi-syllabic words (including words with suffixes and simple prefixes) most of which are in the readers' decoding control and/or can be understood through context
- chapter books with few illustrations; illustrations/photographs that represent and extend print in nonfiction
- many lines of print on a page, organized in paragraphs; predominantly standard-sized font with varied line-spacing and layout within same text

Fiction (Realistic, Simple Fantasy, Traditional, Historical Fiction, Mysteries)

Texts characterized by

- multiple events related to a single plot, often arranged in chapters that require sustained reading over a period of time
- plot that proceeds in time-order with expanded events; details important for understanding
- easily defined characters (e.g., good/bad) that develop over time; factors related to character development are explicit and obvious; characters revealed through dialogue, actions, thoughts and/or other's perspectives
- dialogue variety, both assigned and unassigned; some opportunities to reveal characters' perspectives and "voice"
- settings (i.e., time and place) that may be unfamiliar and are important to understanding plot, characters and/or theme

Nonfiction (Informational, Biography)

Texts characterized by

- several topics/explicit ideas within a text, linked by categories, presented through clear structures (e.g., description, compare/contrast, sequence, problem/solution, cause/effect); increased amount of information supported by clear relationships and transition words
- usually one idea or item per section or chapter; sections signalled by font style or headings/subheadings; usually written in short paragraphs with a clear topic sentence
- prominent illustrations/photographs elaborate print information; print that must be read to support illustrations/photographs; variety in layout, not always linear
- variety of graphics, usually fully explained; some graphics with information requiring interpretation to supplement print
- headings/subheadings, captions, charts/diagrams, cutaways, index, glossaries, sidebars, and maps which add information important to understanding

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 need for students to take on unfamiliar perspectives to understand a topic
- the inclusion of themes and main ideas slightly more abstract than texts at lower levels
- the requirement to interpret characters' feelings, story events or ideas to understand the author's message
- the addition of more difficult content-specific words, usually explained by text, illustrations or a glossary, as well as multi-syllabic words that may be challenging to decode
- characters in narrative texts acting in unexpected ways, requiring the reader to infer reasons for their actions
- the inclusion of many small pieces of information per section in nonfiction texts supported by headings/subheadings and a variety of graphics as well as simple keys and legends that may require interpretation

The Same or Different? – **Student Comprehension Exemplars**   **Grade 3**

Literal Response – Reading "the lines"

1. **What is a <u>dorsal</u> fin? Use the words in the report and the pictures to help you explain your answer.**

   One Level of Response – The reader acquires information from the text.

   Response #1

   > *Student Exemplar*
   >
   > A dolphin's dorsal fin is on its back and is hooked shape. A porpoise's dorsal fin is also on its back and is more trangular.

   Response #2

   > *Student Exemplar*
   >
   > A dorsal fin is a fin shaped like a wave and is found on the back of a dolphin or a parpoise.

2. If you saw a dolphin and a porpoise swimming beside each other, how would you be able to tell which one was the dolphin?

Appropriate Achievement – The reader uses information from one section of the text.

Response #1

Student Exemplar – Appropriate

> The dolpin would proubly swim near the boat and the porpois would proubly swim away. porpoises are more shiy and scarted. than dolphins.

Response #2

Student Exemplar – Appropriate

> I could tell because a porpoises have white spots on them and dolphins don't have white spots. And the porpoises fluke is on the bottom of the tail and the dolphins fluke is on the top of the tail.

Strong Achievement – The reader uses information from more than one section of the text, demonstrating some ability to skim for details.

Student Exemplar – Strong

You can tell them apart by looking at the body. A dolphin can grow to be over 9 metres in length. Dolphins also have a long slender shape. Porpoises have a smaller and plumper shape. Few porpoises grow over 2 metres long. A porpoise has a blunt snout. A dolphin has a pointed snout. Like a birds beak.

Inferential/Interpretive Response – Reading "between the lines"

3. Use information from the report to tell what is the same and different about dolphins and porpoises. You don't need to write sentences. You can just write the important words.

Appropriate Achievement – The reader interprets relationships among ideas to compare/contrast, using some textual details.
Note: Students at this level often demonstrate difficulty with identification of similarities.

Response #1

Student Exemplar – Appropriate

What is the **same** about dolphins and porpoises?
How they behave
They like traveling
What they look like
blowi hole is the same and fluke

What is **different** about dolphins and porpoises?	
How <u>dolphins</u> behave	How <u>porpoises</u> behave
Porsoises are Dolphin arn't Shy	Porsoises are shy
What <u>dolphins</u> look like	What <u>porpoises</u> look like
not so triangle fin	triangle fin.

Response #2

Student Exemplar – Appropriate

What is the **same** about dolphins and porpoises?
How they behave
They like to travel in groups with there families.
What they look like
They both have a blowhole, dorsal fin and a flipper.

What is **different** about dolphins and porpoises?	
How <u>dolphins</u> behave	How <u>porpoises</u> behave
Dolphins play in the ocean alot and could be seen by boats.	Porpoises are shy.
What <u>dolphins</u> look like	What <u>porpoises</u> look like
Dolphins are bigger and there snout is longer.	A porpoise is more wide and has a very small snout.

Strong Achievement – The reader interprets relationships among ideas to make a thorough comparison/contrast, using textual details.

Student Exemplar – Strong

What is the **same** about dolphins and porpoises?
How they behave   Jump, air, ~~~~, ~~~~
What they look like   Snout, fluke, eye, flipper, and blowhole

What is **different** about dolphins and porpoises?	
How <u>dolphins</u> behave	How <u>porpoises</u> behave
Playful in ocean Seen swimming near boats	Shy rare to see
What <u>dolphins</u> look like	What <u>porpoises</u> look like
Snout like a birds Beak Snout 9 meaters Sharp teeth Poited teeth	rouded snout 2 meaters rouded teeth Shaped like a shvole

4. **What does the word <u>fluke</u> mean in this report? What part of the report did you use to help you?**

   One Level of Response – The reader acquires literal information related to vocabulary from a text feature. (Illustration)

Response #1

> *Student Exemplar*
>
> A fluke is like a back fin or a tail. The part of the report I used is the picture that shows where things are.

Response #2

> *Student Exemplar*
>
> I used the diagram on the first story to help me. The fluke is sort of like the tail of these mamals.

Personal/Critical/Evaluative Response –

5. Why do you think it is important to keep the oceans safe for dolphins and porpoises?

Appropriate Achievement – The reader expresses a personal opinion, supported with a general reason.

> *Student Exemplar – Appropriate*
>
> I think we should keep the oceans safe so they don't become extinked.

Strong Achievement – The reader expresses a personal opinion, supported with some details from the text**.**

> *Student Exemplar – Strong*
>
> I think it is important to keep oceans safe because if dolphins and porpoises get sick and die and if they keep drowning they can become extinked.

6. **Why do you think the author of this article used photographs <u>and</u> drawings to tell about dolphins and porpoises?**

   Appropriate Achievement – The reader recognizes an element of the author's style (i.e., use of text feature, supported with a general explanation).

   > *Student Exemplar – Appropriate*
   >
   > So instead of the people getting the wrong picture in their head they put pictures in it so they don't get the wrong picture in their head.

   Strong Achievement – The reader recognizes an element of the author's style (i.e., use of text feature, supported with a specific and relevant explanation).

   > *Student Exemplar – Strong*
   >
   > I think the author used photographs and drawings because you can't see all of the parts of their body in potographs. In drawings each part is labeled and you can see it clearly.

7. Which helped you more—the photographs or the drawings? Why? Use information from the article and your own ideas to explain your answer.

Appropriate Achievement – The reader explains effectiveness of the author's style (i.e., text feature, with a general example or personal preference).

Response #1

Student Exemplar – Appropriate

The drawings helped me more because of the labels

Response #2

Student Exemplar – Appropriate

I like the photographs better then the drawing because the photographs are really good.

Strong Achievement – The reader explains effectiveness of the author's style (i.e., text feature, with a specific example and showing some ability to reflect on process as a reader).

Student Exemplar – Strong

The drawings helped me more because I can clearly see all of the parts and what it looks like. So I can read about it and then I can look at it in the drawings.

Benjamin Bryan – Student Comprehension Exemplars   Grade 3

Literal Response – Reading "the lines"

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

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

Response #1

Student Exemplar – Appropriate

Setting (Where and When)

It happend at School and at recces.

Main Characters

Benjamin Bryan, Spencer, Mrs. Potts,.

Problem

The problem is Benjamin Bryan is getting cold and he is not going out side.

First

Benjamin Bryan went to School. He was Shivering front the cold.

Then

mrs. Potts told him to go out side but he Shivered

Next

Spencer asked if he would go out side. He gave it another try

Ending

He came in and Said im So hot.

Response #2

Student Exemplar – Appropriate

Setting (Where and When)

_____

_____

Main Characters

Benjamin Bean, Mrs.potts, spencer.

_____

Problem

He gets to cold so he won't go
outside.

First

Benjamin is saying he is to cold.

_____

Then

Mrs.potts is trying to get Benjamin to go
outside.

_____

Next

Spencer bags Benjamin to go outside
and play with hem.

_____

Ending

Benjamin finally goes outside.

_____

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

Response #1

Student Exemplar – Strong

Setting (Where and When)

It took place at Benjamin's school in the winter.

Main Characters

Benjamin, Spencer and Mrs. Potts were the main characters.

Problem

Benjamin got very, very cold when he went outside.

First

Benjamin would dash into the classroom and stand by the heater.

Then

Everyone was bagging him to go out side but he would always say he got sooo cold.

Next

His best freind Spencer got him to go out side For recess and he loved it.

Ending

It got way warmer and Benjamin rushed in side and said "Mrs. Potts I am sooo hot."

Response #2

Student Exemplar – Strong

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

Setting (Where and When)

The setting was at school in the winter.

Main Characters

The main charecters were Benjamin Bryan, spencer and mrs.Potts.

Problem

The problem was Benjamin wouldn't go outside.

First

Benjamin dashed into the school quivering, quaking shivering and shaking.

Then

His friends begged him to come outside but he wooldn't go outside.

Next

Spencer told him how he stayed warm and Benjamin tryed.

Ending

He went outside every recess and had alot of fun.

