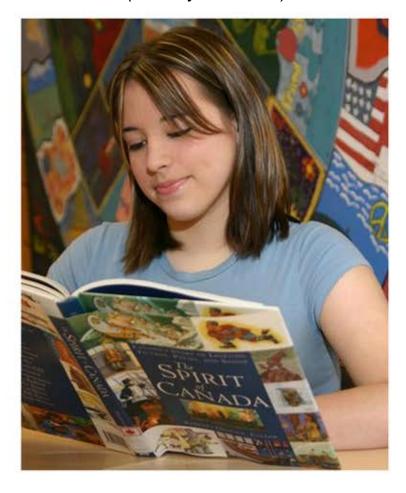# Nova Scotia Homeschooling Program

A PARENT RESOURCE

Reading and Writing
Achievement Standards

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

End of Grade 7
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. Working groups of educators from various school districts/boards, provincial assessments, and the work of educational researchers documented in professional resources were consulted in ongoing revisions. Final draft versions of the documents were made available for field tests/reviews throughout the Atlantic Provinces. The resulting feedback informed the published versions of the achievement standards.

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

Purpose

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

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

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

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

Overview: Reading Achievement Standards

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

Text Complexity – characteristics of 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.

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

Overview: Writing Achievement Standards

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

Text Forms – characteristics of narrative, poetry and information texts

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

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

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

Organization – structure and form, dependent on purpose and audience

Word Choice – vocabulary, language, and phrasing

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

Sentence Structure – variety and complexity of sentences

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

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

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

Guidelines for Copying from the Standards

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

Application of Standards

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

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

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

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

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

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

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

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

Conclusion

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

Reading Achievement Standards

Reading Achievement Standards

End of Grade Seven

**Reading Achievement Standards
Appropriate and Strong**

Reading Texts

Student Reading Comprehension Exemplars

Reading Achievement Standards

Reading Strategies and Behaviours Appropriate Achievement	Reading Strategies and Behaviours Strong Achievement
Students • automatically check for understanding; adjust strategies (e.g., reread, skim/scan, make connections) according to form, purpose and specific text challenges • quickly solve unfamiliar words using a variety of cues (e.g. dividing words into syllables, using root words and origins to gain meaning; using background knowledge and context cues) • automatically read and understand most words in range of contexts (e.g., subject-specific terminology, vocabulary from oral language) • read appropriate-level texts with expression and confidence; adjust rates to match form and purpose; use appropriate phrasing, pausing and intonation • use context clues, prior knowledge/experience, and knowledge of text forms/features to verify and adjust predictions while reading; may inquire/conduct research when content exceeds knowledge/experience • use text features (e.g. table of contents, glossary, captions, headings/subheadings, index, sidebars, charts/diagrams, maps, font) to preview, interpret and locate information • recognize and articulate processes and strategies used when reading various texts; identify personal processes and strategies	Students demonstrating strong achievement apply strategies and exhibit behaviours described at the appropriate level in an increasingly efficient and deliberate manner, **and** • show insight with their questions and predictions, based on interpretations of subtle textual details • make insightful text-to-text and text-to-world connections based on extensive knowledge gained through broader reading experiences

Comprehension Responses	
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; skim large amount of text in search of information • identify most key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text; explain how events are related to the theme; graphic organizers (e.g. timelines, story maps) may be used • distinguish between main ideas and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points
Reading "between the lines"	**Inferential/Interpretive Response** Students • make logical inferences about characters (motivations, feelings or personality), and story events, referring to relevant textual details; describe relationships between characters and effect on plot or overall theme • interpret relationships among ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details • use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; interpret more subtle shades of meaning, and figurative and descriptive language • interpret text features (e.g. headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs, feature boxes, sidebars) and explain how they help the reader understand the text
Reading "beyond the lines"	**Personal/Critical/Evaluative Response** Students • compare/contrast with personal knowledge/experiences, and make logical text-to-text and text-to-world comparisons; some connections go beyond the obvious and are supported with a reasonable explanation • express and support preferences for, and opinions about, particular texts, authors, illustrators, and genres, using specific details/examples • explain how the different elements of an author's style/technique (e.g., figurative language, dialect, descriptions, flashbacks, foreshadowing, metaphor, symbolism) creates meaning and reaction; evaluate author's effectiveness by providing relevant examples • respond critically to texts; recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias; propose alternative perspectives • recognize purpose, structure, and characteristics of a variety of text forms (e.g. short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy); explain how they contribute to understanding the text

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**
<u>**Literal Response**</u> • *What new information did you learn from reading and viewing this selection?* • *Summarize what you have found so far. What key words did you note to help you remember?* • *Where would you begin to construct a timeline to plot the events in this autobiography?* • *Why is ___ (event/action of character) important to the story?* *What were the key ideas in the information you read/viewed? Why did you identify them as important?*	• read large amounts of text and distinguish between important and unimportant details • organize and present information gathered from a wide variety of texts
<u>**Inferential/Interpretive Response**</u> • *Describe ___ (character) at the beginning of the story and at the end of the story. What caused this change?* • *In what ways did the weaknesses/strengths of the character affect the chain of events in the story? How would the story be different if the character had acted differently?* • *What is the theme or message of this selection? What do you think the author/poet wants you to think about and remember?* • *What does this word mean? What helped you figure that out?* • *Explain and give an example of how the author/poet used metaphor/simile/irony/personification/onomatopoeia.* • *Show me how you used this key to understand the map.* • *Look at this photograph and caption. What information do you learn that adds to the words of the text?* • *How do the text features (e.g. headings, charts, questions…) help you understand what you have read?*	• provide thoughtful responses using specific and relevant textual examples and personal knowledge/experience
<u>**Personal/Critical/Evaluative Response**</u> • *Which character is most like you? How?* • *How would you have solved the problem?* • *Tell me about your favourite genre. What is it about the genre that engages you?* • *Does the author keep you interested in this selection? How?* • *What does the author do to help you picture this character?* • *The problem is described by ___ .What do you think ___ would say about it?* • *Whose viewpoint is presented? What, if any, opposing viewpoints are presented? Whose viewpoint is missing? Describe the biases and assumptions presented in this selection. Whose interests are served?* • *What are some examples of how the author used persuasive language in this piece?* • *What are some similarities and differences between one form/genre and another? (e.g. myths and legends)*	• synthesize knowledge/experience gained through reading widely to make insightful connections

Text Complexity

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

- a range of genres, longer texts, beyond personal experiences, often requiring cultural, historical or social perspectives; topics that appeal to adolescents (e.g. pop culture, other worlds, fictitious societies)
- multidimensional mature theme/ideas (e.g. human problems: abuse, war, hardship, poverty, racism); age appropriate characters/ information requiring the reader to interpret and connect information/ideas with other texts and subject areas; sometimes themes that evoke alternative interpretations
- many complex sentence structures (including sentences greater than 30 words), more complicated use of dialogue; wide range of declarative, imperative and interrogative sentences; embedded phrases/ clauses
- challenging language (need context, glossary/dictionary); wide range of literary devices (e.g., figurative language, symbolism, flashbacks); dialects (regional/historical); some words from other languages
- many words greater than three syllables (requires knowledge of root words/affixes), complex plurals/spelling patterns, many nouns/technical words that are difficult to decode
- variety illustrations/photographs/complex graphics that match/add meaning/extend text; much literary text with no or few illustrations
- many lines of print on a page; variation in layout/print styles/font within the same text (some examples of dense print); wide range of punctuation; often include readers' tools (e.g. glossary, pronunciation guide)

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

Literary (Realistic/Historical Fiction, Fantasy, Myths, Legends, Poetry, Science Fiction, Mysteries, Satire, Hybrids)	**Information** (Content Subject Textbooks, Reports, Directions, Biography, Memoir Autobiography, Ads, Hybrids)
Texts characterized by	Texts characterized by

