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 5
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).
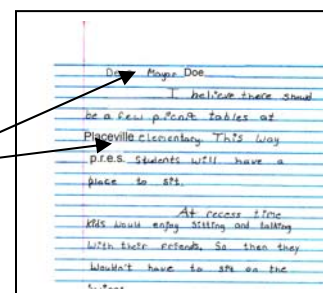
The **writing exemplars were collected through in-class writing assignments, or district and provincial assessments**. Students were asked to complete a draft version of a piece of writing plus a final copy that reflected their revisions and edits. In the majority of exemplars, students chose their own 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 Five

**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; adjust according to form, purpose, and specific text challenges
- use meaning, structure, and visual cues (e.g., word order, roots, affixes, syllables) to solve unknown words; make reasonable attempts at multi-syllabic and content-specific words
- read a wide variety of words with automaticity, including content-specific words
- read familiar passages fluently, with appropriate pacing, phrasing and expression, to convey sense of text to audience; may hesitate occasionally with unfamiliar words
- use context clues, prior knowledge/experiences and knowledge of text forms/features to verify and adjust predictions while reading
- use a wide variety of text features (e.g., headings/subheadings, index, sidebars, charts/diagrams, maps, font) to preview, interpret and locate information.

Reading Strategies and Behaviours
Strong Achievement

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

- make appropriate choices about how to deal with challenging material
- solve new words independently
- show insight with their questions and predictions, based on subtle interpretations of textual details and knowledge gained from reading texts

	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 selecting and locating relevant details, often skimming a large amount of text (i.e., a chapter or an article) • identify most key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text including some relevant details; begin to explain how events are related to problem or overall theme; graphic organizers may be used • distinguish between main ideas and supporting details; may use graphic organizers to categorize notes but may omit some information when synthesizing a large amount of text
Reading "between the lines"	**Inferential/Interpretive Response** Students • make logical inferences about a character (his/her motivations, feelings or personality), and story events, referring to some relevant textual details; describe relationships between characters and effect on plot or overall theme • interpret relationships among several ideas to draw conclusions (e.g., cause/effect; problem/solution) or make comparisons, support responses with some relevant details • use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of more subtle shades of meaning as well as figurative and descriptive language • interpret text features (e.g., captions, font, diagrams, maps, keys/legends) and demonstrate a general understanding of their purpose; gain literal information accurately but may require prompts when text/graphics not explained in text
Reading "beyond the lines"	**Personal/Critical/Evaluative Response** Students • make personal connections, relate relevant prior knowledge and make logical text-to-text comparisons; some connections go beyond obvious and can be supported with a reasonable explanation • explain and support preferences for, and opinions about, a text, authors, and illustrators with some specific details or examples • recognize some elements of an author's style/technique (e.g., figurative language, descriptions, dialect) and explain how they help the reader; evaluate author's effectiveness by providing a relevant personal example or preference • distinguish between fact and opinion, and identify author's point of view and use of evidence; suggest an alternative perspective • identify a variety of text forms (e.g., narrative, report, instructions, explanation, persuasive writing, autobiography), including key characteristics (e.g., compare/contrast), and a form's purpose

Comprehension Responses Appropriate Achievement	Comprehension Responses Strong Achievement
Sample Questions/Tasks The following types of questions/tasks may be used to assess students' comprehension.	Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and precision. They **also**
Literal Response • *Skim this part to find ___ (information/topic) and tell me about it.* • *Summarize, or give me the "gist" of this story.* • *Why is ___ (event/action of character) important to the story?* • *What message do you think the author is trying to give to the reader?* • *What were the main ideas in this book? What did you find out about each of the main ideas?*	• reread and skim large amounts of information for details and distinguish important from unimportant information • present information gathered from nonfiction texts in appropriate categories and organized notes
Inferential/Interpretive Response • *Do you think this character's actions and words show how he is really feeling? What information in the book makes you think that way?* • *Describe ___ (character) at the beginning of the story and at the end of the story. What caused this change?* • *After reading this book, what do you think about ___ (topic)? What evidence in the book helped you make that decision?* • *How would the story be different if the character had ____ (e.g., acted in a certain way)?* • *How does the information in this book fit with what you already knew about ___ (the topic)? What is the same? What is different?* • *What does this word mean? What helped you figure that out?* • *What does this expression mean?* • *Show me how you used this key to understand the map.* • *Look at this photograph and caption. What details do you learn that aren't in the words of the text?*	• demonstrate an understanding of how story events are connected • provide thoughtful and well-supported responses using specific and relevant textual examples and personal knowledge/experience
Personal/Critical/Evaluative Response • *Which character is most like you? How?* • *How would you have solved the problem?* • *What did you already know about this topic? What questions do you still have?* • *If you were going to recommend this book to someone, who would you choose? Why?* • *Does the author keep you interested in this story? How?* • *What does the author do in this book to make the information easier to understand?* • *What does the author do to help you picture this character?* • *Do you agree with the author's opinion? Why or why not?* • *This problem is described by ___ (e.g., the students). What do you think the ___ (e.g., principal) would say about the issue?* • *What do you notice about how this report is organized? How does that help you?*	• take a critical stance toward some texts by questioning the author's use of information, comparing it to what they believe or already know about a topic • provide opinions that are well-supported by textual references, as well as personal examples

Text Complexity – Appropriate and Strong Achievement

Appropriate Achievement

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

- a range of topics beyond personal experiences, often requiring cultural, historical or social perspectives; topics that appeal to preadolescents (e.g., pop culture, growing independence)
- often more challenging/mature themes/ideas (e.g., war, racial barriers) with age-appropriate characters and/or information, requiring the reader to interpret and connect information/ideas with other texts and subject areas
- a variety of complex sentence structures, including complex, compound and long simple sentences; examples of more complicated use of dialogue and variation in order of phrases, subjects, verbs, objects
- challenging language (e.g., new and content-specific vocabulary sometimes supported by context or glossary); figurative (e.g., similes, metaphors), descriptive and connotative language; dialect or languages other than English
- many words with more than 3 syllables, some of which are difficult to decode
- chapter books with no or few illustrations; illustrations/photographs that represent and extend text in nonfiction
- many lines of print on a page, organized in paragraphs with standard-sized font (some examples of dense print); variation in layout within same text

Fiction (Realistic, Fantasy, Traditional – including Myths and Legends, Historical Fiction, Science Fiction, Mysteries)	Nonfiction (Informational, Biography, Autobiography)
Texts are characterized by	Texts are characterized by
- varied structures (short stories, letters) with multiple narrators; longer books which require sustained reading and recall of information - plots with detailed episodes usually proceeding in time-order (may have foreshadowing); occasional unexpected "twists"; descriptions important to understanding; some obvious symbolism - main character with some complexity and unpredictability, i.e., "hero" with shades of "good/bad"; factors related to character development that may require inferences; multiple characters revealed through dialogue, actions, thoughts, and/or perspectives of others - variety of dialogue with use of descriptive language; relationship between characters becoming important to plot and character development; settings described in detail are important to understanding; often beyond personal experience	- several topics and/or explicit ideas/information often linked by categories and presented through clear structures (e.g., description, sequence, compare/contrast, problem/solution, cause/effect – at times combined in same text) - small pieces of information per section; sections not always clearly identified; paragraphs of varied lengths - print and illustrations/photographs equal in prominence; print that adds details necessary for interpretation; variety in layout, often not linear - full-range of graphics, unexplained, supplement text; scales/legends/labels which often require interpretation; varied, and sometimes dense, layout - additional information conveyed through text features including but not limited to: table of contents, subheadings, index, glossary, captions, sidebars, charts/diagrams, maps and simple keys/ legends, and bold type

Strong Achievement

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

- the inclusion of varied content and complex themes requiring understanding of a variety of subject areas and perspectives
- the use of some challenging language that is often not supported by context
- the need to understand the relationship between increasingly complex character development and the overall theme of a narrative
- an increasing use of literary devices such as symbolism
- more text-dense and challenging layouts and graphics in nonfiction texts

School of Manga – **Student Comprehension Exemplars**   **Grade 5**

Literal Response – Reading "the lines"

1. **Tell how Manga characters of today and Manga characters from 1940 are the same.**

    Appropriate Achievement – The reader responds to a literal question with information located in one place in the text.

    Student Exemplar – Appropriate

    > They are the same because they both have big eyes, crazy hair and a small nose.

    Strong Achievement – The reader responds to a literal question by locating information from more than one place in the text.

    Student Exemplar – Strong

    > Manga characters from 1940 to today are the same today because all characters big eyes, a small nose, crazy hair and they have super powers which are used to stop evil people or creatures.

2. **Tell how Manga written for boys is different from Manga written for girls.**

   Appropriate Achievement – The reader responds to a literal question with information located in one place in the text.

   Student Exemplar – Appropriate

   > Girl manga is Called Shojo and boy manga is Called Shonen.

   Strong Achievement – The reader responds to a literal question by locating information from more than one place in the text.

   Student Exemplar – Strong

   > Manga for girls is different from Manga for boys because they have different names and different themes. Manga for boys is called **Shonen** and Manga for girls is called **Shojo**. Shonen and shojo both are fantasy comics but shonen is about monsters and magic and Shojo is about magical girls who fight evil with their powers.

3. **Use the attached organizer to fill in details for each heading, in your own words. You don't have to write complete sentences. Make up two of your own headings for the blank columns.**

   Appropriate Achievement – The reader distinguishes between most main ideas and supporting details, omitting some details; chosen headings may be narrow and may not reflect a key idea from text.

Response #1

Student Exemplar – Appropriate

History of Manga	Manga Comic Topics	Manga Art	How Suspense comics are different from others	Anine Shows
The history of manga is in 1940 Manga was born when a artist named Osamu tazuka Created astro Boy.	Sports fantasy Sci-fi friendship	Manga art is Based on wacky hair small nose and big eyes.	The read from right to left.	Tokyo Mewmew Cardcaptor Sakura

Response #2

Student Exemplar – Appropriate

History of Manga	Manga Comic Topics	Manga Art	Manga favorites	Manga facts
-Born in 1940s -artist named Osamu Tezuka made "Astro Boy!" -Osamu was the first Manga artist to use close ups, lines of speed, and sweet drops	-Sports -Friendship -Science -fiction -fantasy stories	-Crazy hair -big eyes -small nose	-Natuto -Yu-Gi-Oh! -Tokyo Mew Mew -Cardcapator Sakura	-Shojo, Manga written for girls -Shonen, Manga written for boys

Strong Achievement – The reader distinguishes between main ideas and supporting details, providing a fairly thorough summary; chosen headings demonstrate an understanding of main ideas**.**

Response #1

Student Exemplar – Strong

History of Manga	Manga Comic Topics	Manga Art	Vocabulary	How To draw Manga
In the 1940's, Osama Tezuka created the first Manga character - Astro Boy. Tezuka was an artist who used many different techniques. He is considered the Walt Disney of Japan.	Shonen [boy] Shojo [girl] · Naruto · Yu-Gi-Oh! · Dragon Ball Z. · Tokyo Mew Mew Cardcaptor Sakura. All of them include magic and Monsters. Some are sports, some is about friendship. Magic girs who use their powers to fight evil.	· Mangaka · assistant · Some mangas as thick as telephone books. · Outlines drew by mangaka. Assistant: finishes characters, draws speech bubbles, colors, backgrounds.	· Anime · Manga · Mangaka · Shojo · Shonen.	· Thick lashes on eyes. · Small wedge for nose. · Chunky hair. · Space between eyes equals one eye.

Response #2

Student Exemplar – Strong

History of Manga	Manga Comic Topics	Manga Art	Japanese Vocabulary	Drawing a manga
o manga was created in 1940 o Tezuka was the first guy to be a magna artist. o He is the Walt Disney of Japan o The comics were turned into t.v. Shows.	o most popular topics are sci-fi and fantasy. o lots of other topics o Sci-fi and fantasy comics are for boys and girls.	o The head comic maker draws the outline. o The assistants colour in the drawings. o Head comic makers usually start out as assistants.	o shojo is a girl comic. o Mangaka is a head comic maker. o Shonen is a boy comic. o Anime is a Japanese animation. o Manga is a Japanese comic.	o Start with a circle o Make guidelines and add details. o Do one side of the characters face then make the other side the same

Inferential/Interpretive Response – Reading "between the lines"

4. **Page 2. Why does the author say Osamu Tezuka is the *Walt Disney of Japan*? Use your own ideas and details from the article.**

Appropriate Achievement – The reader provides a reasonable interpretation of figurative language (i.e., a metaphor) based on obvious details.