2. Think like the author of *Benjamin Bryan*. What message do you think the author wanted to give the reader? What details in the story helped you decide that?

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

Response #1

Student Exemplar – Appropriate

> I think that the message shes trying to send is that Its fun to Play outside no matter what the weathers like!!

Response #2

Student Exemplar – Appropriate

> If you go outside and you'r vary cold just play outside and have FUN!FUN!FUN !!!

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

Response #1

Student Exemplar – Strong

> The message is to try some thing a few times before you decide if you like it or not. The facts that helped me were that he had to try it a couple times before he liked it.

Response #2

Student Exemplar – Strong

> Try new things to see if there fun. Whene Benjamin's friend said he got cold and stuff too there Benjamin tried again.

Inferential/Interpretive Response – Reading "between the lines"

3. **Tell what you think Benjamin is feeling at the bottom of page 4 when it says he "*took a deep breath, and finally went outside.*" Use your own ideas and details from the story.**

   Appropriate Achievement – The reader makes a straightforward inference about a character's feelings**.**

   Response #1

   Student Exemplar – Appropriate

   > The author told that sometimes people get very cold and want to stay inside. But when you go outside it is too late.

Response #2

Student Exemplar – Appropriate

> I think he felt nervous because he wasn't sure if Spencer was tricking him or not.

Strong Achievement – The reader makes a more complex inference about a character's feelings (i.e., recognizes "two sides" of Benjamin's feelings).

Student Exemplar – Strong

> Benjamin Probably feeling a bit nervous and brave because he doesnt know what's going to happen.

4. **Page 2. Tell what the word <u>quiver</u> means on page 2 when it says he'd "*quiver and quake."* What helps you know?**

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

   Response #1

Student Exemplar – Strong

> I think quiver means your so cold your teeth chatter and you look like your viber ating! The thing that helps me know that were how he was acting.

Response #2

Student Exemplar – Strong

> I think quiver means that you are
> so cold your teeth chatter and you shiver
> because Benjamin was very, very
> cold.

5. The story ended with Benjamin Bryan saying, "I'm *soooo* hot!" Tell why the author wrote the word *so* that way.

Appropriate Achievement – The reader gains obvious information from a text feature, demonstrating a general understanding of its purpose.

Response #1

Student Exemplar – Appropriate

> I think she put the word so like that because
> she really meant it.

Response #2

Student Exemplar – Appropriate

> because, she was telling us that he
> was really hot.

Strong Achievement – The reader gains information from a text feature, demonstrating some insight.

> 1. she Probably wanted to make it so
> readers will know how hot\cold he is.
> 2. she might've wanted to express her
> self.

6. When Spencer tells Benjamin about going outside he says, "*My* nose gets cold and *my* knees get cold…." Tell why the author wrote the word *my* with these slanted letters called *italics*.

Appropriate Achievement – The reader gains obvious information from a text feature, demonstrating a general understanding of its purpose.

Student Exemplar – Appropriate

> italics must mean your saying
> it fast. or your saying it realy
> loud.

Strong Achievement – The reader gains information from a text feature, demonstrating some insight.

Student Exemplar – Strong

> The author used italics because
> she wanted to show expres8n in
> what Spencer was saying. She also
> used italics because she wanted
> Spencer to convince Benjamin to go
> outside.

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

7. **Spencer gets Benjamin to go outside. Tell two ways, different from what Spencer said you would use to convince Benjamin to go outside.**

   Appropriate Achievement – The reader makes a straightforward personal connection, using a general example (i.e., lists activities related to "fun").

   Student Exemplar – Appropriate

   > I would say come on it's really fun
   > ducking snow ball and going in snow forts.
   > for one of ways and for another way I would
   > say oh just come with me and you can
   > do your favorit thing sliding.

   Strong Achievement – The reader makes a straightforward personal connection supported with specific examples (i.e., provides two different examples related to staying warm).

   Student Exemplar – Strong

   > I would tell Benjamin to
   > put on some more warm
   > clothes to get warmer. I
   > would also tell him that
   > running makes you warmer
   > and when you have snow
   > ball fights your running away
   > from the snow balls.

8. **Do you like the way this story ended? Why or why not?**

   Appropriate Achievement – The reader expresses a personal opinion about a text providing general reasoning for the response.

Student Exemplar – Appropriate
I did like the end of the story because it keeps going; going; going......

Strong Achievement – The reader expresses a personal opinion about a text providing specific textual information in the response.

Response #1

Student Exemplar – Strong
yes I loved the way the story ended because it's like the story starts all over again only he's not cold hes hot

Response #2

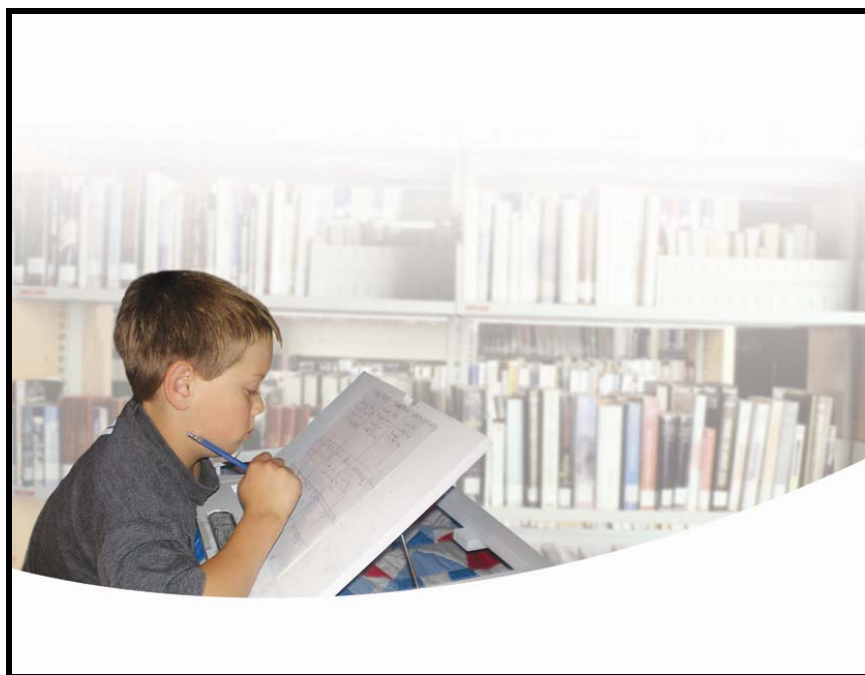| Student Exemplar – Strong |
| --- |
| I like the way it ended because first he was cold but then in the end he was sooo hot!!! |

Writing Achievement Standards

End of Grade Three

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 • select and develop a topic (often very broad) from discussion, topic lists/personal interests, and models (e.g., books, samples) demonstrating an awareness of audience and purpose • gather and organize ideas in a variety of ways, often with teacher direction (e.g., drawing, graphic organizers, lists, making notes, research, key words, headings) • draft a piece of writing showing awareness of the need to develop a topic, provide the reader with information (e.g., an introduction, a logical sequence, supporting details), and consider reader's reaction (e.g., choose interesting words) • use writing tools such as a word wall, dictionaries, and class charts • revise a piece of writing after re-reading, peer- or teacher-conferencing or using a simple checklist, (e.g., word choice or sentence structure); will add or delete ideas and change words • edit for some conventions independently (e.g., capitals, end-punctuation, spelling), using a checklist • select a finished piece of writing to share or publish (e.g., bulletin board, orally, book, portfolio) which meets identified requirements (e.g., class-generated criteria), and justify this choice (*I had a good beginning. I used interesting details.)*		Students demonstrating strong achievement apply strategies and exhibit behaviours at the appropriate level in an increasingly independent manner, **and** • recognize purpose and audience and have a clear plan for piece • draft writing with reader's reaction in mind and revise work-in-progress • take risks (e.g., try a new form, apply new vocabulary, use complex sentence structures) • write fluently due to increased control of conventions • recognize many of their own spelling errors and use resources to correct them (e.g., dictionaries, charts, word walls)

Writing Achievement Standards

Appropriate Achievement

Students

Content

overall topic, degree of focus, and related details

- select a specific topic (may be broad and challenging to manage)
- include a series of related ideas/events, usually based on personal experiences, opinions or generally accurate information
- include relevant details to expand upon the ideas/events; may include some unnecessary information

Organization

structure and form, dependent on purpose and audience

- decide upon a purpose and select an appropriate form
- include an apparent introduction, often one statement; title or heading may be needed to clarify purpose
- present most ideas/events in an appropriate order
- link ideas with a variety of simple ordering and connecting words and phrases; some connections may not be clear
- begin to group ideas/events; may not demonstrate conventional paragraphing
- include a conclusion but it may be abrupt

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

Word Choice

vocabulary, language, and phrasing

- include a few precise or interesting words or phrases with little repetition
- include some descriptive vocabulary (e.g., adjectives, active verbs)

Voice

evidence of author's style, personality, and experience

- show some awareness of audience according to purpose (e.g. personal letter, report, recount, persuasive writing); tone may be quite informal
- demonstrate a general knowledge of, and interest in, subject
- convey personal feeling (may be general, e.g., happy, sad) or style

Sentence Structure

variety and complexity of sentences

- include mostly complete sentence types and structures (simple, compound and sometimes complex); may have some run-on/incomplete sentences in complex structures
- include sentences that vary in length and beginnings (e.g., nouns, pronouns, phrases); limited variation in pattern may create a mechanical text

Conventions

spelling, punctuation, capitalization, and usage (grammar)

- use correct end punctuation (periods, question marks, exclamation marks) in most sentences
- attempt to use commas in a series and in dates, and apostrophes in contractions
- attempt to use quotation marks in direct speech; may overuse or under use
- include the correct use of capital letters for proper nouns (e.g., people, days of the week, months, common place names), the first word in sentences, and the pronoun "I" in most cases; may capitalize a few words unnecessarily
- spell most high-frequency words correctly; longer, more complex words may be spelled phonetically but are recognizable
- generally use simple grammatical structures correctly – common subject-verb agreement; use of pronouns (e.g., *Joe and I…*)