Literary:

- varied structures (e.g., short stories, plays) with multiple narrators, some longer books requiring sustained reading and recall of information; some collections with interrelated themes
- plots with detailed episodes/subplots/multiple story lines; occasional unexpected twists
- main character with some complexity and unpredictability, i.e. "hero" with shades of good and bad; factors that relate to character development that require inferences; multiple characters revealed through dialogue, actions, thoughts and/or perceptions of others
- some unassigned dialogue from which story action must be inferred; many lines of descriptive language vital to understanding setting characters, theme, imagery; symbolism, figurative language

Information:

- heavy content load requiring readers to synthesize information
- topics /explicit ideas/information linked by categories and presented through clear structures (e.g. description, sequence, compare/contrast, problem/solution, cause/effect) at times combined in same text
- variety of formats (paragraphs, columns, boxes, legends, question/answer)
- wide variety of graphics, some dense and challenging, support text; some complicated layouts
- additional information conveyed through text features (e.g., table of contents, index. glossary, subheadings, captions, sidebars, cutaways, charts, diagrams, maps, keys/legends, bold type)

THE BUTTERFLY   **Grade 7**

Literal Response – Reading "the lines"

1. What is Ben's hobby?

(This question generates one level of response.)

Criteria for Response

Students respond accurately to the literal question locating information in the text.

> *Student Exemplars (Appropriate – In students' words and spelling)*
>
> - Ben's hobby is to run for miles to catch a butterfly to add to his collection.
> - Ben's hobby is collecting and catching butterflies.
> - With a net and a jar he would run a mile tring to catch a new butterfly to add to his collection.

2. Why was Ben's chase "useless"?

(This question generates one level of response.)

Criteria for Response

Students explain the description in terms of the overall theme of the poem.

> *Student Exemplars (In students' words and spelling)*
>
> - Ben's chase was useless because he didn't catch a single butterfly.
> - He didn't catch any butterflies that day.
> - He didn't catch no butterfly to add to his collection.

Inferential/Interpretive – Reading "between the lines"

3. Tell why Ben "impatiently" tore away the string, as stated in line 9.

(This question generates two levels of response.)

Criteria for Appropriate Response

Students make inferences about a character's actions and provide an obvious explanation.

> *Student Exemplars (Appropriate – In students' words and spelling)*
>
> - Ben impatiently tore away the string because he wanted to know what was inside.
> - He wanted to see what he had got, but he was probably tired from the chase.

Criteria for Strong Response

Students make inferences about a character's actions and provide a thoughtful explanation.

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

- Ben thought his aunt gave him a present he liked. He was excited and then he found the injured butterfly and was more disappointed.

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4. **Explain why Ben crushed the butterfly.**

    (This question generates two levels of response.)

    Criteria for Appropriate Response

    Students make obvious inferences about the reasons underlying a character's feelings or actions (i.e. Ben's disdain for the injured butterfly or Ben's desire for a special butterfly collection).

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

    - Ben probably had a few and didn't want another.

    - Ben was angry because the butterfly had a tattered wing.

    - Ben crushed it because it was common and he had one already.

    Criteria for Strong Response

    Students make insightful inferences about the reasons underlying a character's feelings or actions (i.e. Ben's empathy for the injured butterfly in its pain or Ben's idea of the uniqueness of a butterfly collection).

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

    - Ben crushed the butterfly because it was too tired and worn out to move and it had a tattered wing and it was in pain and he didn't want it to suffer.

    - Ben was quick to crush the butterfly so it wouldn't hurt anymore with its torn wing.

    - Ben saw that it was a common butterfly, not very impressive and he thought collections were supposed to have special butterflies.

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

5. **What lesson could be learned by the end of the poem?**

    (This question generates two levels of response.)

Criteria for Appropriate Response

Students make connections based on personal experience/relevant prior knowledge providing a reasonable explanation.

> *Student Exemplars (Appropriate – In students' words and spelling)*
>
> - You could learn that a butterfly could be hurt if you are not careful.
>
> - You could learn that the aunt wanted to be nice to Ben.

Criteria for Strong Response

Students make connections based on personal experience/relevant prior knowledge providing a reasonable and insightful explanation.

> *Student Exemplars (Strong – In students' words and spelling)*
>
> - You could learn that gifts aren't special for what they are, but for who gives them and for what reason.
>
> - You could learn that his aunt was also crushed because the butterfly was injured.
>
> - You would learn that when you get angry you sometimes do things without thinking.

THE HALIFAX EXPLOSION   **Grade 7**

Literal Responses – Reading "the lines"

1. **What is the main idea of the opening paragraph in the article "The Halifax Explosion"?**

   (This question generates two levels of response.)

   Criteria for Appropriate Response

   Students distinguish between main ideas and supporting details.

   > *Student Exemplars (Appropriate – In students' words and spelling)*
   >
   > - The main idea of the opening paragraph in the article "The Halifax Explosion" was that during World War I Halifax was a bustling place.
   >
   > - Halifax was a bustling city.

   Criteria for Strong Response

   Students distinguish between main ideas and supporting details and provide an explanation about how the main idea of the opening paragraph supports the article.

   > *Student Exemplars (Strong – In students' words and spelling)*
   >
   > - The main idea of the opening paragraph is when it happened and where it happened and why it happened. At the time Halifax was the biggest port in the Atlantic and was very busy.
   >
   > - The main idea of the opening paragraph is to tell people reading the artical what the setting was and what was taking place. The main idea in this paragraph is to introduce some facts about the city before "The Halifax Explosion.

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

   (This question generates one level of response.)

   Criteria for Appropriate Response

   Students respond accurately to literal question by locating information in the text.

   > *Student Exemplars (Appropriate – In students' words and spelling)*
   >
   > - Four relevant details that support this main idea are, the city was the jumping off point for supply ships going to Europe, extra rail lines had to be built for busy shipping traffic, new additional housing went up for soldiers and their families and people seeking new jobs flocked to the city.
   >
   > - Four relevant details that support this main idea are, first of all, in the article when it mentions that Halifax was the biggest port on Canada's Atlantic coast.

Secondly when the article mentions that Extra rail lines had to be built. Thirdly when it mentions people seeking new jobs went to the city. Fourthly when the article mentions that additional housing went up.

Inferential/Interpretive Response – Reading "between the lines"

3. How do you think it was possible for the ships to collide? Explain your thinking.

(This question generates two levels of response.)

Criteria for Appropriate Response

Students interpret relationships to draw conclusions and support responses with relevant details.

> *Student Exemplars (Appropriate – In students' words and spelling)*
>
> - It was possible for the Imo and Mont Blanc to collide with each other because the section of water they were in was so narrow thus called "The Narrows." The ships tried to get out of the way but collided instead.
>
> - I think it was possible for the ships to collide because one of them may not have known that the other ship was coming the other way and collided not knowing what to do or there may not have been enough room for them both to fit through!

Criteria for Strong Response

Students interpret relationships to draw conclusions and support insightful responses with relevant textual details and personal knowledge/experience.

> *Student Exemplars (Strong– In students' words and spelling)*
>
> - I believe it was possible for the ships to collide because the place they collided was called the Narrows. It may have been a tight squeeze. Since it was morning time when the ships collided, maybe there was fog and it was too late to stop when the ships did collide.
>
> - I think that it was possible for the ships to collide because if the Mont Blanc carried 3000 tonnes of explosives, it would be a fairly large ship. The ship would be hard to pass. Also, ships from the earlier years do not have all the technologies from today. They might be harder to move.

4. What might have been different if the captain and crew had not abandoned the Mont Blanc?

(This question generates two levels of response.)