Response #1

Student Exemplar – Appropriate

It sais its the walt disney of Japan because he made his drawings into Movies and Tv shows,

Response #2

Student Exemplar – Appropriate

The author said that Osamu Tezuka is a Walt disney of Japan because he is a really good drawer and because his pictures were going on t.V.

Strong Achievement – The reader provides an interpretation of figurative language (i.e., a metaphor) demonstrating an understanding of more subtle connections.

Response #1

Student Exemplar – Strong

The author says Osamu Tezuka is the Walt Disney of Japan because he created so many comics and turned them into animation for the television. His work is seen in many places and enjoyed everywhere so they call him Walt Disney of Japan.

Response #2

Student Exemplar – Strong

They say that Osamu Tezuka is the Walt Disney of Japan because he invented manga which Walt Disney invented the choraters Mini and Mickey mouse. Who were huge hits and in Japan, Astro Boy was a hit.

5. **On page 1, what does _anime_ mean? What helped you know? Try to tell more than one way you could use the article to help you know what the word means.**

   One level of response – The reader defines vocabulary using information from the article and/or background knowledge.

Response #1

> *Student Exemplar*
>
> I think that anime means animation
> One reason to know is it is writen in bleu. The
> words writen in coulours are
> vocabulary. So you look at the bottom
> of the page in the bleu box. Anoter reason
> Is they sound the same (anime, animation).

Response #2

> *Student Exemplar*
>
> Anime is a Japanese
> animation that is found
> in lots of cool, popular manga
> shows. You can see that in the
> Vocabulary, also under history.
> It tell about Tezuka and he turned
> his comics into anime.

6. **Look on page 3 and find the heading, *Art*. Read the first sentence. Why is the word *mangaka* written in the colour orange?**

Appropriate Achievement – The reader interprets a text feature with a general understanding of its purpose.

> *Student Exemplar – Appropriate*
>
> Some of the words are written in difrent
> colour's because there enportant.

Strong Achievement – The reader interprets a text feature showing understanding of its specific purpose.

Student Exemplar – Strong

Mangaka is written in the colour orange because it is the vocabulary in an orange box.

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

7. a. Create a Manga character. Use labels to explain the characteristics that make your drawing a Manga.

b. Tell what the author did to help you create your character.

Appropriate Achievement – The reader makes a personal response, using some details from the text.

Student Exemplar – Appropriate

crazy hair

little nose

MANGA

Big eyes

b) the auther helped me by telling me the discription of how Manga charactors look.

Strong Achievement – The reader makes a personal response, incorporating several details from the text.

Student Exemplar – Strong

Name: fire Girl

small nose

big eyes

wings

←fire Blast

It's a manga character because it has big eyes, wings and speicial-powers and small eyes and nose

The author helped me by putting instuctions on the back of the book.

8. Why do you think this article ended with a quiz?

Appropriate Achievement – The reader identifies a general purpose of an author's technique, using obvious reasoning**.**

Student Exemplar – Appropriate

It ended with a quiz because they wanted to know how much you learned.

Strong Achievement – The reader identifies a specific purpose of an author's technique, with some insight into author's choice.

Response #1

Student Exemplar – Strong

I think it ended with a quiz because at the begening it said it was school of manga and plus to see if we learned evry thing or nothing.

Response #2

Student Exemplar – Strong

I think it ended with a quiz because the author wanted you to get the answers to stick in your head and remember them to answer the quiz but also to remember them afterwardsa.

Swish! – Comprehension Questions and Student Response Exemplars   Grade 5

Literal Response – Reading "the lines"

1. **Summarize this story by telling the important parts in your own words. Think about <u>who</u>, <u>where</u>, <u>when</u>, <u>what</u> and <u>why</u>.**

   Appropriate Achievement – The reader identifies the important parts of the story including most story elements and some details.

   Response #1

   Student Exemplar – Appropriate

   The story called swish is about a character named Micheal who is late for his game because Micheal's teacher (Mr. Dixon) makes Micheal stay to write his homework. Micheal sits on the bench most of the time because Micheal's not really good at basketball and Micheal's a little slow as well. When Micheal finnally gets in the basketball game he misses the net twice. The coach (Ms. Roddick) who is there in the gymnasium with the rest of the team asks Micheal if he would prefer to leave & micheal replies no. Micheal takes the shot and the ball goes in. It was Micheal's firset basket <u>ever</u>!

Response #2

Michael was late for backet ball because he couldn't find a pencil to write his home work after shcool. when he got to the game he sat on the bench until there was five minuts left in the game. He tried to shoot but he missed and he tried again but somewone hit him and he got a penelty shot and got it in. It was his first goal.

Strong Achievement – The reader identifies the important parts of the story including story elements and supporting details**.**

Response #1

In this story it was about a boy named Michael who played on the school basket-ball team. Michael didn't play much but he loved watching the game. One day in the finals in the gym at hisshool, The coach, ms. Roddick said, do you want to play? Michael stunned said yes. When Michael went on he got a pass than shot, but missed. Suddenley he got another pass and wile he was shooting he got fouled. He got to take a free shot He shot and Swish! He scored and it felt good!

Response #2

Student Exemplar – Strong

> 1. Michael is playing in the basketball finls in the school gym. Micheal is a slow player, not the best ever. They warmed up on the court, and the game began, with Micheal cheering the whole time. Then, at halftime, the coach, M. Baldwich, asked Micheal if he wanted to play. Micheal took the oppertunity. Just as Micheal was shooting, one of the other team's players commited a foul apon Micheal. The refferee got him set up on the free throw line. As he shot, the other players ran to the net for a rebound. Micheal stayed put, watching the ball. SWISH! As Micheal's first basket fell to earth, Micheal had one feeling: pure goodness.

2. Michael collides with another player. Why is this event important to the story? Use details from the story to explain your answer.

Appropriate Achievement – The reader begins to explain how a story event is related to the overall problem.

Response #1

Student Exemplar – Appropriate

> When Michael collides with the other player, was so important beacause if he wouldn't of collided with the other player he wouldn't of scored his first basket.

Response #2

Student Exemplar – Appropriate

Michael colliding with another player is important because he gets a free throw and get his first basket.

Strong Achievement – The reader explains how a story event is related to the overall problem, with some details as to how the event is connected to plot and/or theme.

Response #1

Student Exemplar – Strong

When Michael collides with another player it is important to the story because it gave him a free throw. Michael had never scored a basket before so he was very determined to score a basket. When he scored he was very happy. His joy was caused by the other player that he collided with.

Response #2

Student Exemplar – Strong

That part is non important event to the story because even though he colided in the story he was still strong enough to stay in and make the shot which most people wouldn't have done. They put it in because it's a sign of courage and strenth that some times Michael dosen't have.

3. What message do you think this author is trying to give to the reader?

Appropriate Achievement – The reader identifies a theme, based on an obvious element of the text.
Note: Appropriate responses focused on "practice" or "trying" and often applied only to sports.

Response #1

Student Exemplar – Appropriate

The message the author was trying to give to the reader is that if you're not good at a sport then keep trying and be dedicated to the sport and someday you'll get better and maybe even score!

Response #2

Student Exemplar – Appropriate

I think the authour is trying to say don't stop trying and when when you try you will get better.

Response #3

Student Exemplar – Appropriate

I think that the message was, if you like a sport but you're not that good at it. Play anyway if you think it's fun.

Strong Achievement – The reader identifies a theme, based on a significant element of the text.
Note: Strong responses recognized perseverance, despite doubt/limitations as a significant element, beyond simply scoring or getting a basket.

Response #1

Student Exemplar – Strong

. I think that the author is trying to tell us in the story that even if you don't think your good at something, or you don't think you can do it just get up and try, try again.

Response #2

Student Exemplar – Strong

I think that the message that the author was trying to send was that, no matter what you have to have faith in yourself and keep trying If you quit, it gets you nowhere.

Response #3

Student Exemplar – Strong

.I thinks the message the autour is trying to get
across to the readers is that if there is something
that you like but are not too good at do not
stop doing it, keep on practising it and do your
best and you will gradualy get better at it.

Inferential/Interpretive Response – Reading "between the lines"

4. **The reader learns some important character traits of Michael.
   Use the <u>chart</u> and list two of them. Describe something Michael says, thinks, or does that shows each characteristic.**

   Appropriate Achievement – The reader makes a logical inference about a character's personality, supported with some textual detail.
   Note: Appropriate responses may not identify and/or correctly label a character trait.

Response #1

Student Exemplar – Appropriate

Character Trait	Supporting Details – Something Michael says, thinks or does
He got back in the game	whene he go pushed down by the guy he got back in the game
he is comfudint in his team	whene ever his team gets a basket he cheers
he sticks to what he likes to do know mater what hapens	in the story it Sags the he loves basketball but it dosent love him .

Response #2

Student Exemplar – Appropriate

Character Trait	Supporting Details – Something Michael says, thinks or does
Shy	he get nervous when he was about to go and see the rest of his team.
Aflettic-Sports	he plays baketball
Nice	when one of his teammates get a score he hoots and cheers for them.

Strong Achievement – The reader makes a logical inference about a character's personality, supported with relevant textual detail**.**

Response #1

Student Exemplar – Strong

Character Trait	Supporting Details – Something Michael says, thinks or does
Patience	michael sits on the bench for most of the game
Supportive	Michael cheers enthusiastically even though he was on the Bench
Nervous	Michael is nervous about the game because he doesn't like people runing to him

Response #2

Student Exemplar – Strong

Character Trait	Supporting Details – Something Michael says, thinks or does
hervous	gets nervous when people came running toward him
determind	He h was determind to do his math homework and he has determined to take the shoot
good sport	Doesn't gets mad if he misses

5. Tell about Michael's relationship with his team mates. Why is this relationship important to the story?

Appropriate Achievement – The reader describes the relationship, recognizing its general effect on the story development.

Response #1

Student Exemplar – Appropriate

> Michael's relashinship with his teammates is pretty good because his teammates support him witch would make him feel good and able to Play Basketboll better.

Response #2

Student Exemplar – Appropriate

> Michael's relationship with his teammates was not so good, and it was important in the story because thay had no faith in Michael so when he took the freethrow his teammates where geting ready to rebound the shot.

Strong Achievement – The reader describes the relationship, using some details, explaining its effect on plot and/or theme.

Response #1

Student Exemplar – Strong

> Micheals relashionship with his teammates is good because the pass the ball to Micheal even though Micheal's bad at basketball. It's important because it blends in with the author's message ; just because someone's not good you don't exclude them from the game

Response #2

Student Exemplar – Strong

> Some of the players on Micheals team greeted him with a jab on the shoulder and said words of encouragement to hurry and others ignored him. I think this relationship is important to the story because if his teammates didn't like him they woudn't have passed him the ball and he woudn't have scored.

6. **At the end of page 2, it says "*He just loved being in the thick of things.*" What does this expression mean? How do you know?**

   Appropriate Achievement – The reader provides a reasonable interpretation of figurative language; the definition may be limited in context**.**

   Response #1

Student Exemplar – Appropriate

> The expression "He just loved being in the thick of things" means that he just loves watching the game and he does'nt care if he plays or not. I know that's what the expression means because I've heard other people say similar things and that's what it meant.

Response #2

Student Exemplar – Appropriate

> I think that the saying He looed being in the thick of thing means that he loves being part of a team and being able to watch everygame. I know this because of How it was wrote in the text.

Strong Achievement – The reader provides an interpretation of figurative language**.**

Response #1

Student Exemplar – Strong

The expression "He just loved to be in the thick of things" probably meant that Micheal loved action: the presure upon those people shooting, unexpected plays and the fury of the losing team. I think this is true from experience. Some people love the pulse-pounding plays, exhilirating examples set by more experinced players and the merciless rampages of strong teams.