Writing Achievement Standards

Strong Achievement	Conference Prompts
Students	
- select a specific topic, with an attempt to narrow focus - include a series of related ideas/events, usually based on personal experiences, opinions or complete/accurate information - include relevant details to support the ideas/events	*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 purpose and select an appropriate form - include a brief introduction and, where appropriate, a title or heading; provide some context - generally present ideas/events in a logical order - link ideas with a variety of words and phrases, showing some ability to create smooth transitions - demonstrate some awareness of conventional paragraphing - Include a brief conclusion; often it is a restatement of 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 does this part connect to what you wrote in this part?* *How are you going to wrap things up?*
- include precise or interesting words or phrases - include a variety of descriptive words or strong verbs; may overuse some choices	*What do you think the interesting words are in this piece?* *Find a place in your writing where you think you made a clear picture for your reader.* *I like the words you used to show _____ .*
- make some attempt to adjust tone for audience and purpose - demonstrate some specific knowledge of, and personal interest in, subject - convey identifiable feeling or individual style	*Why did you write this? Who is your reader?* *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___.*
- include predominantly complete sentences; use some complex structures correctly - include sentences that vary in length and beginnings; begin to create an easy-to-read flow	*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 correct end punctuation consistently - use commas and apostrophes correctly in many cases (e.g., commas in a series and in dates, and apostrophes in contractions) - generally show quotation marks in direct speech (commas may be missing and end punctuation may be misplaced) - include correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, pronoun "I"; and in some cases, for common holidays and titles - spell high-frequency words correctly; longer, more complex words may include some errors but these do not interfere with meaning - use simple grammatical structures correctly in most cases – common subject-verb agreement; use of pronouns (e.g., *Joe and I…*)	*Let's read this out loud. When we need to take a breath, we need to add some punctuation.* *Find a place in your writing where you used dialogue. Check the example and see if you used quotation marks in the right place.* *Have you checked for everything on the editing checklist? What do you need help with?* *Where can you check the spelling of this word?* **General Prompts** *After you checked your work using our class checklist, 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 describe the specific elements of common text forms at the end of grade three. 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 – identifies position or desired action (*Smoking is bad for you.)*

Arguments and Reasons – provides two or three arguments that have supporting statements (*I think…because…)* drawn from facts, personal opinion and promises (*I'll clean my room if…)*

Conclusion – concludes abruptly, often with a personal statement (e.g., *I need… I want…)*

Special Features
- simple connecting words (if, then)
- present tense
- first person singular or plural (*I*, we)

Form: Descriptive Report

Purpose: to describe a topic

Introduction – introduces topic

Description of Topic – includes some factual details relevant to sub-topics (appearance, behaviour, food) drawn from two or more sources (books, photographs, personal experiences, websites)

Conclusion – concludes abruptly or may include a personal comment (*They are awesome!)*

Special Features
- may include a title, illustrations, labels and/or captions
- simple connecting words and phrases (*they are, it is, too*)
- present tense
- descriptive vocabulary (colour, shape, size)
- subject-specific vocabulary

Form : Explanatory Report

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

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

Explanation of how or why –attempts to describe parts (e.g., water, ice) and explain how or why something happens

Summary – may omit or may conclude abruptly (*That's what happens to water!)*

Special Features
- may include a title, illustrations or diagrams
- simple connecting words (so, because, when)
- present tense
- subject-specific vocabulary

Form: Instructions/Procedures

Purpose: to tell how to do something

Goal or aim – identifies by title or opening statement

Materials/ingredients – lists materials

Method/process - includes key steps in order with some relevant details focusing on how and when

Conclusion or Evaluation – concludes abruptly and may include an evaluation (*Make sure ice cream is frozen before you eat it!*)

Special Features
- may include illustrations, diagrams or labels
- numbered-steps or words showing sequence (first, next, then)
- point form or full sentences starting with sequence or action words
- present tense
- may be written in second person (*You take out…*)

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 key events in logical order with some supporting details

Concluding Statement – concludes abruptly (*I hope I win another race!*)

Special Features
- may include a title
- linking words and phrases (first, later, after, before)
- 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 and setting *(One day Lauren was…)*

Problem – establishes a problem at the beginning *(There is going to be a tsunami)*

Events – focuses on actions which do not always add to plot development

Resolution – may have a predictable or contrived resolution (e.g., a dream) with some "loose ends" *(Some people had to build a new house)*

Special Features
- may include a title or illustrations
- simple connecting words related to time (first, next, later)
- past tense
- usually first (I, we) or third person (he, she, they)
- action verbs and verbs related to character's thoughts and feelings
- may include dialogue (with change in tense from past to present)

Student Writing Exemplars and Rationales

Grade 3

June 1

A Stringed Insumen

It all started out about two years ago when I started playing the harp. It was at my broters piano lessons.

I couldn't take my eyes of it! It was large and had red, white, and black strings in a pattern and had pedals at the bottom.

Lynden my brothers piano teacher said. "Do you like it?" I nodded my head yes. "Would you like to hear a song on the harp?" I was confused so I asked her "what's a harp?" She told me it was the instrument that was right in front of me, So of course I nodded my head furiously for a song.

It was the night before the first day of grade one, mom said that I had to pick a instrument I wanted to play the harp and the piano, I was so anxious for m first lesson.

When I turned eight a few months later Lynden got dyognosed with lukimia and after awhile she got better but she was very weak, after a while she got ill and died from the same lukimia.

I still play because I find the harp challendi and lots of fun.

Rationale for Appropriate Achievement

A Stringed Insument

The Writer

Content
- selects the specific topic of choosing to learn to play the harp with an underlying message about the specialness of the instrument
- includes a series of related events and personal experiences of the writer's choosing of the musical instrument (e.g., attending her brother's piano lesson; seeing the harp—*I couldn't take my eyes of it!*)
- includes relevant details to expand upon the ideas/events (e.g., *… had red, white, and black strings in a pattern and had pedals at the bottom., Lynden my brothers piano teacher…?*); shows some gaps in the information (e.g., the activity between beginning grade one and turning eight, the length of Lynden's illness)

Organization
- decides upon a purpose (to retell events) and generally follows key organizational features of a recount form
- includes an apparent introduction (e.g., *It all started out about two years ago…*
- presents ideas/events in a logical order with some supporting details and a few key ideas elaborated (e.g., The writer attempts to convey a passion for the harp with a detailed description of how the harp looked before she/he knew what it was called; When asked if she/he wanted to hear it being played, the writer responds emphatically, *I nodded my head furiously….; I was so anxious for my first lesson.*). There is a gap in the sequence because the reader is left to infer the time span of interaction between Lynden, the music teacher, and the writer (e.g., The reader must infer the specialness of the relationship which impacts the sentiment the writer is trying to express about the instrument.).
- links ideas with a variety of simple ordering and connecting words and phrases (e.g., *It all started out about two years ago, …so of course, It was the night before, When I turned eight*)
- begins to group ideas/events in paragraph form, consisting of one or two sentences
- includes a conclusion but may be abrupt (e.g., *I still play because I find the harp challenging and lots of fun.*)

Word Choice
- includes a few precise or interesting words or phrases with little repetition (e.g., *pattern, nodded, I was confused, got ill and died*)
- includes some descriptive vocabulary (e.g., *furiously, very weak, challenging*)

Voice
- shows some awareness of audience according to purpose (e.g., *I find the harp challenging.…)*
- demonstrates general knowledge of and interest in subject (e.g., *I was so anxious.…)*
- conveys personal feeling with an implication that the harp is a very special instrument

Sentence Structure
- includes mostly complete sentence types and structures with some run-on sentences in complex structures (e.g., *When I turned eight a few months later Lynden got dyognosed with lukimia and after awhile she got better but she was very weak, after a while she got ill and died from the same lukimia*.)
- includes sentences that vary in length and beginnings (e.g., *It was at…., Lynden my brothers…?, She told me.…*)

Conventions
- uses correct end punctuation in most sentences
- attempts to use commas in a series (e.g., *…red, white, and black)* and apostrophes in contractions (e.g., *couldn't, what's*)
- uses quotation marks in dialogue included to progress events (e.g., *"Do you like it?", "what's a harp?"*)
- includes the correct use of capital letters for proper nouns, the first word in sentences, and the pronoun "I"; shows some control over capitalization within quotation marks
- spells most high-frequency words correctly; longer, more complex words may be spelled phonetically but are recognizable (e.g., *dyognosed, lukimia*)
- generally uses simple grammatical structures correctly – common subject-verb agreement; misses possessives (e.g., *brothers piano teacher*)

May 30th/06

Dear Families,

The second annual Talent show was a hit but, Unfortunately, Logan and Sydney were out sick. Here are some of the things the students did for the talent show; Ian, Chris, Katie and I did some standup comedy. Sadie, Lauren, Emma and Ainsley did a song in their band Boogie fever. Sadie played a song on the piano. Emma played a song on the piano called the happy day polka. Ainsley and her mom recited the poem toes in my nose. Jessica got her dog Lilly to do some tricks. Thomas and Brennan did a pantomime.

Shina and megan did some jokes. Brittney and Heather did a puppet show. Margaret did a rap and Luke did a magic show. At the last minute Noah, did a trick with three cups and a coin. Thanks for all your help.

Sincerely,

P.S. a special thank you to

Mrs. Doe and Mrs. Somebody

P.P.S. We enjoyed Mrs. Doe tap dancing.