Criteria for Appropriate Response

Students interpret relationships among ideas to make comparisons (i.e., abandoning versus staying on the ship), supporting the explanation with relevant textual details. Students responding at an appropriate level focus on the obvious effect of the explosion (e.g., deaths).

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

- They would have been able to steer it away from the Pier 8 and the city, avoiding the deaths of the people of Halifax.

- If they hadn't abandoned ship they would surley have died in the explosion. If they hadn't abandoned ship they could have warned people to leave and go somewhere safe.

- What might have been different if the captain and crew hadn't abandoned the ship is that everyone on board would have died. It would have saved some people if they had stayed on board. Each choice would claim the lives of innocent people, who all deserve to live.

Criteria for Strong Response

Students interpret relationships among ideas to make comparisons (i.e., abandoning versus remaining on the ship) supporting the explanation with relevant textual details. Students responding at a strong level reflect an understanding of the overall effect of the explosion (e.g., deaths and destruction of the city).

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

- If the captain and the crew did not abandon ship, the Mont Blanc might not have drifted to the peer. The people in the ship would have been killed, but the city wouldn't have been destroyed.

- If the captain and crew had not abandoned the ship they might have been able to move the ship out farther from the city. As a result the explosion might not have been so devestating.

5. **Why do you think the author chose the pictures that appeared in this article?**

(This question generates two levels of response.)

Criteria for Appropriate Response

Students interpret text features and provide an obvious explanation about reader support.

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

- I think that the author chose these pictures because it would show us the impact after the explosion and what damage it did to everything.

- I think that the author chose those pictures to represent the damage that was caused buy the explosion. I think it shows the reaction of the people who experienced the crisis.

Criteria for Strong Response

Students interpret text features and provide a thoughtful explanation about the author choices in relationship to the intended audience.

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

- I think the author chose the pictures that appeared in this article because they show what was happening. Since we weren't there we can only imajne the damage, but these pictures show us how much it really had an impact on Halifax.

- I think the author showed the pictures they chose to show the extreeme damage and loss. The author was trying to get the message acrost.

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

6. Imagine that your town or city has just experienced a disaster similar to what Halifax experienced in 1917. What may have caused the problem? How do you think people might respond to the crisis?

(This question generates two levels of response.)

Criteria for Appropriate Response

Students make text-to-world connections providing a reasonable explanation. Students responding at the appropriate level tend to provide a disaster example which directly mirrors the description in the text.

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

- There has been an explosion. Someone set fire to a barge carrying ammunition ex gunpowder, bombs, grenades, etc, around 450,000 tonnes of it. The whole city is destroyed, especially the river front. The government has sent Red Cross aid to help search for survivors and identify and burry the dead. They also provide food, clothes, shelter and health care to the survivors.

- TRANSPORT COLLISION The truck drivers may have been asleep and not paying attention to the road. One truck was carrying dangourus goods. They collided on the hill coming to the Placeville Bridge. The dangerous goods exploded seconds later destroying everything within a mile of the explosion. The mayor and government sent a large crew to clean up and rebuild the town. As for the people left homeless they stayed with family or friends until their homes were rebuilt.

Criteria for Strong Response

Students make text-to-world connections providing a reasonable explanation. Students responding at the strong level tend to apply their understanding of the text to an original example.

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

- If we had a crisis like this, I believe many people would respond to it. I believe that the problem would probably be caused by either flooding or a fire. People would probably all go and try to help out. The men would clear debris. The ladies would help them doing whatever they needed whether it was food or whether it was helping clearing the debris. The children in the town would help in as many ways as they could.

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7. How did the information in the "Fast Facts" box add to your understanding of the article?

(This question generates two levels of response.)

Criteria for Appropriate Response

Students identify the purpose of a text form (i.e. additional information provided in a text feature) and explain how it contributes to the reader's understanding.

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

- The "Fast Facts" box added to my understanding of the article because for one, it helped me visualize what was happening and it also gave precise information that made it more effective.

- The information in the "Fast Facts" box added to my understanding of the article because this box helped me see the seriousness of this Explosion. I didn't realize it was that serious.

Criteria for Strong Response

Students identify the purpose of a text form (i.e. additional information provided in a text feature) and explain how it contributes to the reader's understanding through specific textual examples.

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

- I had read the facts and then realized how big and dangerous this was. Bullet 3 was the one that stood out to me. I never knew that blasts could be heard from such a great distance. Now I realize how big it was.

- The information in the "fast facts" box helped me relize how far the explosion travelled and how many people were harmed.

ZOO **Grade 7**

Literal Response – Reading "the lines"

1. How often does Professor Hugo's Zoo visit earth?

(This question generates one level of response.)

Criteria for Response

Students respond accurately to the literal question, locating relevant information in the text.

> *Student Exemplars (Appropriate – In students' words and spelling)*
>
> - It comes once a year.
>
> - Professor Hugo's Zoo visits earth once a year in the month of August.
>
> - Professor Hugo's Zoo visits every year on the 23rd of August.

Inferential/Interpretive Response – Reading "between the lines"

2. In line 50, what does the word "commocs" mean?

(This question generates one level of response.)

Criteria for Appropriate Response

Students use context clues to explain the meaning of vocabulary.

> *Student Exemplars (Appropriate – In students' words and spelling)*
>
> - In this story, it means some type of money.
>
> - I think it means a different kind of money the aliens use on their planet.

Criteria for Strong Response

Students use context clues to explain the meaning of vocabulary providing specific textual examples.

> *Student Exemplars (Appropriate – In students' words and spelling)*
>
> - It is a form of money from one of the planets named Kaan because it says "It is well worth the ninteen commocs it <u>costs</u>."

3. Why is the man going home to get his wife (line 26)?

(This question generates two levels of response.)

Criteria for Appropriate Response

Students make simple inferences about a character's motivation referring to relevant textual details.

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

- The reason the man goes home for his wife is because he thinks it is such a bargain for a dollar.

- The man goes home to get his wife because he is amazed at what he is seeing and he thinks his wife would need to see it to believe it.

Criteria for Strong Response

Students make inferences about a character's motivation, providing a thoughtful response with relevant textual details. Students responding at the strong level tend to provide a precise explanation about the motivation.

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

- Because it is so fascinating and such a good price, the man thinks his wife would want to see it too. The horse spiders must be amazing because the man is going to go home and come back and spend more money.

4. Explain what is unusual about the title of the story.

(This question generates two levels of response.)

Criteria for Appropriate Response

Students interpret the subtle shades of meaning of the title providing a general explanation about why it is unusual.

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

- The title of the story is for both the earth people and the horse-like creatures of Kaan.

- It is the title for the people from Earth and the title for the horse spider people of Kaan.

- The title is unusual because it fits both of the groups of people paying to see the Zoo.

Criteria for Strong Response

Students interpret the subtle shades of meaning of the title providing a precise explanation about why it is unusual.

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

- The unusual thing about Zoo is that the humans thought of it as a zoo but so did the people of Kaan.

- The title of the story is unusual because it fits for both of the groups as they each thought they were the ones visiting a zoo.

- It is an unusual title because we thought it would be about watching animals, but instead the animals were watching us.

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

5. What point is the writer making about human nature in this story?

(This question generates two levels of response.)

Criteria for Appropriate Response

Students respond critically to the text and recognize the writer is depicting a version of human nature.

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

- He is saying that humans are curious people and are interested in strange and different things and they will pay to see it.

- The writer is pointing out that people are easy to convince about anything unusual and will pay for something that is horrifying or mysterious

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Criteria for Strong Response

Students respond critically to the text and provide insight about how the writer is depicting human nature. Students responding at a strong level tend to draw on experiences with other texts and/or make more insightful connections.

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

- The writer says that we are always searching for something new and unbelievable and we sometimes think it is just about us. In the end we realize the creatures of Kaan thought it was about them.