Response #2

Student Exemplar – Strong

It means he just liked participating in things. I know this by looking at the 2 sentences before it said that and it sort of gave me a hint to what it meant.

7. On page 1, it says "*Michael was getting more and more <u>agitated</u>.*" What does <u>agitated</u> mean? How do you know?

One level of response – The reader uses context clues, prior knowledge, and/or reference tools to explain the meaning of the word *agitated*.

Response #1

Student Exemplar

3. Agitated means that your anoyed and nervous at what might happen if you don't do something. I know because Micheal was nervous that he might be late for the game.

Response #2

Student Exemplar

When Michael gets agitated that means he got real stressed out. I know this because I get very agitated when I don't have alot of time to do something.

Response #3

Student Exemplar

Agitated means disturbed or excited. I know because I found it in the dictionary.

8. Why is there a picture of a crayon on page 1? Why is it important to the story?

Appropriate Achievement – The reader interprets the purpose of a text feature literally.

> *Student Exemplar – Appropriate*
>
> There's a crayon there because Michael was looking for something to write with and thats what he used.

Strong Achievement – The reader interprets the purpose of a text feature by inferring information from the text.

> *Student Exemplar – Strong*
>
> The crayon is important because the crayon leads to telling the reader Michael has trouble in printing.

9. Find the word—WHAM!—on page 3. Why is it written this way? Explain your answer, using your own ideas and details from the story.

Appropriate Achievement – The reader demonstrates a general understanding of a text feature.
Note: Appropriate responses demonstrated an understanding of bold, capital letters used for expression or emphasis.

Response #1

> *Student Exemplar – Appropriate*
>
> I think Wham was written so big Because it was a colisin and they wanted to look expresive so when you reading it you get excited, it was also written so expresive because in the story two people were coliding.

Response #2

Student Exemplar – Appropriate

WHAM! is written that way to emphasize the the sound of someone hitting some one else because in the story Micheal collides with someone else.

Response #3

Student Exemplar – Appropriate

The word –WHAM– was written like that to express how hard he sland in to Michael

Strong Achievement – The reader demonstrates an accurate understanding of a text feature.
Note: Strong responses attempted to explain why this word was emphasized.

Response #1

Student Exemplar – Strong

The word "Wham!" on page 3 was meant to be a powerful expression, screaming "Wow, something amazing justed happened!" This is probably true because, something of great importance just happened. If the foul had not been commited, Micheal wouldn't have taken the foul shot. If micheal hadn't have taken the foul shot, the story would've had no end. Without one end the story wond have been a huge cliffhanger with its readers dying in suspence!

Response #2

Student Exemplar – Strong

I think that they said "WHAM" like that because it's something that got hit hard. And in life it would make a sound. So maybe they were trying to imatate that sound.

Response #3

Student Exemplar – Strong

> The word "Wham!" on page 3 was meant to be a powerful expression, screaming "Wow, something amazing justed happend!" This is probubly true because, something of

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

10. **When you read this story, were you cheering for Michael? Why or why not? Use details from the story and your own ideas.**

    Appropriate Achievement – The reader makes a personal connection, supported with a reasonable explanation.

    Response #1

    Student Exemplar – Appropriate

    > I was cheering for michael because the author really made it seen like he may not get the ball in and I really wanted michael to feel proud of himsele.

    Response #2

    Student Exemplar – Appropriate

    > Yes I was cheering for Micheal because is I was him and I thought I was going to get my first shot I would be really happy.

Response #3

Student Exemplar – Appropriate

yes because the author made him sound like he didn't have many freinds and that he wasn't very good at bascket ball, and that he was nice.

Strong Achievement – The reader makes a personal connection, supported with specific and relevant reasons**.**

Response #1

Student Exemplar – Strong

As I read, I was cheering silently for Micheal, because, the author gave you so much little details about Micheal, the team, his streanghs, his weaker points – it sucks you into his shoes. his hope for the basket, his anoyence with being late.

Response #2

Student Exemplar – Strong

In the story I was cheering for Michael. I think the way the author made me feel that way was by having Michael someone who was not too good at basketball so I was hoping he would get the ball in the end because he had never got it in before. Another reason is that in the story everyone is cheering for Michael and it would be sad if he did not get it in.

Response #3

> *Student Exemplar – Strong*
>
> Yes I was cheering for Michael during the story. The author explained how Michael isn't that good at basket-ball and how he really loved playing it. At the end it said "Michael had just scored his first basket." That made me glad that I was cheering for Michael. The author used details that make you feel like your in the gymnasium watching the game.

11. **Read the <u>last paragraph on page 3</u> and <u>all of page 4</u>. Is the author's description of the basketball throw effective? Tell why or why not, using your own ideas and examples from the story.**

    Appropriate Achievement – The reader recognizes an element of the author's style and evaluates its effectiveness through a general description of a textual example.

Response #1

> *Student Exemplar – Appropriate*
>
> I think the authors idea of michael getting the basket is a good one because it gives you imagery, like I could hear and see the scene when he throws the ball, and gets a basket.

Response #2

Strong Achievement – The reader recognizes an element of the author's style and evaluates its effectiveness through specific references or interpretations of textual examples.

Response #1

Response #2

Student Exemplar – Strong

I find that the description is very good, but I find there is still not enough discription when they use basketball terms. ex: "Other players moved off the line hoping for a rebound". I do not know what line he/she is talking about. Also, for those who do not know, he/she should explain what a rebound is.

Writing Achievement Standards

End of Grade Five

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

Appropriate Achievement

Students
- select and develop a topic through discussion, personal interests, books, or student samples demonstrating an awareness of audience and purpose
- gather ideas from a variety of sources and use an organizational framework (e.g., web, drawing, graphic organizer, research, jot notes, sample of selected form)
- draft a piece of writing showing awareness of need to develop a main idea, provide the reader with sufficient information and consider the reader's reaction (e.g., include clear connecting words, interesting word choices)
- use writing tools such as a dictionary, thesaurus and class charts
- revise a piece of writing after rereading, peer-or-teacher conferencing or using class revision charts (e.g., trying effective leads, effective connecting words, interesting words, alternate endings); will add, delete, or substitute ideas but often require support to reorder ideas
- reread writing aloud to check for fluency; begin to make changes to sentence structures
- use an editing checklist with minimal support (e.g., spelling, capitals, end punctuation, commas, paragraphing); require support for editing dialogue
- use criteria to select piece to be published (e.g., e-mail, bulletin board, oral share, portfolio, brochure) with appropriate text features

Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours at the appropriate level in an increasingly independent manner, **and**
- apply writing strategies consistently and with minimal prompting
- recognize purpose and audience and select form and content accordingly
- draft a piece of writing with awareness of need to develop a main idea with specific and relevant details; revise work-in-progress
- take risks with writing (e.g., try a new form, use new vocabulary, use complex sentences)
- write independently due to increased control of conventions

Writing Achievement Standards

Appropriate Achievement

Students

Content

overall topic, degree of focus, and related details

- select a fairly well-defined topic with an identifiable or stated main idea/central message
- include a series of relevant ideas/events, usually based on personal experiences, supported opinions or accurate information
- include relevant details to support the ideas/events; a few details may lack clarity and/or pertinence

Organization

structure and form, dependent on purpose and audience

- establish a purpose and select an appropriate form
- include a brief introduction, with a title or heading where appropriate; attempt to provide some context for the reader
- generally present ideas/events in a logical order
- link ideas with a variety of ordering and connecting words and phrases to create some purposeful and some smooth transitions
- usually express key ideas in paragraphs; provide some supporting details
- include a logical conclusion for key ideas/events but may have some "loose ends"

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

Word Choice

vocabulary, language, and phrasing

- include some precise or interesting words, technical language, creative phrases or figurative language (e.g., similes)
- include some descriptive language (e.g., adjectives, adverbs) and strong verbs

Voice

evidence of author's style, personality, and experience

- show awareness of audience according to purpose (e.g., letter, report, persuasive writing); overall tone is appropriate
- demonstrate knowledge of and interest in subject
- convey general feeling/mood or personal style

Sentence Structure

variety and complexity of sentences

- include a variety of mostly complete sentence types and structures; errors are predominantly confined to complex structures
- include sentences with variations in length and beginnings (e.g., nouns, pronouns, phrases); many sentences flow from one to the other and are easy to read

Conventions

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

- use correct end punctuation and capitalization in the majority of instances
- generally include correct use of commas, apostrophes and quotation marks; dialogue may not always be fully punctuated and/or paragraphed
- spell most familiar words correctly with close approximations for more complex words
- generally use basic grammatical structures correctly - subject/verb agreement; regular/irregular verb tense; use of pronouns (e.g., *Joe and I*)

Writing Achievement Standards

Strong Achievement	Conference Prompts
Students	
• select a well-defined and manageable topic with a developed main idea/central message • include a series of related ideas/events, usually based on relevant personal experiences, well-supported opinions or complete/accurate information • include relevant details to support the ideas/events; some details add interest or originality	*What do you want your reader to know about this topic?* *What special details do you need to add for this part?*
• establish a purpose and select an appropriate form • include an effective introduction and, where appropriate, a title or heading; provide context and attempt to engage the reader • present ideas/events in a logical order • link ideas with a variety of words and phrases to make many smooth transitions • express main ideas in paragraphs; include relevant supporting details • include a clear conclusion that briefly sums up ideas/events **See *Text Forms* for elements of narrative and information texts.**	*What did you do to help you organize your writing before you began?* *How did you get your reader's attention?* *Does your ending pull your ideas together?* *Here's where I got confused _____ What did you mean by ….?* *How can you show that this part connects to the part you wrote here?*
• include some well-chosen language (e.g., specific word choices, technical language, creative phrases or figurative language) • make use of descriptive language and meaningful verbs	*Find a place in your writing where you think you made a clear picture for your reader. What did you do to make that part work so well?* *Highlight three "tired" words in your writing. What words can you use to replace them. Where might you get ideas for new words?* *What are some words we've been learning in science that would help you tell about this topic?*
• show awareness of audience according to purpose; tone is suitable and takes reader into consideration • demonstrate engagement with the subject • convey an identifiable feeling/tone or an individual style; some risk-taking and originality is evident	*Why did you write this? Who is your reader?* *Where did you try to really make your voice come through?* *Will your reader be able to tell how you know a lot about ____?* *This part made me feel _____ .*
• include a variety of sentence types and structures • include sentences with many effective variations in length and beginnings to convey ideas smoothly	*What is the strongest sentence in your piece and what makes it strong?* *How can we make this sentence _____ (longer, shorter, etc.)* *Reread this part and see if it is easy to read aloud.*
• use consistently correct end punctuation • use internal punctuation consistently and correctly; conventions of showing dialogue may not always be followed • use consistently correct capitalization • include minimal spelling errors • use basic grammatical structures correctly in most cases - subject/verb agreement; regular/irregular verb tense; 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 and commas 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 Conference Prompts** *After you checked your work using our class checklist, which trait are you really proud of?* *What are some changes you made in this piece that made it better?* *What did your buddy say about this piece when you shared the draft?* *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 five. 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 a clear position or desired action (*I know you will agree with me…*)

Arguments and Reasons –provides three or more arguments that have supporting statements (*I think…because…*) drawn from facts or personal experience; may begin to address counter-arguments

Conclusion – includes a conclusion that reinforces or summarizes position

Special Features

- linking words/phrases (*because, however, also*)
- present tense
- first person singular or plural (*I, we*)
- persuasive adjectives/adverbs (*most, must, strongly*)

Form: Descriptive Report

Purpose: to describe a topic

Introduction – introduces a manageable topic with a definition or a classification (*Three types of clouds are…*)

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

Conclusion – summarizes, or restates, key ideas

Special Features

- includes a title, headings, illustrations, maps, or photographs with labels or captions
- connecting words and phrases (*also, many other, has a variety of*)
- present tense
- language to show comparisons/contrasts (*as large as, smaller than*)
- 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 or how or why – describes parts (e.g., digestive system) and explains how or why something happens in a logical order; cause-effect connections may not be clear in all instances

Summary – connects to topic or question but may be abrupt

Special Features

- may include a title, illustrations or diagrams
- connecting words to signal cause-effect (if, because, then) and/or sequence *(next, then, when)*
- present tense
- subject-specific vocabulary

Form: Instructions/Procedures

Purpose: to tell how to do something

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

Materials/ingredients - lists materials

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

Conclusion or Evaluation – includes a closing statement or an evaluation (*To taste like mine you should add maple syrup*)

Special Features

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

Form: Recount

Purpose: to tell about past events (personal or others' experiences)

Orientation – identifies when, where, who and what with appropriate focus/main idea

Key Events in Time Order – has key events in logical order with sufficient relevant details

Concluding Statement – includes a personal response or evaluation (*We drove off thinking we would visit again some day. Boston Rocks!*)

Special Features

- may include a title
- linking words and phrases (*later that afternoon, as I walked out*)
- past tense
- first (I or We) or third person (She or They)
- action verbs
- may include dialogue

Form: Narrative

Purpose: to entertain with an imaginative experience

Orientation (time, place and characters) – establishes interest in characters and/or situation (*John Linden a tall and rather nice man with short black hair lived all alone…*)

Problem – establishes a problem (*This book is FORBIDDEN*)

Events – includes some character description based on clear "types" using description and dialogue; focuses on predictable events to develop plot

Resolution – includes a reasonable ending but may have some "loose ends"

Special Features

- may include a title or illustrations
- connecting words related to time (later on, after that, that night)
- 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

The Making of Mayan Mayhem

One day, Ms. Buckley assigned our class a Social Studies project on the Mayans. My project was a board game.