Rationale for Appropriate Achievement

Talent Show

The Writer

Content
- selects a specific topic - the school's annual talent show
- includes a series of related events, providing generally accurate information
- includes relevant details to expand the events (e.g., providing specific information about what each performance entailed)

Organization
- decides upon a purpose and introduces it in the first line – *The second annual Talent Show was a big hit,* and selects an appropriate form following some key organizational features of a newsletter
- presents most ideas in a logical order
- links ideas with a variety of simple ordering and connecting words and phrases (e.g., *unfortunately, At the last minute*)
- includes text features (e.g., heading, salutation, P.S. and P.P.S)
- conclusion reflects a solid understanding of the form (e.g., *A special thank you to Mrs. Doe and Mrs. Somebody's … We enjoyed Mrs. Doe's tap dancing.)*

Word Choice
- includes a few precise or interesting words or phrases with little repetition (e.g., *annual, unfortunately, pantomime*)
- includes some descriptive vocabulary (e.g., *standup comedy, recited, enjoyed)*

Voice
- shows some awareness of audience according to purpose (e.g. maintains the flavour of a newsletter)
- demonstrates knowledge of and interest in the event
- conveys personal style (e.g., *Dear Families*)

Sentence Structure
- includes complete sentence structures
- includes sentences that vary in length and beginnings; however, the information reads like a listing and is quite mechanical

Conventions
- uses correct end punctuation in most sentences
- uses commas in a series and attempts the use of a colon (e.g., *Here are some of the things the students did for the talent show:* …)
- includes the correct use of capital letters for proper nouns, first word in sentences, and the pronoun "I"
- controls spelling with both high frequency and lesser known words (e.g., *unfortunately, annual, Boogie*)
- attempts correct use of basic pronouns (e.g., *Ian, Chris, Katie and I*)

If I was a snowflake one day I would be strak by coldness. One se kind I was a rain drop and the next sehind I was a snowflake. And then all of a sudin I fell to the ground in a backyard of a house. And then I heard someone yell it is snowing outside. When I looked up I saw other snowflakes falling to the ground. After it stoped snowing the kid that yellow it is snowing, came out with other kids. When they wher of the steps of the house they came and shovoled me up with other snowflakes and thorw us into a a pid! And one of the kids yelled lets make a fort. There I was in that pie ll waiting to be used for the fort. I made some friends

in that pell of snow. Then a huge o mugo person came with a shovle and piched up some of my friends and throw them into a nother piell. I will never ever see them again.

Rationale for Appropriate Achievement

Snowflake

Content
- selects a specific topic – life as a snowflake
- includes a series of related ideas pertaining to how a snowflake is formed and demonstrating thought about the activities of a snowflake (e.g., *One sekind I was a raindrop …., …shovoled me up…!*)
- includes relevant details to expand the ideas (e.g., *…I heard someone yell it is snowing outside.*)

Organization
- decides upon a purpose and selects an appropriate form, creative narrative, to personify a snowflake
- has a beginning that orients the reader to an imaginative experience (e.g., *If I was a snowflake*)
- presents ideas in a logical order, although some connections may not be clear (e.g., the following statement is confusing because it appears before the reader makes the raindrop connection: *one day I would be struk by coldness.*)
- links ideas with a variety of simple ordering and connecting words and phrases (e.g., *when, and, then, after*)
- begins to group ideas but does not demonstrate conventional paragraph form
- includes an engaging conclusion which makes the reader empathize with a snowflake and therefore accomplishes the purpose

Word Choice
- includes a few precise or interesting words or phrases with some repetition (e.g., *struk, One sekind, the next sekind)*
- includes some descriptive vocabulary (e.g., *hugeomugo)*

Voice
- shows awareness of audience according to purpose (e.g., including many events in the snowflake's story that would be familiar to the reader, shovelling snow, buiding a fort, the excitement of children when they see the first snowfall)
- demonstrates general knowledge of, and interest in, subject (e.g., captures the snowflake experience)
- conveys personal style (e.g., *There I was in that piell*)

Sentence Structure
- includes mostly complete sentence types and structures – simple, compound, and an attempt at complex (e.g., *After it stoped snowing the kid that yelled it is snowing, came out with other kids.*)
- includes sentences that vary in length and beginnings (e.g., *And then all of a sudin…., When they….)*

Conventions
- uses correct end punctuation in most sentences
- uses commas for a pause in a complex sentence
- includes the correct use of capital letters for proper nouns, first word in sentences, and the pronoun "I"
- spells most high-frequency words correctly (problems with: were, threw and another); sometimes rearranges letters (*shovle*) and spells phonetically and with patterns (e.g., *piell, sekind*)
- generally follows "basic" subject/verb agreement

Tsunami Trouble   June 21st

One day Lauren was listening to the radio. There is going to be a tsunami this weekend. You might want to start heading out of town right now! The next day Miss. Millet talked about it at school. There was a traffic jam because people started to rush out of town. Lauren was getting mad because she didn't know when the tsunami was going to come. When all of the kids got home the tsunami arrived. After a while the water started to get higher. When people got to the hotels they turned on the T.V. to watch the news. A

few days later the water was up to the roof of the houses. Houses were getting wrecked from the tsunami. It was so bad that the people had to stay at the hotels for a long time. When the water started to go down the people drove back to their homes because they knew that the tsunami was not there anymore. Some people had to build a new house. Well that is all I have to say. You can see another book next time.

June 21st/06

Rationale for Appropriate Achievement

Tsunami Trouble

Content
- selects a specific topic (it is broad and challenging to manage; it demonstrates the writer's attempt to work out this frightening phenomenon without firsthand experience) – a story about a tsunami coming to town
- includes a series of related events, probably based on information from the media
- includes relevant details to expand upon the events (e.g., hearing about it on the radio, traffic jams trying to get out of town, going to hotels, watching the news, water rising up to the roof of the houses, needing to build new homes); may include some unnecessary information (e.g., *Well that is all I have to say. You can see another book next time.*)

Organization
- decides upon a purpose (to entertain or engage) and selects an appropriate form (narrative)
- includes an apparent introduction; the title adds clarity – *Tsunami Trouble*
- has a beginning that introduces story element(s) (e.g., Character - Lauren, Problem and Setting-a tsunami is coming to her town)
- presents most events in a logical order; tends to focus on actions which do not always add to plot development (e.g., *The next day Miss. Miller talked about it at school. There was a traffic jam because people started to rush out of town. Lauren was getting mad.…)*
- links ideas with a variety of simple ordering and connecting words and phrases (e.g., *One day, The next day, jam because people, for a long time*)
- includes an abrupt contrived conclusion (e.g., the promise of a sequel)
- may be modeled on stories heard in the media after the tsunami in Thailand

Word Choice
- includes a few precise or interesting words or phrases with little repetition (e.g., *start heading out of town, the tsunami arrived.*)
- include some descriptive vocabulary (e.g., *rush, wrecked*)

Voice
- shows some awareness of audience according to purpose (e.g. tries to paint a clear picture and give some sense of urgency – *right now!, rush)*
- demonstrates general knowledge of and interest in subject (e.g., the writer has thought about what it must be like to be a child experiencing the tsunami firsthand)
- conveys personal feeling (e.g., reflects the writer's participation in the experience of the tsunami through the media lenses)

Sentence Structure
- includes mostly complete sentence types and structures (e.g., *When the water started to go down the people drove back to their homes because they knew that the tsunami was not there anymore.*)
- includes sentences that vary in length and beginnings (e.g., *After a while, There was, Houses were, Some people.…*)

Conventions
- uses correct end punctuation
- uses the apostrophe correctly in contractions
- includes the correct use of capital letters (e.g., *T.V., Lauren, Miss Miller*), first word in sentences, and the pronoun "I"
- shows mostly good control of spelling
- generally uses simple grammatical structures correctly – common subject-verb agreement (misses *roof* in agreement with *houses*)

P.E.I. – Appropriate Achievement

P.E.I

I go to P.E.I every year with my:
mom, dad, grandparents, sisters, aunt, and cousins. Most of
the time right when we get there, we go in this cool
place where you can get these P.E.I coins. We always
go to the same cottages numbers 50 and 51. Last
year at P.E.I at cottage number 51 (thats where
we always eat supper) everyday exept 1 I had
cheeseburgers. The one day I didn't have a
cheeseburger, was when I had noodles. Oh and I almos
forgot we always go to Sam's Restaraunt. At Sam's
Restaraunt I always get a cheeseburger. Yum yum! On our
way to P.E.I. we stop for lunch. We always go to
Subway or Mcdonalds. I wonder if we are going to do
the same things this year?

I I gust love P.E.I don't you? The channels at the
cottages are different but I know them well. P.E.I.
really is the best place ever. Oh yeah we also go to
the beach. The sand at the beach is hot and nice. I
once found a few crabs at the beach.

We We don't go to Rainbow Valley a lot, it is
nowe a park so, we go to Sand's pit a lot.

This year I found out mom and dad are
coming late with my uncle so we have to stay at
our grandparents cottage. Do you go to P.E.I.
every year? If you do see you there if you don
bye bye! There was never one time in my life

that I went to different cottages.
As a matter of fact..........
I AM GoING THERE IN 7 Days!

Rationale for Appropriate Achievement
P.E.I

The Writer

Content
- selects a specific topic (i.e., *I go to P.E.I. every year*)
- includes a series of related events based on the personal experience of returning every year to vacation in the same place
- includes relevant details to expand the ideas (e.g., *We always go to the same cottages numbers 50 and 51*); includes some unnecessary information (e.g., *…I had noodles., This year I found out my mom and dad are coming late.…*)

Organization
- decides upon a purpose and selects an appropriate form – reports on yearly vacation to P.E.I.
- follows some key organizational features of the selected form attempting to answer Who? What? Where? Why? And How?, and using timeless present tense
- introduces the topic (e.g., *I go to P.E.I. every year with my* .…)
- presents most events in a logical order, although some connections may not be clear (e.g., *I just love P.E.I. don't you? The channels at the cottages are different.…*)
- links ideas with a variety of simple ordering and connecting words and phrases (e.g., *On our way.…, also*)
- includes text features (e.g., *…, I AM GOING THERE IN 7 DAYS!*)
- begins to group ideas in paragraphs
- attempts a conclusion, by restating that the vacation is always at the same cottages in P.E.I. and that the writer will be *GOING THERE IN 7 DAYS!)*

Word Choice
- includes a few precise or interesting words or phrases with little repetition (e.g., *I know them well, I once found*)
- includes some descriptive vocabulary (e.g., *Yum yum!); verbs are very ordinary*

Voice
- shows some awareness of audience according to purpose; attempts to use questions to engage the reader
- demonstrates general knowledge of the subject from personal experience
- conveys personal style (e.g., inquires if the reader goes to P.E.I. and suggests I will *see you there if you don't bye bye!*)

Sentence Structure
- includes mostly complete sentence types and structures with some run-on/incomplete sentences in complex structures (e.g., *We don't go to Rainbow Valley a lot, it is now a park so, we go to Sand's pit a lot.*)
- includes sentences that vary in length and beginnings (e.g., *Most of the time, I wonder if, There was never.…*); limited variation in pattern creates a somewhat mechanical text

Conventions
- uses correct end punctuation in most sentences
- uses commas in a series (e.g., *…mom, dad, grandparents, sisters, aunt, and cousins.*) and apostrophes in contractions (e.g., *Sand's pit* [means Sand Spit, but hears it as a contraction, so even though it is incorrect, the writer demonstrates understanding of the apostrophe])
- includes the correct use of capital letters for proper nouns (e.g., *Rainbow Valley, Subway*), first word in sentences, and the pronoun "I"; may capitalize a few words unnecessarily (e.g., Restaurant does not require a capital, unless it is actually part of the name)
- spells most high-frequency words correctly; uses knowledge of spelling patterns to spell *restaraunt*
- generally follows "basic" subject/verb agreement (e.g., *The channels …are*)

A Thousand Dollars.