- The zoo guy is making money off both the earth people and the horse spiders. I think the writer is making the point that it is easy to get them to believe anything and to pay money for excitement.

Writing Achievement Standards

End of Grade Seven

**Writing Achievement Standards
Appropriate and Strong**

Student Writing Exemplars with Rationales

Writing Achievement Standards

Writing Strategies and Behaviours
End of Grade 7

Students

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

Students demonstrating **strong achievement** apply the strategies and behaviours listed above in an increasingly independent manner. They also take more risks and attempt techniques observed during independent reading.

	Traits of Writing
	Appropriate Achievement

	Students
Content overall topic, degree of focus, and related details	• select a specific topic with a main idea that supports the purpose and audience • include straightforward and thoughtful ideas/events • include relevant information with details to enhance the ideas
Organization structure and form, dependent on purpose and audience	• select an appropriate form and establish the purpose in the introduction • show evidence of logical sequencing • express related ideas in paragraphs • include a reasonable conclusion See **Text Forms** for elements of narrative and information texts.
Word Choice vocabulary, language, and phrasing	• include precise/interesting words and/or technical language (nouns, verbs, adjectives, adverbs) • begin to use figurative language (e.g., metaphor, simile)
Voice evidence of author's style, personality, and experience	• connect the audience to the topic/theme • show commitment to the topic • begin to generate strong feeling, energy, and individuality
Sentence Structure variety and complexity of sentences	• include different kinds of sentences, with a variety of complex structures • include a variety of sentence lengths and beginnings to create a natural flow of tideas
Conventions spelling, punctuation, capitalization, and usage (grammar)	• use correct end punctuation and capitalization • include internal punctuation (e.g., commas, semi-colons, colons, quotation marks, and apostrophes) and paragraphing of dialogue • spell familiar and commonly used words correctly; use knowledge of rules to attempt difficult spellings • use standard grammatical structures (subject/verb agreement and verb tense) • attempt to use correct pronoun agreement (subjective and objective forms) and clear noun-pronoun relationships

Traits of Writing	
Strong Achievement	**Conference Prompts**

Students

• introduce a specific topic with a main idea that carries the purpose and audience • include original and thoughtful ideas • support ideas with relevant details	*What and why do you want your reader to know about this topic?* *What specific details do you need to add to enhance this part?* *Have you included details that are not supporting your purpose/ plot plan that could be left out?* *What other resources could you use to research this part?*
• include a strong lead to establish the purpose and form • demonstrate logical sequencing • include connections between and within paragraphs • provide an effective conclusion **See Text Forms** for elements of narrative and information texts.	*How did you get your reader's attention?* *Does your ending pull your ideas together?* *Here's where I got confused _____.* *How can you show that this part connects to the part you wrote here?* *What did you do to help you organize your writing before you began?* *What text features or illustrations could be used to make this part clearer to the reader?*
• effectively include varied and precise word choices (e.g., nouns, verbs, adjectives, adverbs) • use figurative language (e.g. metaphor, simile, analogy)	*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?* *Show me the thesaurus words that you used to replace some of your ordinary words?* *What are some words we've been learning in (subject area) that would help you tell about this topic?*
• skilfully connect with the audience • reveal the writer's stance toward the topic • demonstrate strong feeling, energy, and individuality	*Where did you try to really make your stance on this topic come through?* *Do you think your audience will agree with this?* *This part made me feel _____ .*
• construct fluent complex sentences • include an effective variety of sentence lengths and beginnings	*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.*
• show control with a range of punctuation • incorporate correct spelling of difficult words including difficult homophones (e.g., principal-principle, counsel-council); may consult references • consistently use standard grammatical structures • use pronouns that agree in person, number, part of speech, and type	*Let's look at the spell and grammar checker suggestions.* *I am not entirely sure which character _____ (a pronoun) is.* **General Conference Prompts** *What could be accomplihed through this piece of writing?* *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 you decide to revise after you shared your draft with a peer?* *What constructive criticism did you give to a peer after reading his/herr piece?* *On what would you like to work to improve in your next piece?* *What is the best way to publish this writing?* *What form of writing would you like to work on next? What are you reading right now that could be a mentor text for your writing?*

Text Forms

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

Form: Persuasive

Purpose: to discuss and/or debate ideas developing an argument to convince the reader to agree with the writer's premise
Opening Statement: provides an overview of the topic and states the writer's position (e.g. *Racial slurs are damaging and should not be permitted.*)
Arguments and Reasons: provides three or more arguments or assertions that have supporting statements (*I believe…because…*) drawn from facts or personal experience; begins to identify other points of view and counter-arguments
Conclusion: includes a statement to reinforce or summarize position
Special Features
- persuasive devices (quotes from experts, examples, anecdotes, flattery, authorial intrusion, irony, wit, humour)
- linking words/phrases (*because, however, also*)
- present tense
- first person singular or plural (*I, we*)
- persuasive adjectives/adverbs (*most, must, strongly*)
- technical terms which are often verbs changed into nouns (e.g. *new comers* becomes *immigrants*)

Form : Explanatory Report

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

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

Explanation or how or why: to analyze a process (movements in the earth's crust) showing the relationship among the parts including cause and effect connections
Summary: can state unusual features of the phenomenon and/or reiterate the main points
Special Features
- may include a title, illustrations or diagrams
- connecting words to signal cause-effect (if, because, then) and/or sequence *(next, then, when)*
- present tense with some passive verbs (e.g. are folding/faulting)
- technical, subject-specific vocabulary

Form: Memoire

Purpose: to capture a defining personal memory
Orientation: begins with a purposeful lead, identifies the personal event and may give the reason for selecting the topic
Key Events: has key events in logical order (e.g. single day, flashback) with sufficient relevant details including the subjects feelings revealed through describing actions or using quotes
Conclusion: communicate the larger meaning or reason for the writing
Special Features
- literary language (powerful nouns and verbs, figurative language)
- linking words and phrases (*later that afternoon, as I walked out*)
- past tense

Form: Biography and Autobiography

Purpose: to give a true or fictionalized account of a person's life
Orientation: identifies the subject, the important events in the subject's life, and the reason for the selections
Events: important events are described in a logical order (e.g., chronological, categories); provides reasons for omitting significant parts of the subject's life (e.g., only focusing on the childhood or adult years)
Conclusion: includes a personal response, evaluative statement, or a comment on the significance of the subject
Special Features
- subjects feelings may be revealed in quotes
- supplemental texts (e.g., interviews, awards, newspaper clippings, foreword, afterword)
- dialogue

Form: Descriptive Report

Purpose: to describe a topic
Introduction: introduces a manageable topic with a definition or a classification (*Three types of soil are*)
Description of Topic: includes factual details, from a variety of sources (books, photographs, websites), to support sub-topics (e.g., attributes, weather systems) sequenced in a specific way
Conclusion: summarizes, or restates, key ideas; may include an impersonal evaluative comment
Special Features
- includes a title, headings, illustrations, maps, or photographs with labels or captions
- connecting words and phrases (*also, many other, has a variety of*)
- present tense
- language to show comparisons/contrasts (*as hard as*), definitions (*are called*), classification (*belong to*)

Form: Instructions/Procedures

Purpose: to tell how to do something
Goal or aim: identifies topic by title or opening statement(s)
Materials/ingredients: lists materials
Method/process: includes key steps in correct order with adequate details focusing on how/when
Conclusion or Evaluation: includes a closing statement or an evaluation which may be a photograph or drawing of the completed item
Special Features
- may include headings, illustrations, diagrams or labels
- numbered-steps or words showing sequence (*first, next, then*)
- point form or full sentences starting with sequence words or verbs
- present tense often written as commands
- technical language- verbs, adverbs and adjectives (e.g., *whip the cooled creme vigorously*)