After school, I came home with a sheet about the game and an idea of what the game should look like. "The Great Chocolate Pyramid Race," my board game, was supposed to be a 2-D square spiral with 2 different sets of cards.

A couple of days later, I worked on the cards, and Mom showed me the board that she made based on the picture that I gave her. You couldn't tell where the turns were! That idea was gone.

So, the cards were edited into one deck, more Mayan facts were added, and the board became 3-D. I was still calling my game "The Great Chocolate Pyramid Race," though.

When I came to the computer to type the rules, the title said "Mayan Mayhem." That is a much better name, I thought. That's when the name was created.

The Making of Mayan Mayhem – Exemplar for Appropriate Achievement

With a name, cards, facts, and board, my game was ready to test. The game had only two flaws: There were not enough "Shaman spaces", and we started out with too much chocolate. After editing that, I went to bed.

On January 21, I brought Mayan Mayhem to school. I read the rules out loud to everyone. I, as well as everyone else, left my project at school for tomorrow.

On January 22, Anna Debly, Jarrod Beers, Jordan MacDonald, and I played Mayan Mayhem. Ms. Buckley graded it an A!

Later, at recess, my mom told me that Anna told her that she had a lot of fun! I was so excited and happy!

That is the true story of Mayan Mayhem's creation.

The Making of Mayan Mayhem – Rationale for Appropriate Achievement

The writer

Content

- selects a fairly well-defined topic (Social Studies assignment) and identifies the main idea (i.e., *My project was a board game.)*
- includes a series of relevant details/events based on personal experience (explaining the making and entitlement of the social studies board game)
- includes relevant details to support the ideas (e.g., …the board game became 3-D.); a few details lack clarity (e.g., *You couldn't tell where the turns were!*)

Organization

- establishes a purpose (to tell how/why the game was made)
- selects and includes most elements of an explanatory form (includes elements of a recount (past tense), possibly because the explanation is also a retell, written well after the project was completed)
- includes a brief introduction, with a title, attempts to provide context (e.g., *Mrs. Buckley assigned…*)
- generally presents information in a logical order – cause-effect connections may not be clear in all instances (e.g., *Mom showed me the board that she made based on the picture I gave her.* The reader questions why the Mom is making the board when it is the writer's project.)
- expresses key ideas in paragraphs (e.g., the overall idea, the making of the cards, the final name, making final changes, presenting and using the game at school)
- links ideas with a variety of connecting words to signal sequence (e.g., *after, when)*

Word Choice

- includes some precise words (e.g., *facts, flaws*), technical language (e.g., *deck, Shaman spaces*) and creative phrases (e.g., *based on, ready to test*).
- includes some interesting verbs to enhance meaning (e.g., *edited, created, graded*)

Voice

- demonstrates awareness of audience according to purpose (e.g., details attempt to paint a picture – …*the board became 3-D.*); overall tone is appropriate
- illustrates an interest in the subject (e.g., *…more Mayan facts were added,…*)
- shows some individual style (e.g., *That is a much better name, I thought.* The use of font suggests individuality*.)*

Sentence Structure

- includes a variety of mostly complete sentence types and structures; errors are predominantly confined to complex structures (e.g., *When I came to the computer to type the rules, the title said "Mayan Mayhem." That is a much better name, I thought.*)
- includes sentences with variations in length and beginnings; many sentences flow from one to the other and are easy to read (e.g., *The game had only two flaws: There were not enough "Shayman spaces", and we started out with too much chocolate. After editing that, I went to bed.*)

Conventions

- uses correct end punctuation and capitalization in a majority of instances (titles, proper nouns)
- generally includes correct use of commas, apostrophes, and quotation marks
- shows good control of spelling
- generally uses basic grammatical structures correctly (e.g., *On January 22, …, and I played Mayan Mayhem.*)

Boston

Zooming down the rail road seeing hobos picking up cans and trash in the alleys in the pitch, black tunnel. "Welcome to Boston" a sign said as we entered the city. I couldn't belive it! I was in Boston!

In the backseat sat me, and my two anoying sisters Anna and Riley. In the front passenger seat sat my wonderful mom and in the drivers seat, my helpful step dad. Leading us were two more elderly people, that would be my gramma and grampa. Between us were walkie talkies to translate our words.

Boston had some of the tallest buildings we had ever seen! First thing we did was head to the subway! Like a train station not the resturant. At the subway you can only use a card that works at any station until the end of the day.

We arrived at our stop, the hotel. We checked in and upacked our lugguge and put it in our rooms.

After that we went out to eat at Apple Bees! It was delicous! Next stop Chuckie Cheese! After playing arcade

games we got tickets for winning games. In totel we got 275 tickets! Me and Anna both got two toys each. We hopped into the truck and arrived at the hotel at about 9:30.

The next day we packed up everything and stuffed it into the truck. Same with my gramma and grampa. We drove off thinking we would visit again someday, Boston Rocks!

Boston –
Rationale for Appropriate Achievement

Content
- selects a fairly well-defined topic (a family trip to Boston) with an identifiable central message (it was an exciting experience)
- includes a series of relevant events based on personal experiences (e.g., entering the city, the places the family visited, staying in a hotel)
- includes relevant details to support the events (e.g., *'Welcome to Boston' a sign said…, Between us were walkie talkies…, …two toys each.*); a few details may lack clarity (e.g., The introduction creates interest, however, it is confusing to the reader whether the narrator is traveling by train, or just watching a train; later the reader learns that the family is travelling by truck, but did go to the Subway – *…a train station not the restaurant.*)

Organization
- establishes a purpose (to retell events) and selects an appropriate form (recount) and follows key organizational features (events in time-order with the exception of the introduction, simple past tense)
- includes an interesting introduction, with a title (Boston); attempts to provide some context for the reader that this was an exciting trip (e.g., *Zooming….*)
- presents highlights of the day in a logical order
- links ideas with a variety of ordering and connecting words and phrases to make most connections explicit and to create some smooth transitions (e.g., *We arrived at our stop, After playing arcade*)
- usually expresses key ideas in paragraphs; provides some supporting details
- includes a logical conclusion for key events (e.g. *We drove off thinking we would visit again someday.*) but may have some "loose ends" (e.g., The reader questions why their visit was so short.)

Word Choice
- includes some precise or interesting words, creative phrases or figurative language (e.g., *pitch black tunnel, Between us were, Boston Rocks!)*
- includes some descriptive language and strong verbs (e.g., *Zooming, Leading us, stuffed, arrived)*

Voice
- shows awareness of audience according to purpose (e.g., trying to paint a picture for the reader – *tallest building we had ever seen!);* overall tone is appropriate (excitement)
- demonstrates interest in the subject (e.g., *I couldn't believe it! I was in Boston!)*
- conveys general feeling (e.g., *It was delicious!)*

Sentence Structure
- includes a variety of mostly complete sentence types and structures; errors are predominantly confined to complex structures (e.g., *In the front passenger seat sat my wonderful mom and in the drivers seat, my helpful dad.*)
- includes sentences with variations in length and beginnings (e.g., *In the backseat.…, Boston…!, We arrived at.…*); many sentences flow from one to the other and are easy to read

Conventions
- uses correct end punctuation and capitalization in the majority of instances
- generally includes correct use of commas, apostrophes (not with possessive – *drivers seat*), and quotation marks
- spells most familiar words correctly with close approximations for more complex words (*anoying, restaurant, totel*)
- generally uses basic grammatical structures correctly and attempts more complex structures (e.g., *Between us were walkie talkies to translate our words.)*

Why Detroit is the Best Team Ever!

Did you ever wonder who the best hockey team is? You Shouldn't even have to think about it. It's the Detroit Redwings. Big time!

They have a five time Norris trophy winner on their team. They have lots of strong deffense man, such as Nickolas Lidstrom, Chris Chelios (oldest player in the NHL, forty five years old) and Mathui Schinder. So, if you think you're going to get on a berak away, think again.

Also they have lots of young guns, such as Henrik zetterberg, who scores everytime he's on a break away, Pavle Datsuk and Danile Cleary.

When their on a penelty kill, its just like their on a powerplay. During the playoffs Dannile Cleary scored a fantastic short harded goal, which gave them the lead three to two against the Sharks.

Detroits Captin is amazing. Nickolas Lidstrom is a five time Norrois trophy winner and soon to be six. In his whole career he soored over four hundred goals. That's alot if you ask me.

At the end of the season Detroit finished first in the western confrense. When Detroit beat the Flames my dad almost cried. because he loved the Flames. So now he always says, "Detroit better win the stanley cup this year."

I bet my uncle a dollar that Detroit would beat out the San Jose Sharks in the playoffs. So they did and I got an extra buck. "Sweet!" I blurted out

So Detroit is an amazing team. I'm 99% Sure that their going to win the Stanly cup this year. If they don't I'll be very upset, but I'll get over it.

So next time your team is out of the playoffs, or they don't make it, Go for the Detroit Redwings.

Why Detroit is the Best Team Ever! –
Rationale for Appropriate Achievement

The writer

Content
- selects a fairly well-defined topic (The Detroit Redwings) with an identifiable central message (the best hockey team)
- includes a series of relevant events based on supported opinions (e.g., *They have a five time Norris trophy winner on their team.*)
- includes relevant details to support the ideas (e.g., *Detroits Captin is amazing. Nickolas Lidstrom is a five time Norris trophy winner…; Also, they have lots of young guns,….*); a few details may lack clarity (e.g., *I bet my uncle a dollar… "sweet!" I blurted out.*)

Organization
- establishes a purpose (to persuade) and selects an appropriate form and follows key organizational features (appropriate voice, words associated with reasoning – *I'm 99% sure…)*
- includes an interesting introduction with a title (Why Detroit is the Best Team Ever!); attempts to provide some context for the reader that this piece is intended to persuade (e.g., *Did you ever wonder…You shouldn't even have to think…*)
- presents arguments in a logical order and the connections are clear between the ideas
- links ideas with a variety of ordering and connecting words and phrases to make most connections explicit and to create some smooth transitions (e.g., *Also they have, When their on a penalty kill*)
- groups key ideas in paragraphs, although they are usually one or two sentences
- includes an appropriate conclusion (e.g., So *Detroit is an amazing team., …go for the Detroit Redwings.*)

Word Choice
- includes some precise or interesting words, creative phrases or figurative language (e.g., *Big Time!, berak away, think again.*)
- includes some descriptive language and strong verbs (e.g., *wonder, strong deffense men, penelty kill, scored, blurted*)

Voice
- shows awareness of audience according to purpose; overall tone is appropriate (e.g., uses language to convince)
- demonstrates knowledge of and interest in subject (e.g., information about players and particular events in games *which gave them the lead three to two against the Sharks.*)
- conveys a personal style (e.g., *If they don't I'll be very upset, but I'll get over it.*)

Sentence Structure
- includes a variety of mostly complete sentence types and structures
- includes sentences with variations in length and beginnings (e.g., Did *you…?, Detroits Captin.…, I bet.…*); many sentences flow from one to the other and are easy to read

Conventions
- uses correct end punctuation and capitalization in the majority of instances
- generally includes correct use of commas, apostrophes (some difficulty with possessives like *Detroits Captin*) and quotation marks
- spells most familiar words correctly (consistently makes the error using *their* instead of *they're*) with close approximations for more complex words (e.g., *Captin, confrense*)
- generally uses basic grammatical structures correctly

That Book From Mr. Linden's Library

John Linden a tall and rather nice man with short black hair. Lived all alone, but in wounderful house. You would think living alone would be lonley. And it was, but the reason he lived alone was because his wife had died only 3 months ago.