One morning I was eating breakfast when I looked straight at the calender and it said November 19th, 2005 is the horse show. I said "today is November 19th. So I said to mom we have to get Dusty ready for this afternoon! As soon as I was done breakfast I went outside to get Dusty's stuff ready and in the truck. Next I had to brush Dusty. Then load him into the trailer and get myself ready, get into the truck.

When we got to the big race we made sure Dusty was clean, ready to race! After I got in the gate the bell went off and I was the first one! I couldn't beleive it! I practiced for awhile so I thought they didn't even practice. I was 7 metres away from them, the race was only for ponies, and it was 10 metres long.

I finished the 8th metre still in front! Now I'm not trying to be mean but I'm in the joniors, can you beleive that! I was half way finished the last metre intill one of the ponies behind us started to gain speed. I was only about 2 minutes away from the finish line. So I whipped Dusty and said ya boy. Then I crossed the finish line! I was also out of breath, but I got a huge trouphy and a thousand dollars. I spent it up to fix our barn! You wouldn't beleive how it looked when it was finished. I still had 30 dollars left over. So I'm going to save it for another time. I hope to win another race, bye.

Rationale for Strong Achievement

A Thousand Dollars

The Writer

Content
- selects a specific topic - the horse race, with an attempt to narrow focus - winning
- includes a series of related events, based on personal experiences (e.g., preparing the horse, the race, winning the race)
- includes relevant details to support the events (e.g., …*brush Dusty, the bell went off, the last metre*); however, the time and distance details are unrealistic

Organization
- decides upon a purpose to entertain the reader through a narrative recount
- includes a brief introduction (e.g., …*November 19th, 2005 is the horse show. I said "today is November 19th*.); a title (*A Thousand Dollars*); and a beginning that tries to develop context (e.g., the narrator and horse, a race, preparing to go to the race)
- presents events in a logical order with generally clear connections between key ideas (e.g. getting the horse ready, going to the race, the race, crossing the finish line first)
- logical, often predictable events; tries to show characters' personalities (e.g., *I couldn't beleive it!, …they didn't even practice.)*
- includes dialogue to develop actions (e.g., *"today is November 19th"*); omits closing quotation marks
- links ideas with a variety of words and familiar phrases, demonstrating some ability to create smooth transitions (e.g., *As soon as I was done breakfast, When we got to the big race, still in front*!)
- demonstrates an increasing awareness of conventional paragraph form
- includes a brief conclusion; often restatement of purpose (e.g., *I hope to win another race, bye.*)
- shows some originality in the creation and expression of ideas

Word Choice
- includes precise or interesting words and phrases (e.g., *get myself ready, didn't even practice, out of breath*)
- includes a variety of descriptive words or strong verbs (e.g., *looked straight, crossed, hoped*)

Voice
- sets an informal tone for the audience that suits the purpose and demonstrates an emerging sense of the interplay between reader and writer (e.g., *Now I'm not trying to be mean but .…!, I hope to win another race, bye.*)
- demonstrates some personal interest by using the language of competition
- conveys individual style (e.g., *get myself ready, get into the truck; …Dusty was clean, ready to race!)*
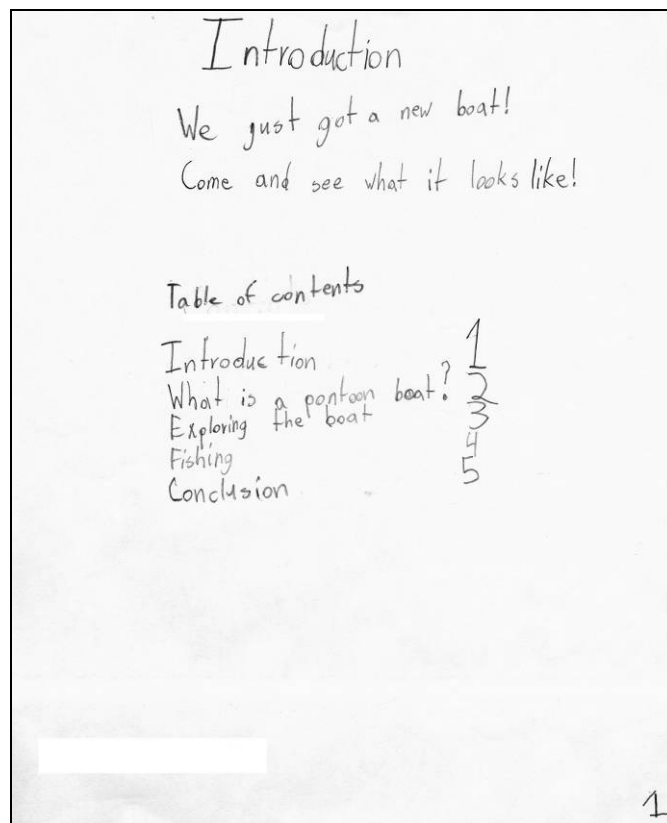
Sentence Structure
- includes predominantly complete sentences; uses some complex structures correctly (e.g., *When we got to the big race we made sure Dusty was clean, ready to race!*)
- includes sentences that vary in length and beginnings (e.g., *As soon as, I practiced.…*); begins to create an easy-to-read flow
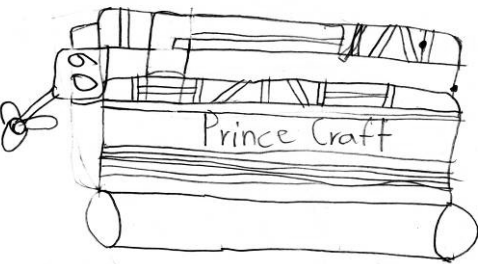
Conventions
- uses correct end punctuation consistently
- uses commas and apostrophes correctly in many cases (e.g., *couldn't, Dusty's stuff*)
- includes correct use of capital letters, with the exception of within the dialogue
- spells high-frequency words correctly; longer, more complex words may include some errors but these do not interfere with meaning
- uses simple grammatical structures correctly

Our New Boat – Strong Achievement

Our New
Boat

Introduction

We just got a new boat!
Come and see what it looks like!

Table of contents

Introduction   1
What is a pontoon boat?   2
Exploring the boat   3
Fishing   4
Conclusion   5

1
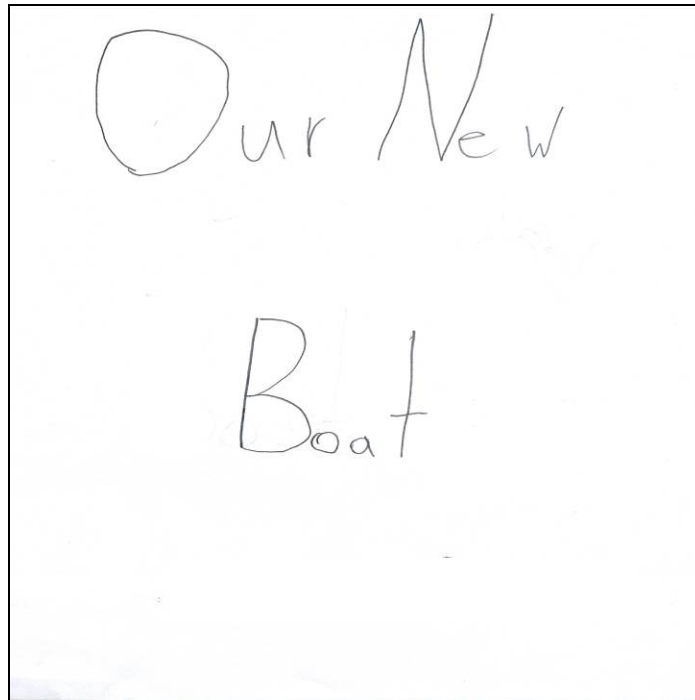
Our New Boat – Strong Achievement
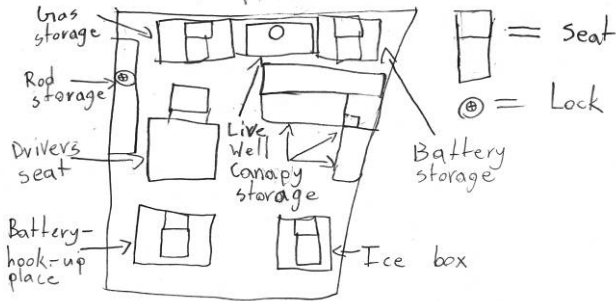
What is a pontoon boat?

Prince Craft

A pontoon boat is a big boat. It has a lot of storage. It has one big motor. It has a sofa too. The bottom of a pontoon boat looks the same of a sea plane or helicopter. My pontoon boat has three doors. Two of them you can jump out of the third one is by the motor! That's a place that isn't safe.

2

Exploring the boat

Gas storage
Rod storage
Drivers seat
Battery hook-up place
Live Well
Canapy storage
Battery storage
Ice box

= seat
⊕ = Lock

My pontoon has a lot of storage. It has an ice box, a box to put gas in and canapy storage in the sofa. It has a live well, a place to keep fish in and keep them alive until you cook them. It has a place where the battery goes and a place to hook it up. An ice box is where you put drinks.

3

Our New Boat – Strong Achievement

Fishing

I think fishing is boring but in this boat its going to be FUN! I forgot to tell there is a rod storage thats where you put the rods in. My dad loves fishing!!