Form: Narrative (short story)

Purpose: to entertain with an imaginative experience
Orientation (time, place and characters): attempts to establish an emotional response through the development of character, setting, and plot and setting the mood or tone (e.g. humor, personalization, sarcasm)
Events: involve the main character development, including insights into their actions and feelings, and building the tension that leads to the climax
Resolution: the complication is generally resolved and the loose ends are tied up
Special Features
use of literary devices to create imagery (metaphor, personification, idiom, hyperbole)
- connecting words related to time (later on, after that,)
- action verbs and verbs related to character's thoughts and feelings
- include dialogue (with change in tense from past to present)
- pronouns refer to specific characters

Form: Poetry

Purpose: to entertain, communicate deep meaning or create a new perspective on a subject
Organization: a variety of forms with specific structures (e.g. ballad, Haiku, Cinquain, sonnet, diamantes) as well as free verse which has no set structure or conventions
Special Features
- title communicates the meaning of the poem
- lines of text usually short and concise
- words evoke strong images, moods, and/or emotions
- poetic devices (e.g., repetition, refrain, rhyme, rhythm, sensory images)
- literary devices are used (e.g. alliteration, assonance, onomatopoeia, symbolism, personification, rhetorical question)
- the line breaks and white space on the page can have meaning

Form: Hybrid Texts (multigenre texts)

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

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

Student Writing Exemplars with Rationale– Grade 7

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

"Boat Trip"

Boat Trip

1 It was one of the finest days of the year. There was a small breeze,

2 the sun was shining and the water was clear as glass.

3   The MacDonalds were preparing for their big boating trip

4 they were going to go on. Although they never owned a boat they

5 hired a man named Fred to take them out for the day.

6   Everyone was just loading up the boat with food and

7 supplies. They were just packed and ready when Fred put some

8 raincoats on the boat because he said that they might get some

9 sticky weather even though forecast was good.

10   It was know about 10:30 and they were just leaving from the

11 place where they lived called Machias, Maine. This was very

12 exciting to Brian and his sister, who had never been on a boat

13 before except for a ferry. After they had been going for about three

"Boat Trip"

14 hours, they stopped just off an island to swim. They swam for a

15 while before they had some hotdogs and hamburgers.

16   The weather was starting to get rougher by now and there

17 were some clouds starting to move in. Their boat was still going

18 out to sea, when Fred was sent a message saying that hurricane

19 Barbara had changed its course and it was heading straight for

20 them. Fred, who was a very calm person, came out and told them

21 that their best bet was to go straight for a small town called Sandy

22 Point or they could go straight for home, but it would be hard to

23 say if they would make it in time. None of the MacDonalds wanted

24 to stay in a different town with no money for the whole night. So

25 they decided to go for it. "Very well then," said Fred looking a

26 little weary. He turned the boat, and put the throttle at full speed.

27   One hour later

28   It had started to rain and the wind was rattling the windows.

29   Thirty minutes later

30   The waves were so big that they had almost capsized when

31 the anchor fell off the side of the boat. Brian's dad went out to cut

"Boat Trip"

32 the rope because the current was to strong to hale it back in when a

33 huge wave came and knocked him overboard. Brian's uncle had

34 seen what happened and jumped in to save Brian's dad.

35   That was the last anyone ever seen of the two. As for the rest

36 they all made it back home. After capsizing the boat and staying

37 together and floating around until they were picked up by a

38 helicopter. This was their first and most likely their last boat trip.

The end

The writing sample titled *"Boat Trip"* begins with *"It was one of the finest days of the year."*

Content/Ideas

- selects a specific topic with a main idea that supports the purpose and audience
  about the MacDonalds and their big boating trip
  line(s) 3-4 "The MacDonalds were preparing for their big boating trip they were going to go on."

- includes straightforward and thoughtful ideas
  line(s) 4-5 "Although they never owned a boat they hired a man...to take them out..."
  line(s) 7-8 "They were just packed...when Fred put...raincoats on the boat because..."

- includes relevant information with details to enhance the ideas
  line(s) 14-15 "They swam for a while before they had some hotdogs and hamburgers."
  line(s) 16-17 "The weather was starting to get rougher by now...."

Organization

- has a clear introduction that shows the purpose
  line(s) 3-4 "The MacDonalds were preparing for their big boating trip...."

- uses transition words to sequence
  line(s) 7-9 "...<u>just</u> packed...<u>when</u>...<u>because</u>...<u>might</u>...get sticky weather <u>even though</u>..."
  line(s) 10 "It was know (now)..."
  line(s) 29 "Thirty minutes later"

- has related ideas expressed in paragraphs
  paragraph # 1 description of the day
  paragraphs # 2 & 3 introduction and preparation for the trip
  paragraphs # 4 & 5 the journey
  paragraphs # 6 & 7 the storm
  paragraph # 8 conclusion

- has a reasonable conclusion
  line(s) 35 "That was the last anyone ever seen the two. As for the rest...make it...."

The writing sample titled *"Boat Trip"* begins with *"It was one of the finest days of the year."*

Word Choice
- includes precise/interesting words and/or technical language
  line(s) 1 "finest days", "small breeze"
  line(s) 9 "sticky weather"
  line(s) 18-20 "changed its course...straight for them"
- uses figurative language
  line(s) 2 "clear as glass"
  line(s) 17 "clouds….move in"

Voice
- connects the audience to the topic/theme
  line(s) 11-13 "This was very exciting to Brian and his sister, who had never been in a boat before."
  line(s) 25-26 "Very well then," said Fred looking a little weary."

- begins to generate strong feeling, energy, and individuality
  line(s) 26 "He turned the boat, and put the throttle at full speed."
  line(s) 31-32 "Brian's dad went out to cut the rope because the current was too strong..."

Sentence Structure
- uses complete sentences with a variety of complex structures correctly
  line(s) 1-2 "There was a small breeze, the sun was shining and the water was clear as glass.
  line(s) 13-14 "After they had been going..., they stopped just off an island to swim."

- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented
  line(s) 20-23 "Fred,...came out and told them...they could go straight for home,..."
  line(s) 25-26 "Very well then," ' said Fred looking a little weary."
  line(s) 28 "It had started to rain and the wind was rattling the windows."

Conventions
- incorporates correct use of capital letters and end punctuation
  line(s) 1, 30-31
- uses internal punctuation (commas, semi-colons, colons, quotation marks)
  line(s) 1-2, 25-26
- uses basic spelling rules to attempt difficult word spellings
  line(s) 8, 9, 18, 36
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)
  line(s) 26, 33-34
- attempts to use correct pronoun agreement
  line(s) 35-36, 38

Harold the Head Pin

1 I wish that for just one minute you weird human creatures would think
2 about my life and what I have to experience every day. Sure you have fun at
3 the bowling alley whipping balls that weigh a tonne down the lane and you
4 giggle as you enjoy witnessing the collision as the sphere smacks into me
5 head on. You may think all of this is humorous but that's because you have
6 never had to endure this event.

7 Imagine this. I'm the leader of the pack, the head pin, and every time
8 you brainless humans hurl that ball down the lane I break out in a sweat and
9 panic. Each time those shiny balls make contact with me, I let go a spine-
10 chilling shriek that pierces everyone's ears. Those odd looking spherical
11 objects sneak up behind me unexpectedly and bite me, right in the butt. My
12 head spins as I study the ball rolling swiftly along the lane and prepare myself
13 for the horror awaiting me. I do everything in my power to escape the terror
14 closing in on me but nothing will suffice. Fear begins to take control of my
15 body as the bowling ball stares me down like a wolf in the night. I turn
16 around to warn my friends of the on coming disaster and BANG!, it hits me
17 dead centre in the butt.