But each day John had many people comming to his house. WHY? Because Mr. John Linden had his very own library in his home! That is what kept him happy each day. It was the fact of getting up and ready for the job he loved so much!

The one thing that made John's job even better to him was to see a smile on a persons face when the got or brought back a book that the loved!

One Wensday a beautiful May day in 1962. A tall beautiful blond headed girl named Amber Carter came to John's home to ask for a book. Little did Amber know about that 1 strange book. The book that caused many problems...

Amber picked out a book that she thought was absolutely amazing! (And yes she picked out that book, that evil book.) John told her. "I'm sorry you may not take this book. This book is FORBIDIN."

Still with no sigh Amber walked out John's front door with the book in her hand.

"Fine" hollord out Mr. Linden. "But you have been warned."

That night Amber took out the book, layed on her bed and started to read.

As soon as she opened the book and started to read. Vines poured out. Wrapping tightly around her, and there she layed without a sound.

That night Amber's friend Jake came over, because the two were going to watch a movie. However when Jake realized that Amber had no movement and was suddenly dead. He looked on the the bed and grabed the book that layed by Amber with vines all around it. When he saw in big letters on the book. -PROPERTY OF MR. JOHN LINDEN.-

As soon as Jake saw that, he raced down the street to Mr. Linden's house and exclaimed. "How could you give Amber such a book?"

"I'm sorry young man, but all I can say is that I warned her about that book. Although now it's just to late.

And there, there she still lays, almost like she's asking why, why did I have to take this book? But for now I lay I lay for today tomorrow and always.

The End

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That Book from Mr. Linden's Library –
Rationale for Appropriate Achievement

The writer

Content
- selects a fairly well-defined topic (e.g., a strange and lethal book)
- includes a series of relevant ideas to develop the plot (e.g., lonely man who has a library in his house, mysterious book that caused problems, Mr. Linden's warning, vines that grew out of the book and killed Amber, Jake discovering his friend dead and confronting Mr. Linden, the final epitaph)
- includes relevant details to support the ideas (e.g., attempts to create suspense by describing John Linden as *rather nice man)*; a few details may lack clarity and/or pertinence (e.g., the introduction has details about the physical characteristics of Mr. Linden and his house that do not have implications for the plot)

Organization
- establishes a purpose (to entertain) and selects an appropriate form (narrative)
- includes a beginning that establishes interest in the character John Linden
- includes a title and attempts to provide some context for the reader (the title provides the reader with an indication of the problem in the story)
- includes character descriptions based on clear character "types"; relies on predictable events to move plot forward (e.g., *Little did Amber know…., The book that caused many problems.…*)
- presents ideas in a logical order; connections are clear between key ideas (e.g., *And yes she picked out that book, that evil book.*)
- links ideas with a variety of ordering and connecting words and phrases to make most connections explicit and to create some smooth transitions (e.g., *Little did Amber know, Still with no sign, …but all I can say is that*)
- expresses key ideas in paragraphs; provides some supporting details (e.g., *That night Amber's friend Jake came over, because the two were going to watch a movie.)*
- shows attempts to use dialogue to portray characters (e.g., *"Fine" hollord out Mr. Linden. "But you have been warned."*)
- includes a reasonable ending but may have some unanswered questions (e.g., the reader is left wondering if Mr. Linden is not as nice as he was portrayed at the beginning, and if his wife's death may have had something to do with him)

Word Choice
- includes some precise or interesting words, creative phrases and figurative language (e.g., *vines poured out, Wrapping tightly around her)*
- includes some descriptive language (e.g., *FORBIDIN, lonely, absolutely*) and strong verbs (e.g., *hollord, poured, picked*)

Voice
- shows awareness of audience according to purpose (e.g., attempting to create suspense to entertain the reader); overall tone is appropriate (e.g., Why? Because that is what kept him happy each day.)
- demonstrates interest in subject (e.g., the text features – emphasis with capitalization, underlining and dashes, and the epitaph at the end)
- conveys personal style (e.g., the blond girl is named Amber, the underlining of key words)

Sentence Structure
- includes a variety of mostly complete sentence types and structures; there are sentence fragments in an attempt to mimic the narrative form and to use complex structures (e.g., *But each day…*; *Wrapping tightly around her; and there she lay without a sound*)
- includes sentences with variations in length and beginnings (e.g., *John Linden; You would think; One Wensday*); many sentences flow from one to the other and are easy to read (e.g., *It was the fact of…he loved so much!*)

Conventions
- uses correct end punctuation and capitalization in the majority of instances
- generally includes correct use of commas, apostrophes and quotation marks; dialogue is not always fully punctuated (difficulties with split quotations) and paragraphed (e.g., *John told her, "I'm sorry…)*
- spells most familiar words correctly (problems with coming and Wednesday) with close approximations for more complex words (e.g., *hollord, wounderful, FORBIDDIN*)
- generally uses basic grammatical structures correctly

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The Dance Show

Last week was very exciting for me. Can you guess what it was? The Dance Show. Each year, there are three shows. Saturday at 1:00 pm and at 6:00 pm, The third one is placed Sunday at 2:00 pm. Jane Doe is the instructer that had pland the three entire shows.

Every year my grand-parents drive from St. Stephen to Placeville to watch me dance. This year, only my grandmother came to support me because my grand father could not make it. My parents come aswell with a video camera to embarass me (not realy). They appear each year at the Saturday show at 6:00.

There are many dancers in Doe Dance Academy. Including students in my class. Morgan, Natasha, Mariah and Samantha, Meghan M, Alexa, Courtney and I. In Mrs. Somebody's class, there is another dancer, Carley Mclean. My brother, Connor, also danced this year in hip-hop.

Saturday, my mom applied make up, and strationed my hair. It took more time on me to get ready due too my brother being a boy. I grabbed my dance bag and my wig for our dance robots and skipped out the door. As we walked into the High school, the school was bare

because my mom was on tickets for the show. Some people came early, I led myself threw the halways to the changing rooms. and got ready for the first show. After a while, the show began.

My first song was "Bougie Wonderland." Threw the show, the crowd was giving many applauses and screams. Soon came the 15 minute intermission, then the finale. Between the end of the 1 O'clock show, and the last show on Saturday, we had time to go home have lunch, got my make up and my hair fixed up. Not too long after my mom got finished fixing my hair, we were off in the car again to the High school.

The show begain and started again with "Bougie Wonder land." The show went on and as soon as the song "I Run for Life" started, my grand mother in the stands started to blurt out crying. My grand mother cried because she had "Breast cancer." On the screen in back of us, were pictures of people with Breast cancer. There was one with her by herself with no hair and with me on her lap. During the dance, I looked out in the stands and saw my poor grand mother with a kleenex wipping her eyes.

The show ended and I reseaved a medal. As I walked out the changing room, I was greeted by my grand mother with

pink and red flowers for my performance. I was also greeted by a Dairy Queen Sunday.

Sunday, finaly, was the last show of the year. It was the most gloomy show because dance was over for the year. The show that I injoyed the most was the Saturday show at 6:00. because my family was there. Saturday at 1:00 and Sunday at 2:00 were tied.

This year was one of the most exciting years of dance. I definitely will join dance next year and hope you will too!

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The Dance Show –
Rationale for Appropriate Achievement

The writer

Content
- selects a fairly well-defined topic with an identifiable central message (the final dance recital)
- includes a series of relevant events based on personal experiences (e.g., this is a description of this recital, but the writer has been doing it for awhile – *Every year my grand-parents drive from…,* provides some details about the *Smith Dance Academy* and describes highlights of the recital)
- includes relevant details to support the events (e.g., preparing – …*applied make up…,* the dance numbers – *On the screen in back of us, were pictures*); the details in the third paragraph are not clearly pertinent to the recount, but the paragraph does establish that many students from her school attend the Smith Dance Academy and that her brother dances

Organization
- establishes a purpose (to tell about a personal past experience) and selects an appropriate form (recount) and follows key organizational features (e.g., includes significant events, orders events chronologically, orients the reader)
- includes an introduction that orients the reader, with a title (The Dance Show); attempts to provide some context for the reader (e.g., *Last week was very exciting for me…Nicole Smith is the instructor that had pland the entire three shows.)*
- links ideas with a variety of ordering and connecting words and phrases to make most connections explicit and to create some smooth transitions (e.g., *It took more time on me to get ready due to my brother being a boy., …my grandmother in the stands started to…*)
- expresses key ideas in paragraphs; attempts to develop paragraphs with relevant details (e.g., paragraph six – *The show begain…,* paragraph seven – *The show ended…*)
- includes a logical conclusion for key events (e.g. *I definitely will join dance next year and hope you will too!*) but may have some "loose ends" (e.g., the reader is left wondering what the grandmother said to her after the emotional reaction to the performance *'I Run for Life'*)

Word Choice
- includes some precise or interesting words, creative phrases (e.g., *They appear each year, due too*)
- includes some descriptive language (e.g., *entire, support, many applauses and screams*) and strong verbs (e.g., *grabbed, skipped, reseaved*)

Voice
- shows awareness of audience according to purpose (e.g., relevant background information and pertinent details); overall tone is appropriate (e.g., *Can you guess*)
- demonstrates knowledge of and interest in subject (e.g., *…very exciting for me…, This year was one of the most exciting years of dance.*)
- conveys general feeling (e.g., *most gloomy, I injoyed*)

Sentence Structure
- includes a variety of mostly complete sentence types and structures (simple, compound, interrogative, exclamatory); errors are predominantly confined to complex structures (e.g., *During the dance, I looked out in the stands and saw my poor grandmother with a Kleenex wipping her eyes.*)
- includes sentences with variations in length and beginnings; many sentences flow from one to the other and are easy to read (e.g., *…we were off…, …as soon as…)*

Conventions
- uses correct end punctuation and capitalization in the majority of instances
- generally includes correct use of commas, apostrophes (e.g., *Mrs. Graham's class*) and quotation marks (e.g., titles of songs)
- spells most familiar words correctly but demonstrates some difficulty with spelling words that have double consonants (e.g., hallways, finally, really); uses close approximations for more complex words (e.g., *stratined [straightened], reseaved [received]*)
- generally uses basic grammatical structures correctly (e.g., *I led myself through the hallways.…)*; incorrectly uses a hyphen when splitting the word *performance*

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There's Nothing to do

"Mom there's nothing to do this summer", I whined to my mother. "You know how you can't wait for summer, to be out of school and everything? Well once you're out of school during June it's okay but July and August it's plain boring. You get tired of eating sanwiches, barbecues, picnics and mini raviolis. I can't stand it. But thats not the only thing. It's seems that you have played with every toy, memorized each movie by heart, read every book, seen every rerun on television. Board games, though up games, imaginary games, have all been played. And it's just too hot," I complained to my mother. suspiciously

"So, what's your point?", questioned Mom.
"While Beth is at basketball camp and Tina's at bible camp, can I go to Grandma's house?", I further asked in a rush. Bethany loves sports. She's a good sister but I don't like sports and all my mom, dad and sister would be talking about is basketball this, basketball that, you can improve on this... I would be glad to be at Grandma's.