4

Conclusion

I really like my new boat it is very big! Until we get a new one, my summers are going to be funner! The guy who deliverd it said it would last for ten years or so. You might like pontoons if you get on one. I like them. They're AWESOME!
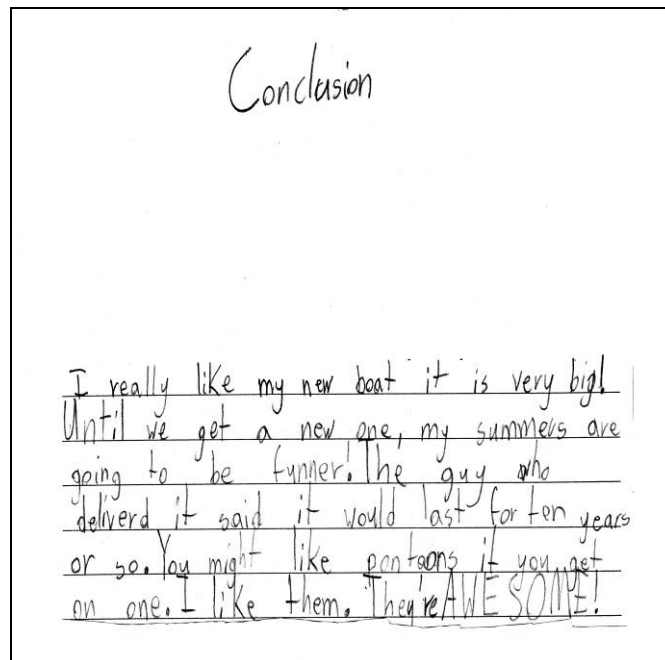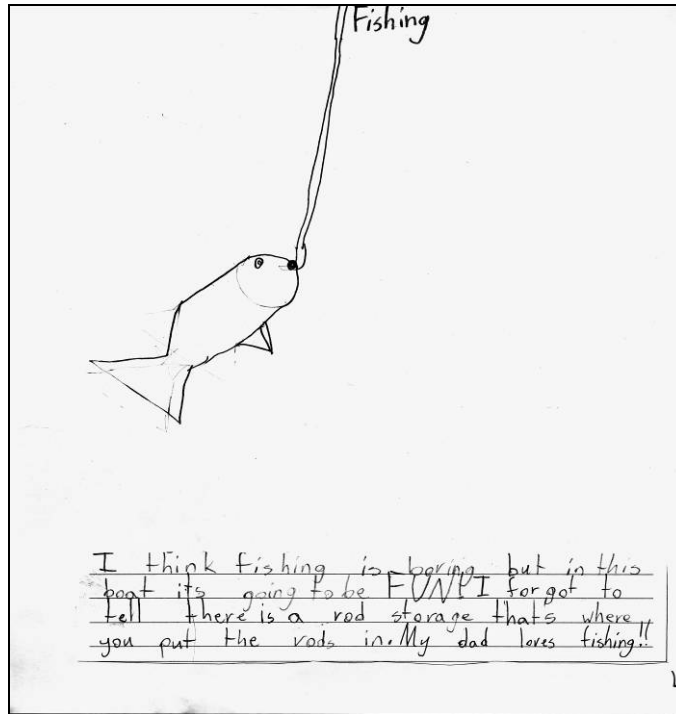
Rationale for Strong Achievement

Our New Boat

The Writer

Content
- selects a specific topic about the new boat, with an attempt to narrow focus about the interesting features – a description of a pontoon boat, the storage, fishing will be fun
- includes a series of related ideas, based on personal experiences, opinions and complete information
- includes relevant details to support the ideas (e.g., *…looks the same of a sea plane or helicopter., …until you cook them.*)

Organization
- decides upon a purpose (to describe the new boat,) selects an appropriate form (a report,) and follows the key organizational features (some objective language, subject specific vocabulary, description)
- presents main idea in the introduction (e.g., *We just got a new boat! Come and see what it looks like!*), includes a title page (*Our New Boat*) and headings on each page; these provide some context
- presents ideas in a logical order with generally clear connections between key ideas (e.g., each heading introduces a new aspect of getting to know the new boat: first, a general description of the boat; then, specific details of the features of the boat—part of which is a live well for fishing— then, general comments about fishing—pointing out the rod storage; finally, a general summary statement)
- includes relevant information with some specific and precise description (e.g., *Two of them you can jump out of.)*
- links ideas with a variety of words and familiar phrases, demonstrating some ability to create smooth transitions (e.g., *It has a sofa too; it has a place where the battery goes and a place to hook it up.*)
- includes text features (e.g., table of contents, headings, diagrams, labels and a key) to help clarify the writing
- demonstrates an awareness of conventional paragraph form (the division of sections)
- includes a brief conclusion (e.g., *I like them. They're AWESOME!);* often restates purpose, feeling or opinion (states that the boat will make the summers fun and urges the reader – *You might like pontoons if you get one.*)

Word Choice
- includes precise words or phrases (e.g., *Come and see, It has one big motor., the same of a sea plane or helicopter., canapy, live well*)
- includes a variety of descriptive words appropriate to a report about boats (e.g., *storage, pontoon, deliverd, canapy, battery*)

Voice
- makes some attempt to adjust tone for audience and purpose
- demonstrates some specific knowledge of and personal interest in subject
- conveys individual style (each section ends with a short summative statement – *That's a place that isn't safe.)*

Sentence Structure
- includes predominantly complete sentences; uses some complex structures correctly (e.g., *It has a live well, a place to keep fish in and keep them alive until you cook them.*)
- includes sentences that vary in length and beginnings (e.g., *It has one big motor., An ice box is where you put drinks.*); begins to create an easy-to-read flow

Conventions
- uses correct end punctuation consistently
- uses commas and apostrophes correctly in many cases (e.g., *That's*)
- includes correct use of capital letters
- spells high-frequency words correctly; longer, more complex words may include some errors but these do not interfere with meaning (e.g., *canapy, deliverd*)
- uses simple grammatical structures correctly in most cases – common subject-verb agreement

Bern's house

I love to play with my cousin Bernadette.
I remember when we went to her house
on sunday after noon and got carried
away when we were making pretend
pizzas out of dirt.

This is how it all started, we made
a small box of mud and went on
the drive-way and were throwing up
the mud and catching it like real
chefs do with real pizza.

Then it happend, Bernadette threw
her dirt up into the air and it landed
right on top of her head! Next I
threw mine up and I tryed

to catch it but I missed and it landed on my face. After when Emma threw hers up she kept catching it, then she got tired and just threw it at herself.

later I got a brilliant idea to make a little bit more because we had dropped most of the mud onto the driveway. But instead of making a little bit more Emma and Bernadette were dumping in handfuls of mud while I was squirting water into the bucket.

when we were done making it we stuck our hands in and played around with it then it started to over Flow when Bernadette stuck her Foot into it.

Next Emma poured the mud out into a hole in the garden. We made 3 sections then got started.

When Bernadette got to the hole of mud for the third time she tripped over a rock the size of a pennie and fell right into the mud. Worst of all we all had our white skirts on.

Just as all the fun was starting Jakob, Bernadette's older brother saw us and said to go rinse of with the hose. So we went out to the Front yard and Bernadette turned on the hose and we had a water fight because we were not going to let the Fun end there.

Once we were all cleaned of we asked Jakob for towels but

he gust shut the door. So we hollered up to Rosemary, Bernadette's older sister and she said that she was sleeping. In that case we gust had to run around the yard but, before we had the chance Sara, our little sister ran arond the corner!

Sara said that she was going to spray us with the hose when we got home. So I figured it was time to go and we were still muddy. It was the funnest day ever!!

Rationale for Strong Achievement
Bern's House

The writer

Content
- selects a specific topic about the writer's cousin Bernadette, with an attempt to narrow focus to one fun afternoon they spent together at Bernadette's house
- includes a series of related events, based on personal experiences (e.g., a memorable Sunday afternoon when the cousins *got carried away…* threw mud around like pizza chefs; mud ended up on them, then the mud on the driveway led to getting the hose and adding water, falling in the mud, and a water fight)
- includes relevant details to support the events (e.g., *like real chefs do, I tried to catch it, we just had to run around the yard)*

Organization
- decides upon a purpose (to retell an event that illustrates why the writer *love*(s) *to play with my cousin*) and selects an appropriate form (recount) and includes a few key organizational features (orientation and events in time-order)
- includes a brief introduction and a title, *Bern's house* (the nickname provides some context for their closeness)
- presents events in a logical order with generally clear connections between key ideas (e.g., *Just as the fun was starting)* and includes relevant information with some specific and precise description of how they got carried away; (e.g., *throwing up the mud and catching it like real chefs do with real pizza*); however, fails to introduce/identify Emma
- links ideas with a variety of words and familiar phrases, demonstrating some ability to create smooth transitions (e.g., *we were going to let the fun end there, but before we had the chance)*
- demonstrates awareness of conventional paragraph form, grouping events and details together
- includes a brief conclusion; often restatement of purpose, feeling, or opinion (e.g., *I figured it was time to go.…, It was the funnest day ever!!*)

Word Choice
- includes precise or interesting words or phrases (e.g., *she tripped over a rock the size of a pennie and worst of all we had our white skirts on*)
- includes a variety of descriptive words or strong verbs (e.g., *remember, pretend, rinse, sections*)

Voice
- makes some attempt to adjust tone for audience and purpose (e.g., *Just as all the fun was starting, Jakob, Bernadette's older brother saw us and said*); the writer includes these details to indicate that this was fun for an eight/nine year old, but not necessarily for the older cousins
- demonstrates some specific knowledge of and personal interest in subject (e.g., *I love to play with.…, It was the funnest day ever!!)*
- conveys identifiable feeling or individual style (e.g., *later I got a brilliant idea*)

Sentence Structure
- includes predominantly complete sentences; uses some complex structures correctly (e.g., *Then it happened, Bernadette threw her dirt up in the air and it landed right on top of her head!*)
- includes sentences that vary in length and beginnings; beginning to create an easy-to-read flow (e.g., *…when we went to her house on Sunday afternoon and got carried away.…, …because we were not going to let the fun end there.*)

Conventions
- uses correct end punctuation consistently
- uses commas and apostrophes correctly in many cases and demonstrates an emerging sense of internal punctuation (e.g., Rosemary, Bernadette's older sister)
- includes correct use of capital letters for proper names, first word in sentences, pronoun "I"; misses capitalization of *sunday* and *later* at the beginning of the sentence
- spells high-frequency words correctly; longer, more complex words may include some errors but these do not interfere with meaning (e.g., *happened, tryed, pennie*)
- uses simple grammatical structures correctly

The old Scientist

On mane street, right beside my house.
There on the left side, there is a huge manison
where a scientist lives. On a full moon I always
hear wolves, but I look out my window but I
don't see any wolves. I listen again, it came from
the scientist mansion. I became suspicious of the
old scientist. I thought about alot of things
that night. This is one of my thoughts were what
if he has wolves and lets them go only on a
full moon. That would explain every day after a
full moon there would be claw marks on the
left side of the house. The next full moon
I went downstairs and sliped though the door. I
looked at the old man's mansion. I saw the old
scientist with a white suit, like a scientist wears.
But he didn't have his glasses on, that ment I could
get in without the old scientist seeing me.