18 Believe me, I don't ever want to have to experience that life or death
19 situation again, but I guess I can't always get what I want. I am faced with
20 this obstacle every day, not knowing if I am going to complete the entire day
21 or if I were going to be finished off at the end of that miserable lane. If you
22 think this is unpleasant, it's just the beginning.

23 After all that suffering, you thoughtless people press the torture button
24 and I await that dreadful moment where this voracious monster swallows me
25 whole. As if that isn't bad enough, he then spits me out into a never-ending
26 hole. At least, I had the impression that it was an endless hole by the myths
27 I've been told. I drifted off into a fantasy world but I was abruptly brought
28 back into the present as I was launched into a wee little hole that was trying
29 to eat me. (Thank God I'm plump!)

30 I started to feel nauseous as the ironic merry-go-round began to spin
31 around faster than a speeding bullet. The fact that this mystery world smelt
32 of grease didn't help settle my stomach which by now was grumbling like a
33 weary old man.

34   This mind-boggling ride transported me into a stretched-out tunnel
35 where darkness engulfed me. (Did I mention that I'm frightened of the dark?)
36 I recognise some of my pals being eaten up by that ravenous monster that
37 had swallowed me just minutes before. Rage floods my body as I notice the
38 terror-stricken expressions plastered on their faces. Unfortunately, I know
39 what I'm in for. This ominous machine is going to position me back onto that
40 frigid metal plate that gets such a tight grip around my pudgy body that I
41 couldn't flee from any mayhem drawing near me if I wanted to.

42   Perhaps the burden won't be as bad this time. I mean take a good
43 glance at that girl, she appears to be no older than thirteen so she can't be
44 too powerful.

45   Wow! Her bowling balls are some pretty in pink, and boy look at those
46 babies glisten when the light reflects on them the right way. She's so cute,
47 why is she going to put me through this agony? We could've been such a
48 merry couple.

49   Uh oh. She's taking her stance. Without any force, her hips sway from
50 side to side as she commences her approach. I let out a sigh of relief and
51 discover that there is an Angel hidden beneath that fine figure as she
52 releases the shimmering ball and directs it towards the gutter.

53   I am suddenly transported back into reality as I am heaved into the air.
54 My back snaps in numerous places as I smash into the oak floor. My body
55 begins to tremble as if there were an earthquake taking place directly
56 beneath my battered corpse. I am in shock and don't know what has
57 happened to me. All I know is that it feels like I have been struck by a bolt of
58 lightning. I behold thousands of miniature stars circling my head and my
59 heart leaps into my throat like a frog into a pond. I realise that this may be
60 the finale of Harold the Head Pin.

61   I imagine a pair of devilish horns forcing their way through the so-called
62 "Angel's" skull. She smirks fiendishly as she gazes at me, lying on the floor
63 in despair. The nerve of that girl, she just practically killed me and all she
64 can say is "Yes! A Strike!!!"

65   You see, you Homo sapiens don't realise how excruciating it is to be
66   whacked around by an extremely firm ball an average of one thousand times
67   per day.

68   The remaining pins gasp in horror as I lie there, drifting in and out of
69   consciousness.

70   The echo of wood colliding on wood as my peers' legs begin to wobble,
71   makes my temples throb. They feel like a bomb, counting down the seconds
72   until it will explode.

73   I feel very drowsy as my old battered body begins to wither away. I
74   have finally accepted the fact that at any moment now, my life will come to
75   an end.

76   I command my best bud, Billy Bob, to inform my wife Margaret, that I
77   have crossed over and that she is not to feel responsible for my sudden
78   death.

79   As the ferocious monster gobbles me up, tears of fear and distress
80   cloud my eyes like a stormy day. I decide that I am going to have to face the
81   truth sooner or later so I may as well go through with it now. This is going to
82   be the last time I am swept away by that harmless monster.

The writing sample titled *"Harold the Head Pin"* **begins with** *"I wish that for just one minute..."*

Content/Ideas
- introduces a specific topic with a main idea that that carries the purpose and audience *through an adventure with the head pin of bowling*
  line(s) 1-2 "I wish that for just one minute...everyday."
  line(s) 5-6 "...you have never had to endure this event."

- develops original and thoughtful ideas
  line(s) 1-2 "You weird human creatures would think about my life..."
  line(s) 7 "I'm the leader of the pack, the head pin,..."

- supports the ideas with relevant details
  line(s) 2-5 "Sure you have fun at the bowling alley whipping balls that weigh a tonne...and you giggle as...the sphere smacks into me head on."
  line(s) 19-20 "I am faced with this obstacle every day,..."

Organization
- has a thoughtful and effective introduction and an established purpose
  line(s) 1-2 "I wish that...you weird human creatures would think about...what I have to experience every day."

- demonstrates sequencing with logical transitions
  line(s) 13-14 "I do everything in my power to escape..."
  line(s) 19 "I can't always get what I want."
  line(s) 25 "As if that isn't bad enough,..."

- demonstrates connections between and within paragraphs
  line(s) 7 "Imagine this."
  line(s) 21-22 "If you think this is unpleasant, it's just the beginning."
  line(s) 23 "After all that suffering..."

- provides an effective conclusion
  line(s) 80-81 "I decide that I am going to have to face the truth...may as well go through with it now."
  line(s) 81-82 "This is going to be the last time I am swept away by that harmless monster."

The writing sample titled *"Harold the Head Pin"* begins with *"I wish that for just one minute..."*

Word Choice
- effectively includes varied and precise word choices
  line(s) 9-10 "spine-chilling shriek"
  line(s) 14 "suffice"
  line(s) 15 "stares me down like a wolf"
  line(s) 37 "Rage floods my body"

Voice
- skillfully connects with the audience
  line(s) 2-3 "Sure you have fun..."
  line(s) 5-6 "You may think...because you have never had to endure this event."

- demonstrates strong feeling and individuality
  line(s) 1-2 "...what I have to experience every day."
  line(s) 4-5 "...smacks into me head on."
  line(s) 29 "(Thank God I'm plump.)"

Sentence Structure
- constructs fluent complex sentences
  line(s) 23-25 "After all that suffering,...swallows me whole."
  line(s) 36-37 "I recognise some of my pals...just minutes before."

- demonstrates effective sentence lengths and beginnings
  line(s) 42 "Perhaps the burden won't be as bad this time."
  line(s) 49-50 "Without any force, her hips sway from side to side as she commences her approach."

Conventions
- demonstrates skill with the use of capital letters and punctuation
  line(s) 27-29, 35, 59-60, 64

- shows generally correct use of internal punctuation
  line(s) 18-19, 34, 38-39, 62

- incorporates correct spelling of difficult words
  line(s) 10, 27, 34, 41, 62

- demonstrates control of standard grammatical structures (subject-verb agreement and verb tense, etc.)
  line(s) 21-22, 30-31, 54-55, 62-63

- uses pronouns that generally agree in person, number, part of speech, and type
  line(s) 13-14, 25-26, 46-48, 53

Prompt provided.

1 Dear Student Council,

2   I am writing to explain why we should

3 and shouldn't remove all fast foods, Since

4 this is our cafeteria that we eat in

5 every day I think that you should get

6 opinions from us Kids who eat the

7 food.

8   I think that if you remove the

9 fast food in the cafeteria the children

10 will have healthier food choices and they

11 won't crave for those greasy foods that

12 we don't know what they're made from.

13 Things like: Soup, sandwiches, + salads are good

14 for your body and might be good to

15 serve in the cafeteria.

16   On the other hand, it might not

17 be good because you will probably have

18 lots of complaints, since the Kids have to

19 endure their mother's vegetables and

20 things at home, they might think that

21 eating at school is a treat. Most Kids

22 don't like nutrious foods all the time

23   for meals, so if you remove all the fast

24   foods that kids look forward to, you might

25   not get very good service.