Tina would be going to bible camp the day Beth would start basketball camp. I might be lonely without my siblings to chat with or to annoy.

Grandma and Grandpa live on a dairy farm. They have cows, cats and a old german sheperd, Jake. Grandpa works on the farm during the day and since Grandma retired as a nurse she seemed to be lonely. Going to Grandma's was the perfect solution for both of us, if I was hot I could I wouldn't be basketballed out and Grandma in swim → Grandma too.

and I wouldn't be lonely.

"Okay, but only for a week. Your sisters will be done their camps by then." Mom replied.

"Thank you, thank you Mother!", I thanked Mom and accepted her statement.

So the next Sunday, Bethany was dropped off at the gym for basketball camp, Tina got dropped off at bible camp.

Then two hours away Mom pulled our van into the driveway of Anderson Farm. I opened the door and hopped out of the van, smelling the odour of country air. I loved it! The smell of corn, wheat in the silo, grain, cows and Grandma's cookies delighted me. Some people detest this smell but it makes me feel free to run around and be a kid not trapped in a city where you have to be polite and be good. "Sally I'm so glad you could come to visit!", yelled Grandma's warm, inviting voice from the kitchen window and she set down a sheet of cookies to cool. With that Mom said goodbye and was backing down the driveway.

The next few days I swam in Grandma's pool, played with the neighbours kids and read a good book. Grandpa asked me to help him around the farm. After lunch I would feed Trixsy, a barn cat, helped Grandpa wrap bales of hay for the winter and got parts from his shed so he could repair one of his three tractors. →

Five week before I came Trixsy, the cat I fed have four tiny kittens. Grandma asked me to help her find good homes because she already had too many cats. There was a gray one I called C.J., a orange kitten I called Zac, a black and white one I called Sully and a multi-color kitten I named Miss Priss. I liked Miss Priss the best. When I played with Trixsy's litter Miss Priss would snuggle happily in my lap, unlike the boy kittens who would run around and chase each other. I wish I could take Miss Priss home to be my own pet. Beth has a snake, Tina has a bunny rabbit but I didn't have a pet.

On Thursday (my third to last day before I returned home) I was playing with Trixsy's babies. C.J. was chasing Zac, Sully was trying to catch a black fly and Miss Priss was sunbathing on the pavement by the swimming pool. I was writing a letter to my friend on vacation in Alberta.

Suddenly C.J. chased Zac by the edge of the pool, who tripped over Miss Priss and sent her flying into the deep end of the pool. I loved Miss Priss, even thought her as my own. I didn't want anything to happen to her. But I didn't know how to swim in the deep end of the pool. I had to act fast. Miss Priss was choking on the water and mewing and trying to stay at the surface of the pool. Before I could change my mind I was plunging into the pool. Mom had made me take beginner swimming lessons so at least I could swim in the shallow end of a pool. But not once in my life

I swam in the deep end. So I dog-paddled my best and fastest. I managed to retrieve Miss Priss from the chlorine water.

For the next several days I kept Miss Priss in the house so she could get better. She seemed to have catched a cold. Slowly she got better.

Saturday Mom came to pick me up. Grandma told my mother how I saved Miss Priss. And of all things Mom told me I can have Miss Priss as a pet.

So Miss Priss snuggled in my lap as we backed out of Grandma's driveway for our long two hour drive home.

At least Miss Priss would keep me busy for the rest of the summer and I finally had my own pet. How could I have said there's nothing to do this summer!

There's Nothing to do –
Rationale for Strong Achievement

The writer

Content
- selects a well-defined and manageable topic (summer vacation can be boring) and develops a central message (going to grandma's for a week is the *perfect solution* and in the end she is given a kitten which will keep her *busy for the rest of the summer*)
- includes a series of related ideas based on relevant personal experiences (summer vacation is boring; she doesn't like basketball and this is all her sister and parents will talk about; when her sister begins basketball camp, her other sister starts Bible camp the same day so she will be lonely; the perfect solution – her grandma gets lonely now that she has retired and they can spend time together and she loves visiting her grandparents' farm)
- includes relevant details to support the ideas (e.g., *…during June it's okay but July and August it's plain boring…*, *…and Grandma and I wouldn't be lonely., I loved Miss Priss, even thought of her as my own.*); some details add interest or originality (e.g., country smells, grandma's cookies, her pool and the five-week-old kittens)

Organization
- establishes a purpose (to entertain) and selects an appropriate form (narrative)
- includes an effective introduction and a title; provides context and attempts to engage the reader (e.g., *"Mom there's nothing to do this summer", I whined …You get tired of…have all been played. And it's just too hot ….)*
- has a beginning that effectively introduces the situation (e.g., the narrator- Sally, her family, summer vacation boredom)
- develops the story with logical events (e.g., *Grandma asked me to help her find good homes because she already had too many cats., …Miss Priss would snuggle happily in my lap*); characters' personalities are evident (e.g., *…questioned Mom suspiciously, …so he could repair one of his three tractors.*)
- links ideas with a variety of words and phrases to make many explicit and smooth transitions (e.g., *I had to act fast.*); includes dialogue that supports character development and progresses the story (e.g., we learn the main character's name when grandma yells to her)
- expresses ideas in paragraphs
- has an ending that resolves key aspects of the problem (she goes to grandma's, has fun, swims in the pool, plays with the kittens, falls in love with one – Miss Priss – who falls in the pool and she ends up saving and caring for her and then her mother lets her keep the kitten which alleviates the problem of boredom for the rest of the summer)
- shows some originality in the creation and expression of ideas (The writer uses an element of surprise by including a detailed introduction, which does not indicate a new kitten will be the solution to the boredom problem; rather, it is just the visit to Grandma's house.)

Word Choice
- includes some well-chosen language (e.g., *basketball this, and basketball that, managed, paddled, And of all things*)
- makes use of descriptive language and meaningful verbs (e.g., *retired, basketballed out, inviting voice*)

Voice
- shows awareness of audience according to purpose (the specific choice of details demonstrates a degree of sophistication); tone is suitable and takes reader into consideration
- demonstrates engagement with the subject (e.g., *Some people detest this smell but it makes me feel free to run around and be a kid not trapped in a city where you have to be polite and be good.*)
- conveys an identifiable individual style; some risk-taking and originality is evident

Sentence Structure
- includes a variety of sentence types and structures (e.g., *I opened the door and hopped out of the van smelling the odour of country air. … The smell of corn, wheat in the silo, grain, cows and Grandma's cookies delighted me.*)
- includes sentences with many effective variations in length and beginnings to convey ideas smoothly (e.g., *When I played with Trixsy's litter Miss Priss would snuggle happily in my lap, unlike the boy kittens who would run around and chase each other.)*

Conventions
- uses consistently correct punctuation but misses some internal punctuation in complex structures and apostrophes with possessives
- uses consistently correct capitalization
- includes minimal spelling errors (*though, up, games*)
- uses basic grammatical structures correctly in most cases (e.g., *Five week before, have catched*)

How to make French Toast – Exemplar for Strong Achievement

<u>How do make French Toast</u>

Have you ever made French Toast? Well that is what I am going to tell you how to make. If your under the age of 12 you should need adult supervision.

You will need 2 pieces of bread (preferably white), 2 eggs, 1½ cups of milk; those are your ingredients. Your utensils are a fork or whisk, a bowl (to mix the ingredients) and a pan.

Your steps to follow are:
Preheat the stove to medium heat. Spray nonstick spray onto the pan. Crack 2 eggs into your bowl. Pour 1½ cup of milk into your bowl.

Stir the substance until you can't see the yolk in the middle of the egg (turns yellow with white). Dip each side of your bread into the substance. Put your bread on the pan. Wait until the bread starts to turn brown. After your 2 pieces of bread are done, put them on to the plate & Voila !! You have french toast.

If you want your french toast to taste like mine then you should add maple syrup. If you want to, you can put butter on them. If you're not lactose intolerant you should have it with a glass of milk.

That is how you make the best French Toast. Eat it with CAUTION because if it is just off the stove it will be really HOT!!

Enjoy!

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How to make French Toast – Rationale for Strong Achievement

Content
- selects a well-defined and manageable topic; provides a simple recipe that demonstrates the writer actually knows about the subject
- includes predictable and some original ideas to develop a topic (i.e., an explanation of how to make French toast that succeeds in "speaking" to the reader)
- includes specific details to enhance ideas (e.g., *preferably white, Voila*) and maintain coherence (e.g., *If you want your French Toast to taste like mine…*)

Organization
- demonstrates the writer has intentionally chosen the form (procedure) to suit audience (someone who would like to make French toast) and to augment purpose (demonstrate the general way to proceed)
- has a main idea that is clear (preparing French toast); includes title
- presents information in a logical order; sequence is clear- states goal, materials, method, evaluative comment
- links ideas with a variety of words and phrases to create smooth transitions (e.g., *If your under the age of, and, After your, If you want, then*)
- includes specific details which show the ability to research, synthesize and communicate in own words (e.g., *Put your bread on the pan., you can put butter on them*)
- provides a logical conclusion; wraps up piece with two paragraphs, one that states how to make the French toast taste the best, and the second which is a humorous comment followed by a signature of many recipes—*Enjoy!*
- includes text features to support and augment the message (e.g., *CAUTION; Your steps to follow are:*)
- expresses main points in paragraphs; includes specific, quality details to support each idea (e.g., *Your utensils are, Wait until the bread starts to turn brown*)

Word Choice
- incorporates some interesting word choices or phrases to create images (e.g., *adult supervision, crack 2 eggs, Stir the substance*)
- includes some precise verbs (e.g., *Preheat*)

Voice
- demonstrates awareness of audience; voice is suitable (i.e., provides very specific and clear instructions)
- illustrates a sincere engagement with the subject (e.g., *have them with a glass of milk*)
- demonstrates a degree of confidence and individual style (e.g., *If your under the age of 12 you should need adult supervision.*)

Sentence Structure
- includes variety in sentence structure, length, and beginnings with minimal errors (e.g., *Have you ever…?,You will need…., Dip each side....*)
- tends to be smooth and generally easy-to-read; this writer precisely describes the procedure which suggests thought and expertise

Conventions
- uses capital letters, end punctuation and apostrophes correctly; misses *you're* in opening
- includes competent use of commas; very few omissions considering the amount of information
- includes minimal spelling errors
- follows subject/verb agreement (e.g., Y*ou will, I am going*)
- shows correct verb tense; maintains action verbs in process (e.g., *Spray, Pour, Dip*)
- shows correct use of pronouns with exception of *them* in forth paragraph

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My Musical Experience
June. 5

I am writing about the musical that our school put on. The first day the musical was announced we went to go sign up for speaking parts. Mrs. White and Mrs. Foster came in and explained the musical and how it would go. When she handed out the music I was determind to learn the songs.

The first practice we all came to the stage in the gymnasium. At first we had some troble with the CD but after awhile we got the hang of it. We all sang the first song 'Child of the world' about three times and most of us knew it off by heart.

Practice after practice we learned the song Check it Out' then, Honesty, I'll care for you and the song it's up to me. We were starting to sound great. Mrs. White thought we should start to give away parts. Josh got the part of Mr. Linka and Sam got the part of Mr Douglas. Timmy who got the part of George Washington needed a partner so I tried out just for fun. A week later Mrs. White told me I got the part.

One day Mrs. White announced that we were going to preform in the music Festival along with other schools. We were so excited we only had three weeks left to be ready. We had a rehearsal for the grades four and five and we were very nervous! During the song It's up to me I was so embarissed when my hat fell on the ground.

In the day of the Music Festival we were in a hurry trying to get everything ready. But we couldn't find my dress or hat. Finally Mrs. White remembered it was in her office. Then all of us piled into a big yellow bus and drove off.

When we arrived in Quispamsis we were in a huge church. We had our own room with couches and comfy chairs. We were about the fourth to go on so we had some time to prepare. When we were on stage we were as nervous as turky on thanksgiving.