I went in, it was bigger then I could ever
imagine. First I went upstairs and went in the first
room in the hall. I looked inside and turned on
the lights. It was a ordinary room, with ordinary
stuff. I went out of the first room. I went to
the second room, in the hall. I went in and turned
on the lights. It was full of dead animals. I closed
the door tight. All I got to say, it was smelly.
Then I looked to the end of the hall. The
door was made of metal and there was a metal
lock. Right din front of the metal door was a
mat. I was lucky that I know where a
old scitist like him would leave the key to
open the lock. So I lifted up the mat and
grabed the key and put in the lock and
opened the metal. The whole room was a elevater.
I pressed the butten to the basement.

I knew if a old scientist was hiding something he would hide it in the basement. Once the elevater stoped, I tiptoed out of the elevater just in case wolves were loose. So they wouldn't eat me alive. All I saw was cages. One of them were full of wolves. A other cage was full of coyotes. All of the other cages were full of carnivores. But then I heard the scientist, it sounded to rumb that the scientist was very very happy. I hided behind one of cages. The Scientist was only checking on the animals. Once he went back upstairs. I came out from one of the cages. I noticed that the Scientist had droped his cell phone.

I thought what if I reported the Scientist in. Maybe I would get alot of money. Then I grabed the cell phone and called the police. Then a couple minutes later the police arrived. I went to the door and opened it. The old Scientist was in the first room in the hall upstairs. I took the police man upstairs and took him to the first room in the hall. The police man opened the door and yelled your under arrest for letting out wolves in the city. Next thing you know it, the scientist is in jail and I am get a one millon dollar check infront of my house.

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Rationale for Strong Achievement

The old Scientist

Content
- selects a specific topic, *The old Scientist*, and narrows focus to the events of one day
- includes a series of related events (e.g. *On a full moon, I always hear wolves…, After a full moon, there are claw marks on the left side of the house.*)
- includes relevant details to support the events of the story (e.g. *He didn't have his glasses on, that ment I could get in without the old scientist seeing me.*)

Organization
- shows awareness of audience and purpose by trying to create suspense with the setting and descriptive vocabulary (e.g. *huge mansion, full moon, wolves, claw marks, slipped, dead smelly animals, locked metal door*)
- includes the title and introduces the characters (old scientist and neighbour), setting, and plot in the first paragraph
- presents important events in a logical sequence which develops the plot (i.e. lives close to a scientist, hears wolves when there is a full moon, enters house, discovers the basement with wolves and coyotes)
- links ideas with a variety of words and phrases to make smooth transitions (e.g. *but, and, For example, first, Then*)
- demonstrates awareness of paragraph form
- includes a brief conclusion which resolves the mystery (The scientist goes to jail and the main character receives a reward.)

Word Choice
- includes precise words (e.g., *became suspicious, ordinary room, carnivores*)
- includes some descriptive words or strong verbs (e.g., *sliped, lifted, grabed*))

Voice
- makes an attempt to adjust tone for audience and purpose (writer uses darker vocabulary to set tone. e.g. *On a full moon, I always hear wolves, It was full of dead animals.*)
- conveys identifiable feeling of suspense

Sentence Structure
- includes predominantly complete sentences with some complex structures (e.g. *I saw the old scientist with a white suit, like a scientist wears. Once the elevaer stoped, I tiptoed out of the elevator just in case wolves were loose.*)
- Includes sentences which vary in beginnings and length (e.g. *The next full moon, I saw*, *Right in front*); *s*ome run-on sentences are evident.

Conventions
- uses consistently correct end punctuation
- demonstrates correct use of commas in many cases (e.g. *On a full moon I always hear wolves, but*)
- uses *c*orrect capitalization at beginning of sentences and for proper names
- spells high frequency words correctly (e.g. *there, have, could)* and attempts more complex words *(e.g. elevater)*
- uses simple grammatical structures correctly in most cases (e.g. *there is, he didn't have*)

</div>

Dear **Mrs. Doe**

    I have a great idea! I think that we should get a class pet. The animal I think will make a great class pet is a guinea pig.

    I think we should have a guinea pig for a class pet because they are easy to take care of. You only have to change his cage once a week or twice (if needed) and change his water 3 times a week (if needed.) And if you want you can buy him a big soft toy.

    Also guinea pigs are really easy

to feed. All they eat is guinea pig food that you can buy at the dollar store, lettuce and carrots. And sometimes they will even eat grass and clovers.

Guinea pigs are also playful So sometimes if you want you can take him outside to get some fresh air. And mayby sometimes the kids can play with him.

I really hope I convinced you to get a guinea pig for a class pet. And don't forget guinea pigs are easy to take care of, easy to feed, and sometimes they are playful.

Sincerley,

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Rationale for Strong Achievement
Dear Mrs. Doe

The Writer

Content
- selects a specific topic of getting a class pet, with an attempt to narrow focus that a guinea pig would be the best option
- includes a series of related ideas, probably based on personal experience (e.g., guinea pigs are easy to take care of, feed and they are playful.)
- includes relevant details to support the ideas (e.g., *…only have to change his cage once a week…and change his water 3 times a week…, …sometimes they will even eat grass and clovers., …the kids can play with him.*)

Organization
- decides upon a purpose (to persuade) and selects an appropriate form (a letter to the teacher) following the key organizational features
- presents the purpose in the introduction (e.g., *I think that we should get a class pet…a guinea pig.*)
- present ideas in a logical order with clear connections between key ideas (e.g., reflecting some understanding of what may concern the teacher – easy to care of and feed, food is not expensive, students will get fresh air when they take the guinea pig outside)
- links ideas with a variety of words and familiar phrases, demonstrating some ability to create smooth transitions (e.g., paragraph two - *…because they are easy to take care of.,* paragraph three - *Also guinea pigs are really easy to feed.,* paragraph four - *Guinea pigs are also playful…*)
- demonstrates an increasing awareness of conventional paragraph form
- includes a brief conclusion; restating the purpose (e.g., *I really hope I convinced you…*)

Word Choice
- includes precise or interesting words or phrases (e.g., *…twice (if needed,)…, …sometimes they will even…, …convinced…, …don't forget…*)
- includes some variety in descriptive words and verbs (e.g., *think, great, change, playful, convinced, hope*), the word choice is appropriate to the persuasive form

Voice
- makes some attempt to adjust tone for audience and purpose (e.g., *All they eat is guinea pig food that you can buy at the dollar store.*)
- demonstrates some specific knowledge of, and personal interest in, subject (e.g., *I really hope…*)
- conveys individual style (e.g., use of brackets)

Sentence Structure
- includes predominantly complete sentences; uses some complex structures correctly (e.g.,, *And don't forget guinea pigs are easy to take care of, easy to feed, and sometimes they are playful.*)
- includes sentences that vary in length and beginnings (e.g., the first three sentences demonstrate effective use of short and longer sentences); begins to create an easy-to-read flow (e.g., *I have a great idea! I think that we should get a class pet,… And if you want you can buy him a big soft toy, …And maybe sometimes the kids can play with him.*), however, *And* as a sentence starter is overused

Conventions
- uses correct end punctuation consistently
- uses commas correctly in most cases
- includes correct use of capital letters
- uses simple grammatical structures correctly in most cases

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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 (Transitional)	**Reading Achievement Standards End of Grade 3**
By the end of grade three, students will be expected to select, independently and with teacher assistance, texts appropriate to their interests and learning needs read widely and experience a variety of children's literature use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information	**Reading Strategies and Behaviours** Students • use text features to preview and locate information; may require prompting with features requiring interpretation **Comprehension Responses** Students • use text features to gain additional information from the text; may have difficulty interpreting some visual information **Text Complexity** Students select and read independently a variety of fiction and nonfiction texts appropriate to their interests and learning needs.
By the end of grade three, students will be expected to use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning - predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics) - monitor reading by cross-checking the various cues - use a variety of self-correcting strategies - word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication - use blending as one strategy for decoding words - recognize a wide variety of sight words - use a dictionary - identify main idea and supporting details of a text - identify principles of order in text (time, cause and effect, space) - interpret figurative language - use clues from the text and personal experiences to gain an understanding of character - recognize different emotions and empathize with literary characters - recognize the elements of a story or plot	**Reading Strategies and Behaviours** Students • monitor reading and self-correct when comprehension is lost; able to identify problems and employ "fix-up" strategies • combine meaning, word structure, language structure, and phonics to solve many unknown words • read a wide variety of words with automaticity • use context clues and background knowledge to explain the meaning of new vocabulary • read passages fluently with phrasing and expression to convey sense of text to audience; occasional hesitations occur with unfamiliar words **Comprehension Responses** Students • identify most main ideas and supporting details; graphic organizers may be used, with support, to categorize and sort information • interpret clear relationships among ideas/events to draw conclusions (e.g., cause/effect; procedure) or make comparisons, using some supporting textual details • use context clues and background knowledge to explain the meaning of new vocabulary, as well as some simple descriptive/figurative words and sentences from a text • make straight-forward inferences about a character's actions, feelings or personality, and events, referring to obvious textual details • summarize narrative text by including most story elements and some supporting details, although may include unimportant details at times; graphic organizers may be used