26   -I don't think that you should

27   remove all the fast foods because I

28   prefer our cafeteria the way it is, and

29   I don't want it to change.

30   I wish that you would consider

31   my idea and discuss it with your group.

32   Thank you for your co-operation.

The writing sample titled *"Dear Student Council"* begins with *"I am writing to explain why we should and shouldn't remove all fast foods,..."*

Content/Ideas

- selects a specific topic with a main idea that supports the purpose and audience *in letter format as to why we should or shouldn't remove all fast foods from school cafeterias.*
  line(s) 2-3 "I am writing to explain why we should and shouldn't remove all fast foods,..."

- includes straightforward and thoughtful ideas
  line(s) 8-10 "I think that if you remove the fast food in the cafeteria the children will...made from."
  line(s) 16-17 "On the other hand, it might not be good...."

- includes relevant information with details to support the ideas
  line(s) 18-19 "...since the kids have to endure their mother's vegetables and things at home,..."
  line(s) 23-25 "...so if you remove all the fast foods that kids look forward to,..."

Organization

- has a clear introduction that shows the purpose
  line(s) 1-3 "Dear Student Council, I am writing to explain why we should and shouldn't remove all fast foods, since this is our cafeteria..."

- uses transition words to sequence
  line(s) 3 "Since"
  line(s) 13 "Things like: soup,..."
  line(s) 17, 27 "because"
  line(s) 23 "so"

- has related ideas expressed in paragraphs
  line(s) 2 "I am writing to explain..."
  line(s) 8 "I think..."
  line(s) 16 "On the other hand,..."
  line(s) 26 "I don't think that..."

- has a reasonable conclusion
  line(s) 30-31 "I wish that you would consider my idea and discuss it with your group."

The writing sample titled *"Dear Student Council"* begins with *"I am writing to explain why we should and shouldn't remove all fast foods,..."*

Word Choice
- includes precise/interesting words and/or technical language
  line(s) 3 "since"
  line(s) 6 "opinions"
  line(s) 10 "healthier food choices"
  line(s) 11 "won't crave...greasy foods"
  line(s) 18 "lots of complaints"
  line(s) 30 "that you would consider"
- uses figurative language
  line(s)19 "endure…..vegetables"

Voice
- connects the audience to the topic/theme
  line(s) 5-6 "...I think that you should get opinions from us kids..."
  line(s) 17-18 "...you will probably have lots of complaints"
  line(s) 31 ..."discuss it with your group"

- begins to generate strong feeling, energy, and individuality
  line(s) 5-6 "you should get opinions from us kids"
  line(s) 20-21 "they might think that eating at school is a treat"
  line(s) 23-24 "So if you remove all the fast foods...you might not get good service"

Sentence Structure
- uses complete sentences with a variety of complex structures correctly
  line(s) 26-29 "I don't think that you should remove all the fast foods because I prefer our cafeteria the way it is, and I don't want it to change."
  line(s) 32 "Thank you for your cooperation."

- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented
  line(s) 13-15 "Things like: soup, sandwiches, & salads are good for your body and might be good to serve in the cafeteria."
  line(s) 21-25 "Most kids don't like nutrious foods all the time for meals...good service."

Conventions
- incorporates correct use of capital letters and end punctuation
  line(s) 1, 2, 7, 8, 12, 13, 15
- uses internal punctuation (commas, semi-colons, colons, quotation marks)
  line(s) 12, 13, 16, 19, 28
- uses basic spelling rules to attempt difficult word spellings
  line(s) 11, 12, 17, 19, 32
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)
  line(s) 13, 16-18, 26-29, 30-31
- attempts to use correct pronoun agreement
  line(s) 5-6, 8-12, 19

Prompt provided.

1   To Whom It May Concern,

2   It is my understanding that the

3   Student Council is considering to implement a new policy that

4   would remove all fast foods from the menu.

5   If this new policy was to be put in effect, I

6   would strongly disapprove of it. Students don't often have

7   the time to prepare their own lunch at home. Most parents

8   work till late hours and hence their only option is to

9   provide their children with money. The majority of the student

10   body enjoys fast foods because they are quick and not expensive.

11   Fast foods can be nutritious like a sandwich and doesn't have

12   many fats.

13   By implementing this new policy, the Student

14   Council would create new problems for the school. Fast foods

15   are the trend these days and by removing them, the cafeteria

16   would loose most of its business. Without fast foods on the menu,

17   the students would decide to purchase their lunch from a nearby

18   fast food restaurant. This would result in the school having serious

19   financial problems and the parents would have to pay more

20   taxes to support all the school activities.

21   Instead of removing all fast foods from the

22   menu, you might want to consider some solutions that would

23 benefit everyone. You could add nutritional lunches to the menu

24 and still keep the fast foods. This way, the students who choose

25 to buy fast food can still do so and those who prefer nutritional

26 meals also have an option. Another possibility could be that

27 you could have days for fast foods and days assigned for

28 other meals.

29   Thank-you for taking the time to read this

30 letter and I hope you consider it before putting a new

31 policy into effect.

32   Sincerley,

33   A concerned student

Rationale for Strong Achievement | **Page 1 of 2**

The writing sample titled "*To Whom It May Concern"* begins with *"It is my understanding that..."*

Content/Ideas
- introduces a specific topic with a main idea that that carries the purpose and audience *in a "To Whom It May Concern" format about removing all fast foods from the menu.*
  line(s) 2-4 "It is my understanding that...would remove all fast foods from the menu."

- develops original and thoughtful ideas
  line(s) 5-6 "If this new policy was to be put in effect, I would strongly disapprove of it."

- supports the ideas with relevant details
  line(s) 6-7 "Students don't often have the time to prepare their own lunch at home."
  line(s) 14-15 "Fast foods are the trend these days..."

Organization
- has a thoughtful and effective introduction and an established purpose
  line(s) 1 "It is my understanding..."
  line(s) 5-6 "If this...was...in effect, I would...strongly disapprove of it."

- demonstrates sequencing with logical transitions
  line(s) 8 "...their only option is to provide...money."
  line(s) 9-10 "The majority of the student body enjoys..."

- demonstrates connections between and within paragraphs
  line(s) 8 "and hence"
  line(s) 13-14 "By implementing this new policy,...for the school."
  line(s) 21 "Instead of removing all...consider..."

- provides an effective conclusion
  line(s) 29-31 "Thank you for taking the time to read this letter and I hope you consider it before putting a new policy into effect."

The writing sample titled *"To whom it may concern"* begins with *"It is my understanding that..."*

Word Choice
- effectively includes varied and precise word choices
  line(s) 3 "considering to implement a new policy"
  line(s) 14-15 "fast foods are the trend"
  line(s) 18-19 "serious financial problems"
  line(s) 25 "prefer nutritional meals"

Voice
- skillfully connects with the audience
  line(s) 1 "To Whom It May Concern,"
  line(s) 22 "...you might want to consider"
  line(s) 23 "you could add nutritional lunches"

- demonstrates strong feeling and individuality
  line(s) 5-6 "I would strongly disapprove of it"
  line(s) 18-20 "This would result in the school having serious financial problems..."

Sentence Structure
- constructs fluent complex sentences
  line(s) 2-4 "It is my understanding that the student council is considering to implement a new policy that would remove all fast foods from the menu."

- demonstrates effective sentence lengths and beginnings
  line(s) 6-7 "Students don't often have the time to prepare their own lunch at home."
  line(s) 21-23 "Instead of removing all fast foods from the menu, you might want to consider some solutions that would benefit everyone."