My Musical Experience – Exemplar for Strong Achievement

After we did the musical the judges gave us two awards for the subject and vocal. We had lunch down in the room in the basement. Then we had to leave to get home. We were very proud of our accomplishments and sang all the way back. It was a wonderful experience and I will go in future musicals.

My Musical Experience –
Rationale for Strong Achievement

The writer

Content
- selects a well-defined and manageable topic and develops a main idea (participating in a school musical and taking it to the music festival)
- includes a series of related ideas based on relevant personal experience (e.g., preparing songs, auditioning for speaking parts, going to the music festival)
- includes relevant details to support the ideas; some details add interest or originality (e.g., …going to perform in the Music Festival along with other schools.)

Organization
- establishes a purpose (to retell an experience) and selects an appropriate form (recount) and follows the organizational features of the recount form
- includes an effective introduction and a title (*My Musical Experience*); provides context and attempts to engage the reader (e.g., *I was determined to learn the songs.*)
- presents events in a logical order (according to a time sequence); connections often guide reader from one part to the next (e.g., *piled on a big yellow bus and drove off.)*
- links ideas with a variety of words and phrases to make many explicit and smooth transitions (e.g., *Practice after practice we)*
- expresses main ideas in paragraphs, supported with pertinent details
- includes a clear conclusion that briefly sums up events (e.g., *We were very proud of our accomplishments and sang all the way back.*)

Word Choice
- includes some well-chosen language (e.g., *as nervous as a turky on thanksgiving.*)
- makes use of descriptive language and meaningful verbs (e.g., *was announced, accomplishments, wonderful experience*)

Voice
- shows awareness of audience according to purpose; tone is suitable and takes reader into consideration (e.g., *We were starting to sound great.)*
- demonstrates engagement with the subject (e.g., *just for fun, I was so embarrassed*)
- conveys an identifiable feeling; some risk-taking and originality is evident (e.g., *I was determind, Practice after practice)*

Sentence Structure
- includes a variety of sentence types and structures (e.g., *One day Mrs. White announced we were going to perform in the music Festival along with other schools.)*
- includes sentences with many effective variations in length and beginnings to convey ideas smoothly (e.g., *When she handed out…., Practice after practice we.…*)

Conventions
- uses consistently correct end punctuation
- uses internal punctuation consistently and correctly; conventions of showing dialogue may not always be followed (e.g., song titles are not underlined or in quotation marks)
- uses consistently correct capitalization (e.g., *Music Festival*; however, does not capitalize many of the words in the song titles and in the holiday, Thanksgiving)
- includes minimal spelling errors (*troble*)
- uses basic grammatical structures correctly in most cases

May.18/06

Dear Honourable Judges,

I believe my mom really deserves the "Best Relative of the Year" award. She is an excelent mother and I'm certain would love to get this reward.

My mom is an extrenely caring and warm hearted person! I can remember the time when I was terribly upset because my gerbal had died. She comforted me so much instead of working. Aswell, she doesn't mind paying for the presents I need for my friends birthday parties. If that is not kind hearted and caring then I don't know what is!

She is willing to play "Super Smash Brothers Mele" on Game Cube even though she loaths the game. Also I'm sure she has better things to do-I & I'm having trouble with anything my mom is never to busy to help a bit. Another thing she gives up her time for is volenteering at librartes. She does it hear at Placeville Elementary school and at Placeville Middle School!

The best thing about her are she is so patient and will always forgive you if you do something wrong or make her mad. For example, my brother and I are always fighting and disagreeing but, she always will forgive us. I'm constantly amased she has the patients for the dull task of planning and cooking our meels wich are so delicious.

Please deliver her this award for no mom could be as good as her. If you met her I am certain you would agree.

Yours Sincerely,

<div style="border: 1px solid black;">

Dear Honourable Judges –
Rationale for Strong Achievement

The writer

Content
- includes a well-defined, manageable topic – giving *Best Relative of the Year* award to writer's mom
- includes a series of arguments as to why the writer's mom should be chosen (e.g., *extremely caring, willing to play, she is so patient*)
- includes relevant details to support the writer's arguments (e.g., *I can remember the time., even though she loathes the game.*)

Organization
- selects appropriate form (persuasive letter) to convince audience
- includes an effective introduction (e.g., *I believe my mom really deserves*)
- presents ideas in a logical order; states purpose (submitting Mom for award); describes her characteristics in detail (e.g., …*my mom is never too busy to help a bit.*)
- links ideas with a variety of words and phrases to make smooth transitions (e.g., *As well, she doesn't mind, even though, For example*)
- expresses main ideas in paragraphs; the introduction is followed by three detailed supporting paragraphs and a conclusion
- links ideas with a variety of connecting words (e.g., *For instance, Another reason, Also*)
- includes a clear conclusion by stating a final request to have writer's mom receive the award (e.g., *Please deliver her this award.*...)

Word Choice
- includes specific word choices (e.g., *warm-hearted, loathes, constantly amazed*)
- includes meaningful verbs (e.g., *deserves, comforted, disagreeing*)

Voice
- shows an awareness of audience (judges are likely adults, therefore chooses ideas that would convince adults)
- includes specific personal details about writer's mom. (e.g., …*she will always forgive us.*)
- conveys feeling through originality (e.g., *If that is not kind hearted and caring.…*)

Sentence Structure
- includes a variety of sentence types (e.g*., I believe my mom…., She is willing to play…., Please deliver her this award.…)*
- includes sentences which vary in length

Conventions
- uses consistent end punctuation
- uses correct internal punctuation (e.g., *For example my brother*, As *well, she doesn't*…
- uses correct capitalization
- has minimal spelling errors (e.g., *wich, hear, patients)*
- follows most subject/verb agreement (e.g., *my brother and I are…*)
  (*exceptio*n: e.g., *The best think about her are*)
- generally shows correct verb tense (e.g., She is willing)
- generally shows correct use of pronouns (e.g., *whatever, If my brother and/or I…*)

</div>

Willie O'Ree
Hockey Pioneer
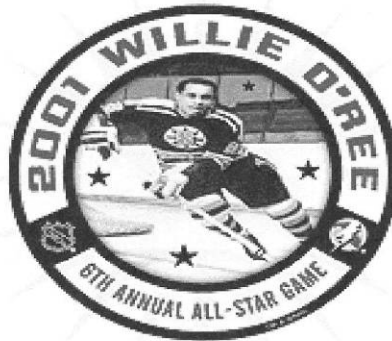
Background

My project is about Willie O'Ree and his life as a Hockey Player.

Willie O'Ree was the first black to play in the NHL. He was from Fredericton New Brunswick and was born in 1935. When he was grown up he weighed 180 pounds and he was 5ft 10 inches high. His parents names were Harry and Rosa and lived right in the very center of New Brunswick.

Interesting Facts

Willie's parents encouraged him and the rest of his family to be athletic. When he was a kid he used to skate to school. At age 21 Willie signed up for training camp for the Milwaukee Braves baseball team. Willie played baseball because everyone else thought that he was a better baseball player than he was a hockey player.
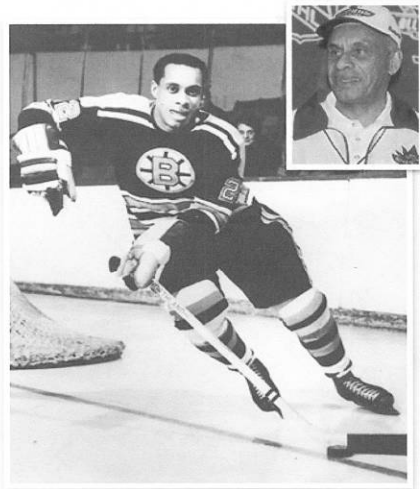
Later when Willie was in the NHL, Willie was on fire scoring about 3 goals every game, but the fire was soon going to go out. A puck hit his right eye and broke his nose too. But he kept on playing hockey even though he was blinded in one eye. Everyone wanted to get his autograph. He was also taunted and insulted for his color in a game and by a swarm of opponents. Somebody even hit him in the mouth knocking his 2 front teeth out. They used to call Willie the King of the near miss because he had so many

breakaways but didn't score. In 1980 Willie hung up his skates (that means he retired).
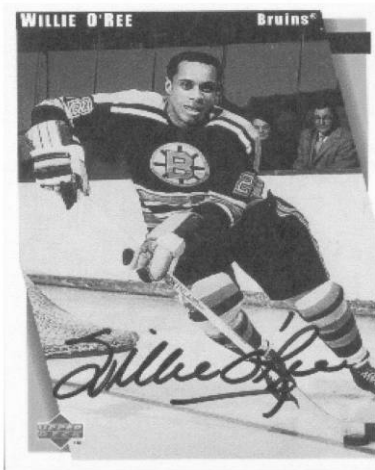
He now works for the NHL as the Director of Youth Development for NHL Diversity.

Exciting Facts

O'Ree was having a sparkling time with the Boston Bruins leading the league in goals. In his first game Willie won against the Montreal Canadians.

Admirable Qualities

Willie was a very fast and aggressive and was always hustling. Most of the time, O'Ree's name was in the newspaper. O'Ree broke the barrier so that blacks can play in the hockey league. When I grow up I'd like to be like Willie O'Ree - a great person and a brave hockey player.
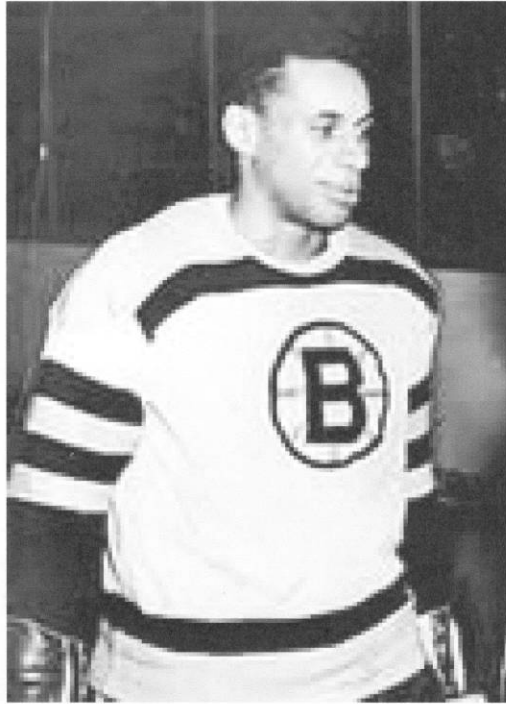
THE END

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1. http://www.nhl.com/kids/index.html.
2. The Autobiography of Willie O'Ree
Hockey's #1 Black Pioneer/

3. Echo's In the Rink: The Willie O'Ree
Story/ The Video.

<div style="border:1px solid black; padding:10px;">

Willie O'Ree Hockey Pioneer –
Rationale for Strong Achievement

<div style="background:#ddd;">**The writer**</div>

Content
- selects a well-defined, manageable topic – Biography of Willie O'Ree
- includes accurate information on Willie O'Ree's life (e.g., *born in 1935, weighed 180 pounds., In 1980 Willie hung up his skates)*
- includes relevant details to support the ideas/events in Willie O'Ree's life and add interest (e.g., *first black player in the NHL, was blinded in one eye.)*

Organization
- selects appropriate form (descriptive report) to report on Willie O'Ree's life
- includes an effective title and headings
- presents ideas in a logical order; begins with *Background* followed by *Facts* and *Admirable Qualities*
- links ideas with a variety of words and phrases to make smooth transitions (e.g., *When he, Later when, because he had)*
- expresses main ideas in paragraphs/sections which include supporting details
- includes a clear conclusion (e.g., *a great person and a brave hockey player*)

Word Choice
- includes well-chosen language including some figurative speech (e.g., *Willie was on fire, Willie hung up his skates, having a sparking time*)
- includes meaningful verbs (e.g., *encouraged, taunted, hustling*)

Voice
- shows an awareness of audience (those interested in hockey) according to the purpose (e.g., *hung up his skates or retired* and the inclusion of his references)
- demonstrates engagement with the subject (e.g., *When I grow up, I'd like to be like Willie O'Ree)*
- conveys identifiable feeling of admiration (e.g., *In his first game Willie won*)