Curriculum Outcomes Alignment

<table>
<tr>
<td colspan="2">General Curriculum Outcome (Cont'd)
4) Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.</td>
</tr>
<tr>
<td>Specific Curriculum Outcomes (Transitional)</td>
<td>Reading Achievement Standards End of Grade 3</td>
</tr>
<tr>
<td>By the end of grade three, students will be expected to use prereading/previewing strategies such as

predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
making connections between what they read and their own experiences and knowledge
setting their own purposes for reading/viewing
asking themselves questions about what they want to find out use during reading/viewing strategies such as
verifying and adjusting predictions/making further predictions making connections between what they read and their own experiences and knowledge
visualizing characters, setting, and situations
use after/reading/viewing strategies such as reflecting about the text,responding to the text, asking questions about the text

describe their own reading and viewing processes and strategies</td>
<td>Reading Strategies and Behaviours
Students

use context clues, prior knowledge/experiences and knowledge of text forms to verify and adjust logical predictions while reading
use context clues, prior knowledge/experiences and knowledge of text forms to verify and adjust logical predictions while reading

Comprehension Responses
Students

make obvious personal connections, relate relevant prior knowledge, and make logical text-to-text comparisons; connections tend to be clear and straightforward, supported with a general explanation
express preferences for, and simple opinions about texts, authors and illustrators and provide some supporting details for examples; explanation may be general
recognize some elements of author's style/technique, explain how they help the reader and begin to evaluate author's effectiveness; tend to support by stating personal preference and/or general example

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</tr>
</table>

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 (Transitional)	**Reading Achievement Standards End of Grade 3**
By the end of grade three, students will be expected to answer, with assistance, their own questions and those of others by seeking information from a variety of texts – identify their ownpersonal and learning needs for information – generate their own questions as a guide for research – use a range of print and non-print materials to meet their needs – use basic reference materials and a database or electronic search – reflect on their personal processes	Not reflected in standard as outcome is described as being met *with assistance* and therefore not expected to be achieved at an independent level**.** • However, reference is made to adjusting reading rate for different purposes; monitoring comprehension according to reading purpose and type of text; categorizing information and making notes; recognizing fact/opinion, and using organization of text forms
General Curriculum Outcome 6) Students will be expected to respond personally to a range of texts.	
Specific Curriculum Outcomes (Transitional)	**Reading Achievement Standards End of Grade 3**
By the end of grade three, students will be expected to make personal connections to text and describe, share and discuss their reactions and emotions express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions	**Comprehension Responses** Students • make obvious personal connections, relate relevant prior knowledge, and make logical text-to-text comparisons; connections tend to be clear and straightforward, supported with a general explanation • express preferences for and simple opinions about texts and provide some supporting details or examples; explanation may be vague
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 (Transitional)	**Reading Achievement Standards End of Grade 3**
By the end of grade three, students will be expected to question information presented in print and visual texts - use a personal knowledge base as a frame of reference identify some different types of print and media texts - recognize some of their language conventions and text characteristics - recognize that these conventions and characteristics help them understand what they read and view	**Comprehension Responses** Students • identify a variety of text forms, explain how simple elements of text organization support meaning, and describe general purpose; explanation tends to lack specific examples • use text features to gain additional information from the text; may have difficulty interpreting some visual information
By the end of grade three, students will be expected to respond critically to texts - formulate questions as well as understandings - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed - discuss the text from the perspective of their own realities and experiences - identify instances of prejudice, bias and stereotyping	**Comprehension Responses** Students • distinguish between fact and opinion and identify author's point of view, using some details from the text • express preferences for, and simple opinions about texts, authors and illustrators and provide some supporting details or examples; explanations may be general • recognize some elements of author's style/technique, explain how they help the reader and begin to evaluate author's effectiveness; tend to support by stating personal preference and/or general example

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 (Grade 3)	**Writing Achievement Standards End of Grade 3**
By the end of grade three, students will be expected to use writing and other forms of representation to − formulate questions to guide, report and reflect inquiry − generate and organize language and ideas − discover and express personal attitudes and opinions − express feelings and imaginative ideas − record experiences and reflect through shared journals, diaries, learning logs, art, song, video − explore how and what they learn (e.g., diagrams, story maps, charts, graphics, book advertisements)	**Writing Strategies and Behaviours** **Students** • select and develop a topic from discussions, topic lists/personal interests and models demonstrating an awareness of audience and purpose • gather and organize ideas in a variety of ways, often with teacher direction **Writing Traits** **Students** • select a specific topic (Content) • include a series of related ideas/events, usually based upon personal experiences, opinions or generally accurate information (Content) • include relevant details to expand upon the ideas/events; may include some unnecessary information (Content) • demonstrate a general knowledge of, and interest in, subject (Voice)
By the end of grade three, students will be expected to explain with assistance ways for making their own notes (e.g., webbing, jot notes, matrix)	**Writing Strategies and Behaviours** **Students** • gather and organize ideas in a variety of ways, often with teacher direction **Writing Traits** **Students** • decide upon a purpose and select an appropriate form (Organization) • present most ideas/events in a logical order, although some connections may not be clear (Organization)
By the end of grade three, students will be expected to experiment in imaginative writing and other ways of representing (e.g., dramatization, role play/skits, book adaptations, writing (fiction/non-fiction),poetry, cartooning, skits, video script, song)	**Writing Strategies and Behaviours** **Students** • draft a piece of writing showing awareness of need to develop a topic, provide the reader with information, and consider reader's reaction **Writing Traits** **Students** • include a few precise or interesting words or phrases with little repetition (Word Choice) • include some descriptive vocabulary (Word Choice)

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 (Grade 3)	**Writing Achievement Standards End of Grade 3**
By the end of grade three, students will be expected to create written and media texts using a variety of forms − experiment with a combination of writing with other media to increase the impact of their presentations	**Writing Strategies and Behaviours** **Students** • draft a piece of writing showing awareness of need to develop a topic, provide the reader with information, and consider reader's reaction • use writing tools such as a word wall, dictionaries and class charts • representations other than writing are not explicitly defined in the indicators **Writing Traits** **Students** • decide on a purpose and select an appropriate form (Organization) • include an apparent introduction (Organization) • show some awareness of audience according to purpose (Voice)
By the end of grade three, students will be expected to demonstrate some awareness of purpose and audience - make choices about form for a specific purpose/audience - realize that work to be shared with an audience needs editing	**Writing Strategies and Behaviours** **Students** • gather and organize ideas in a variety of ways, often with teacher direction • draft a piece of writing showing awareness of need to develop a topic, provide the reader with information and consider the reader's reaction • edit for some conventions independently, using a checklist **Writing Traits** **Students** • decide upon a purpose and select an appropriate form (Organization) • include an apparent introduction, often one statement; title or heading may be needed to clarify purpose (Organization) • present most ideas/events in a logical order, although some connections may not be clear (Organization) • link ideas with a variety of simple ordering and connecting words and phrases (Organization) • show some awareness of audience according to purpose; tone might be quite informal (Voice) • include mostly complete sentence types and structures (Sentence Structure) • may have some run-on/incomplete sentences in complex structures (Sentence Structure)
By the end of grade three, students will be expected to consider their readers'/listeners'/ viewers' questions, comments, and other responses in assessing their work and extending their learning	**Writing Strategies and Behaviours** **Students** • draft a piece of writing showing awareness of need to develop a topic, provide the reader with information, and consider reader's reaction revise a piece of writing after re-reading, peer- or teacher-conferencing or using a simple checklist; will add or delete ideas and change words **Writing Traits** **Students** • include relevant details to expand upon the ideas/events; may include some unnecessary information (Content) • include some descriptive vocabulary (Word Choice) • show some awareness of audience according to purpose (Voice)

Curriculum Outcomes Alignment

<table>
<tr>
<td colspan="2">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.</td>
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<tr>
<td>Specific Curriculum Outcomes (Grade 3)</td>
<td>Writing Achievement Standards End of Grade 3</td>
</tr>
<tr>
<td>By the end of grade three, students will be expected to use a range of prewriting, drafting, revising, editing, and presentation strategies
– use prewriting strategies to generate and organize ideas for writing
– use appropriate drafting techniques
– use revising techniques to ensure writing makes sense and is clear for the audience
– use editing strategies
– use appropriate techniques for publishing/presenting</td>
<td>Writing Strategies and Behaviours
all strategies

Writing Traits
all indicators</td>
</tr>
<tr>
<td>By the end of grade three, students will be expected to use some conventions of written language
– punctuation and capitalization
  • use capitals for proper names, titles, places, days, months, holidays, beginning of sentence
  • use periods at the ends of sentences and for abbreviations
  • use commas in a series, and in dates
  • use apostrophes for possessives and contractions
  • use question marks, exclamation marks, and quotation marks
– language structure
  • make subjects and verbs agree
  • begin to use simple paragraphing
  • use a variety of simple and more complex sentence structures
  • be consistent in pronoun usage
– spelling
  • use meaning and syntax patterns as well as sound cues
  • use a range of spelling strategies- spell many words conventionally
  • develop a variety of strategies to edit for spelling
  • - identify misspelled words, trying them another way and using another resource to check them out</td>
<td>Writing Strategies and Behaviours
Students
• edit for some conventions independently using a checklist

Writing Traits
all conventions indicators</td>
</tr>
<tr>
<td>By the end of grade three students will be expected to demonstrate engagement with creation of pieces of writing and other representation
– engage in writing/representing activities for sustained periods of time
– work willingly on revising and editing for an audience
– demonstrate pride and sense of ownership in writing/representing efforts</td>
<td>Writing Strategies and Behaviours
all indicators

Writing Traits
not explicitly stated in indicators</td>
</tr>
</table>

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 (Grade 3)	**Writing Achievement Standards End of Grade 3**
By the end of grade three, students will be expected to experiment with technology in writing and other forms of representing − use a tape recorder to tape dramatic presentations, readings of published work, and retellings − use a simple word processing program to draft, revise, edit, and publish − use a drawing program (computer software) − with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy) − •with assistance use the Internet to communicate	**Writing Strategies and Behaviours** not explicitly stated in the indicators. **Writing Traits** not explicitly stated in the indicators.
By the end of grade three students will be expected to select, organize, and combine relevant information with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning	**Writing Strategies and Behaviours** **Students** • gather and organize ideas in a variety of ways, often with teacher direction **Writing Traits** not explicitly stated in the indicators