Sentence Structure
- includes a variety of sentence types and structures (e.g*., A puck hit…., But he…., O'Ree was having…., Most of the time….)*
- includes sentences which vary in length

Conventions
- uses consistent end punctuation
- uses correct internal punctuation (e.g., *Later when Willie was in the NHL, Willie was on fire..)*
- correct capitalization
- has solid spelling
- follows subject/verb agreement (e.g., *Everyone wanted , He now works)*
- shows correct verb tense (e.g., *O'Ree was having)*
- shows correct use of pronouns (e.g., *In his, he kept)*

</div>

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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 (Grade 5)	**Reading Achievement Standard End of Grade 5**
By the end of grade five, students will be expected to select, independently, texts appropriate to their interests and learning needs	**Text Complexity** Students select and read independently a variety of fiction and nonfiction texts.
By the end of grade five, students will be expected to read widely and experience a variety of children's literature with an emphasis in genre and authors	**Text Complexity** Fiction (Realistic, Fantasy, Traditional – including Myths and Legends, Historical Fiction, Science Fiction, Mysteries) Nonfiction (Informational, Biography, Autobiography)
By the end of grade five, students will be expected to use pictures and illustrations, word structures, and text features (e.g., table of contents,…structures of narrative and different types of expository texts, key ideas and margin notes) to locate topics and obtain or verify their understanding of information	**Reading Strategies and Behaviours** **Students** • use context clues, prior knowledge/experiences and knowledge of text forms/features to verify and adjust predictions while reading • use a wide variety of text features (e.g., headings/subheadings, index, sidebars, charts/diagrams, maps, font) to preview, interpret and locate information **Comprehension Responses** Students • respond accurately to most literal questions by selecting and locating relevant details; often requires skimming a large amount of text • summarize narrative text by including most key story elements (setting, characters, events, problem/resolution, major theme/lesson) with some relevant details; begin to explain how events are related to problem or overall theme • distinguish between main ideas and supporting details; organize notes (may use graphic organizers) but may omit some information when synthesizing a large amount of text • make logical inferences about a character's motivations, feelings or personality, and events, referring to some relevant details in the text; use information in text or inferences to describe relationships between characters • interpret relationships among several ideas/events to draw conclusions (e.g., cause/effect; problem/solution), make comparisons, or judgments (i.e., evaluate new information by comparing with prior knowledge/beliefs); support with some relevant details • interpret text features (e.g., captions, font, diagrams, maps, keys/legends) and demonstrate a general understanding of their purpose; gain literal information accurately but may require prompts when text/graphics not explained in text

Curriculum Outcomes Alignment

General Curriculum Outcome	
4) Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
Specific Curriculum Outcomes (Grade 5)	**Reading Achievement Standard End of Grade 5**
By the end of grade five, students will be expected to use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context	**Reading Strategies and Behaviours** • integrate cueing systems (pragmatic, meaning, structure and visual information); analyze new words in flexible ways (e.g., using analogies, syllables, roots, affixes); make reasonable attempts at multisyllabic and content-specific words **Comprehension Responses** Students • use context clues, prior knowledge and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of more subtle shades of meaning as well as figurative and descriptive language
By the end of grade five, students will be expected to describe and discuss their own processes and strategies in reading and viewing	**Reading Strategies and Behaviours** Students • interpret text features and demonstrate a general understanding of their purpose; gain literal information accurately but may require prompts when text/graphics not explained in text

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 (Grade 5)	Reading Achievement Standard End of Grade 5
By the end of grade five, students will be expected to answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts: - respond to personal, group, and instructional needs for information through accessing a variety of texts - demonstrate understanding of how classification systems and basic reference materials are used to facilitate research - use a range of reference texts and a database or an electronic search to aid in the selection of texts - increase their abilities to access information in response to their own and others' questions	**Reading Strategies and Behaviours** Students • read familiar passages smoothly, with appropriate pacing, phrasing and expression, and adjust rate accordingly to type of text and reading purpose; may hesitate occasionally with unfamiliar words **Comprehension Responses** Students • distinguish between main ideas and supporting details; may use graphic organizers to categorize notes but may omit some information when synthesizing a large amount of text • distinguish fact and opinion, and identify author's point of view and use of evidence; suggest an alternative perspective • identify a variety of text forms, explain how some key characteristics support meaning, and describe purpose

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

Specific Curriculum Outcomes (Grade 5)	Reading Achievement Standard End of Grade 5
By the end of grade five, students will be expected to describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects	**Comprehension Responses** Students • make personal connections, relate relevant prior knowledge and make logical text-to-text comparisons; some connections go beyond obvious and can be supported with a general explanation
By the end of grade five, students will be expected to support their opinions about texts and features of types of texts	**Comprehension Responses** Students • explain and support preferences for, and opinions about a text, with some details or examples • identify some elements of author's style/technique (e.g., figurative language, descriptions, dialect) and explain how they help the reader; evaluate author's effectiveness by providing a relevant personal example or preference

Curriculum Outcomes Alignment

<table>
<tr>
<td colspan="2">General Curriculum Outcome
7) Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.</td>
</tr>
<tr>
<td>Specific Curriculum Outcomes (Grade 5)</td>
<td>Reading Achievement Standard End of Grade 5</td>
</tr>
<tr>
<td>By the end of grade five, students will be expected to use their background knowledge to question and analyze information presented in print and visual texts</td>
<td>Comprehension Responses
Students
• interpret relationships among several ideas/events to draw conclusions (e.g., cause/effect; problem/solution), make comparisons, or judgments (i.e., evaluate new information by comparing with prior knowledge/beliefs); support with some relevant details</td>
</tr>
<tr>
<td>By the end of grade five, students will be expected to recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view</td>
<td>Comprehension Responses
Students
• identify a variety of text forms (e.g., narrative, report, instructions, explanations, persuasive, autobiography), explain how some key organizational features support meaning (e.g., compare/contrast), and describe purpose
• interpret text features (e.g., captions, font, diagrams, maps, keys/legends) and demonstrate a general understanding of their purpose; gain literal information accurately but may require prompts when text/graphics not explained in text</td>
</tr>
<tr>
<td>By the end of grade five, students will be expected to Respond critically to texts by
- applying strategies to analyze a text
- demonstrating growing awareness that all texts reflect a purpose and a point of view
- identifying instances where language is being used to manipulate, persuade or control them
- identifying instances of opinion, prejudice, bias, and stereotyping</td>
<td>Comprehension Responses
Students
• distinguish between fact and opinion, and identify author's point of view and use of evidence; suggest an alternative perspective
• could also be included when expressing opinions about authors and texts; particularly effectiveness of author</td>
</tr>
</table>

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 5)	**Writing Achievement Standard End of Grade 5**
By the end of grade five, students will be expected to use a range of strategies in writing and other ways of representing to: - frame questions and answers to those questions - generate topics of personal interest and importance - record, develop, and reflect on ideas, attitudes, and opinions - compare their own thoughts and beliefs to those of others - describe feelings, reactions, values, and attitudes - record and reflect on experiences and their responses to them - formulate and monitor goals for learning - practise and extend strategies for monitoring learning	**Writing Strategies and Behaviours** Students • select and develop a topic through discussion, personal interests, books or student samples demonstrating an awareness of audience and purpose; gather ideas from a variety of sources and use an organizational framework **Writing Traits** Students • include a series of relevant ideas/events, usually based on personal experiences, supported by opinions or accurate information (Content)
By the end of grade five, students will be expected to expand appropriate note making strategies from a growing repertoire (e.g., outlines, charts, diagrams)	**Writing Strategies and Behaviours** Students • gather ideas from a variety of sources and use an organizational framework **Writing Traits** Students • present ideas/events in a logical order; connections are clear between main ideas (Organization)
By the end of grade five, students will be expected to make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	**Writing Strategies and Behaviours** Students • draft a piece of writing showing awareness of the need to develop a main idea, provide the reader with sufficient information and consider the reader's reaction **Writing Traits** Students • include some precise or interesting words, technical language, creative phrases or figurative language (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 5)	**Writing Achievement Standard End of Grade 5**
By the end of grade five, students will be expected to create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in an increasing variety of forms	**Writing Strategies and Behaviours** Students • use criteria to select piece to be published with appropriate text features; revise a piece of writing after rereading, peer-or-teacher conferencing or using class revision charts; will add, delete or substitute ideas but often require support to reorder ideas **Writing Traits** Students • establish a purpose and select an appropriate form (Organization)
By the end of grade five, students will be expected to use specific features, structures, and patterns of various text forms to create written and media texts	**Writing Strategies and Behaviours** Students • gather ideas from a variety of sources and use an organizational framework **Writing Traits** Students • establish a purpose and select an appropriate form (Organization)
By the end of grade five, students will be expected to address the demands of a variety of purposes and audiences; make choices of form, style, and content for specific audiences and purposes	**Writing Strategies and Behaviours** Students • draft a piece of writing showing awareness of the need to develop a main idea, provide the reader with sufficient information and consider the reader's reaction **Writing Traits** Students • include a brief introduction, with a title or heading where appropriate; attempt to provide some context for the reader (O); link ideas with a variety of ordering and connecting words and phrases to make most connections explicit and to create smooth transitions (O); show awareness of audience according to purpose; overall tone is appropriate (V); convey general feeling/mood or personal style

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 5)	Writing Achievement Standard End of Grade 5
By the end of grade five, students will be expected to invite responses to early drafts of their writing/media productions	**Writing Strategies and Behaviours** Students • revise a piece of writing after rereading, peer-or-teacher conferencing or using class revision charts; will add, delete or substitute ideas but often require support to reorder ideas **Writing Traits** Students • not contained on indicators
By the end of grade five, students will be expected to use audience reaction to help shape subsequent drafts	**Writing Strategies and Behaviours** Students • revise a piece of writing after rereading, peer-or-teacher conferencing or using class revision charts; will add, delete or substitute ideas but often require support to reorder ideas **Writing Traits** Students • not contained on indicators
By the end of grade five, students will be expected to reflect on their final drafts from a reader's/viewer's/listener's point of view	**Writing Strategies and Behaviours** Students • not contained in strategies **Writing Traits** Students • not contained on indicators

Curriculum Outcomes Alignment

General Curriculum Outcome **10) Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.**	
Specific Curriculum Outcomes (Grade 5)	**Writing Achievement Standard End of Grade 5**
By the end of grade five, students will be expected to use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies	**Writing Strategies and Behaviours** Students • all strategies **Writing Traits** **Students** • all rubric indicators
By the end of grade five, students will be expected to: - demonstrate an understanding of the conventions of written language in final products - use basic spelling rules and show an understanding of irregularities - demonstrate an increasing understanding of punctuation, capitalization, and paragraphing - use appropriate syntax in final products - use references while editing (e.g., dictionaries, electronic spell checkers, thesauri, other writers)	**Writing Strategies and Behaviours** Students • reread writing aloud to check for fluency; begin to make changes to sentence structure; use an editing checklist with minimal support; require support for editing dialogue **Writing Traits** Students • all conventions and sentence structure indicators
By the end of grade five, students will be expected to use technology with increasing proficiency to create, revise, edit, and publish texts	**Writing Strategies and Behaviours** Students • gather ideas from a variety of sources and use an organizational framework; use criteria to select piece to be published with appropriate text features **Writing Traits** Students • not contained in indicators
By the end of grade five, students will be expected to demonstrate commitment to shaping and reshaping texts through stages of development	**Writing Strategies and Behaviours** Students • all strategies **Writing Traits** Students • not contained in indicators

Curriculum Outcomes Alignment

General Curriculum Outcome	
10) Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	
Specific Curriculum Outcomes (Grade 5)	**Writing Achievement Standard End of Grade 5**
By the end of grade five, students will be expected to select, organize, and combine relevant information, from three or more sources to construct and communicate meaning	**Writing Strategies and Behaviours** Students • gather ideas from a variety of sources and use an organizational framework **Writing Traits** Students • demonstrate knowledge of and interest in subject (Voice); usually express key ideas in paragraphs; provide some supporting details (Organization); present ideas/events in a logical order; connections are clear between key ideas (Organization)