Conventions
- demonstrates skill with the use of capital letters and punctuation
  line(s) 1, 2-4, 9-10, 13-14, 26-28

- shows generally correct use of internal punctuation
  line(s) 5-6, 6-7, 16-18, 29-31

- incorporates correct spelling of difficult words
  line(s) 13, 18, 19, 22, 23, 26

- demonstrates control of standard grammatical structures (subject-verb agreement and verb tense, etc.)
  line(s) 14-16, 23-24, 26-28, 29-31

- uses pronouns that generally agree in person, number, part of speech, and type
  line(s) 2, 5, 7-9, 14-16, 25

Prompt provided.

"If we had to make up class time"

1   If we had to make up class time lost

2   because of winter storm days, it would be

3   good and it would be bad.

4   The good thing about it would be,

5   number one, all of the material the teachers

6   are suppose to cover would be taught.

7   Second, we would be better prepared

8   for grade eight and third, we would

9   learn alot more.

10   On the other hand there is also

11   Some bad. The worst thing would be,

"If we had to make up class time"

12 we would have to continue school into

13 July and miss most of our summer vacation,

14 depending on how many snow days there

15 were. Second, there would be more tests and

16 work and third, the students would be getting

17 even more bored of school because it would seem

18 like they had no break.

19   I am against this issue because it just

20 wouldn't be fare to the kids, we would never get

21 a break and if someone is sick they

22 don't have to come to school on

"If we had to make up class time"

23 the weekend and do the work that they

24 missed, so why should we come in on

25 Saturday if it was a snowday on Friday.

26 I don't think it would be right.

27 That is why I am against this issue.

Rationale for Appropriate Achievement	Page 1 of 2

The writing sample begins with *"If we had to make up class time"*

Content/Ideas
- selects a specific topic with a main idea that supports the purpose and audience
  about making up class time over storm days
  line(s) 1-3 "If we had to make up class time lost because of winter storm days, it would be good and it would be bad."

- includes straightforward and thoughtful ideas
  line(s) 4-9 "The good thing about it would be, number one, all of the material...would be taught."
  line(s) 7 "We would be better prepared..."

- includes relevant information with details to support the ideas
  line(s) 12-13 "We would have to continue school into July and miss most of our summer vacation,..."
  line(s) 15-16 "...there would be more tests and work"

Organization
- has a clear introduction that shows the purpose
  line(s) 1-3 "If we had to make up class time lost because of winter storm days, it would be good and it would be bad."

- uses transition words to sequence
  line(s) 5 "number one"
  line(s) 7 "Second"
  line(s) 10 "On the other hand"

- has related ideas expressed in paragraphs
  line(s) 4 "The good thing about it..."
  line(s) 10 "On the other hand"
  line(s) 11-18 "The worst thing/second/third"

- has a reasonable conclusion
  line(s) 26 "I don't think it would be right."
  line(s) 27 "That is why I am against the issue."

The writing sample begins with *"If we had to make up class time"*

Word Choice
- includes precise/interesting words and/or technical language
  line(s) 4 "The good thing about it would be..."
  line(s) 11 "The worst thing would be..."
  line(s) 16-17 "...the students would be getting even more bored at school..."

Voice
- connects the audience to the topic/theme
  line(s) 1 "If we had to make up class time lost..."
  line(s) 8-9 "...we would learn alot more."

- begins to generate strong feeling, energy, and individuality
  line(s) 19-20 "I am against this issue because it just wouldn't be fare to the kids"
  line(s) 20-21 "we would never get a break"
  line(s) 24 "So why should we come in on Saturday"

Sentence Structure
- uses complete sentences and varied sentence structures correctly
  line(s) 7-9 "Second, we would be better prepared for grade eight and third, we would learn alot more."
  line(s) 10-11 "On the other hand there is also some bad."

- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented
  line(s) 11-15 "The worst thing would be, we would have to continue school into July and miss most of our summer vacation, depending on how many snow days there were."
  line(s) 26 "I don't think it would be right."

Conventions
- incorporates correct use of capital letters and end punctuation
  line(s) 1-3, 4-6, 7-9, 10-11, 26, 27

- uses internal punctuation (commas, semi-colons, colons, quotation marks)
  line(s) 1-3, 20, 22, 26

- uses basic spelling rules to attempt difficult word spellings
  line(s) 5, 7, 12, 13, 19, 25

- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)
  line(s) 1-3, 7-9, 10-11, 15-18, 19-20

- attempts to use correct pronoun agreement
  line(s) 1-3, 12-13, 18, 19-21, 25

Prompt provided.

"Dear Government"

Dear Government,

1   I am writing to you in regards to the large sum

2 of money that has been donated to us in order to

3 help protect either our historic buildings or our wildlife. I

4 understand that you have been given the duty to decide

5 which would be more relevant for us to defend so

6 I figured you might want a little support.

7   I believe that we should protect our historical buildings

8 because they are a very critical part of our province's

9 history. These particular buildings have an immense impact

10 on our society and reveals a lot about our past and

11 the pride we have in our community. For these few

12 reasons, I feel that these historical structures are extremely

13 special and important to the residents of the province.

14   On the other hand, I also think we should

15 consider donating the money to help defend our

16 wildlife because they play a huge role in describing

17 our province. Animals are also a vast amount of the

18 food that we dine on because they supply us with

19 meat. If all the animals in our community just

20 vanished, then we would not be left with many

"Dear Government"

21 options to feed on. If we do not protect our

22 wildlife, then we may someday be the cause of

23 starvation because we will leave people with only

24 vegetables, fruits and eggs to eat. Should our wild

25 animals all become extinct in the future then people

26 will grow annoyed with eating the same thing each

27 night.

28   In conclusion, I feel that our wildlife requires

29 more protection than the historic buildings because

30 they supply with much more stuff that we require

31 to survive and are needed more in every day life

32 than some buildings.

The writing sample titled *"Dear Government"* begins with *"I am writing to you in regards to"*

Content/Ideas
- introduces a specific topic with a main idea that that carries the purpose and audience *to the decision of protecting either historic buildings or wildlife from a large donation.*
  line(s) 1-3 "I am writing to you in regards to the large sum of money that has been donated to us in order to help protect either our historic buildings or our wildlife."

- develops original and thoughtful ideas
  line(s) 3-5 "I understand that you have been given the duty to decide which would be more relevant for us to defend."
  line(s) 7 "I believe that we should protect our historical buildings."

- supports the ideas with relevant details
  line(s) 5-6 "so I figured you might want a little support"
  line(s) 8-9 "are a very critical part of...history"
  line(s) 9-10 "have an immense impact on our society"

Organization
- has a thoughtful and effective introduction and an established purpose
  line(s) 1-3 "I am writing to you in regards to the large sum of money that has been donated to us in order to help protect either our historic buildings or our wildlife."

- demonstrates sequencing with logical transitions
  line(s) 4 "I understand that you have been given..."
  line(s) 11-12 "For these few reasons, I feel that..."
  line(s) 14 "On the other hand, I also think we should..."
  line(s) 17-18 "Animals are also a vast amount of the food..."

- demonstrates connections between and within paragraphs
  line(s) 7-9 "I believe that we should protect our historical buildings...history."
  line(s) 14-15 "I also think we should consider...our province."

- provides an effective conclusion
  line(s) 28-32 "In conclusion, I feel that our wildlife requires more protection...because they...are needed more in everyday life...."

The writing sample titled *"Dear Government"* **begins with** *"I am writing to you in regards to"*

Word Choice
- effectively includes varied and precise word choices
    line(s) 1 "I am writing to you in regards to"
    line(s) 4 "the duty to decide which would be more relevant"
    line(s) 12-13 "extremely special and important to the residents"
    line(s) 16-17 "a huge role in describing our province"

Voice
- skillfully connects with the audience
    line(s) 6 "I figured you might want a little support"
    line(s) 20 "we would not be left with many options"
    line(s) 22 "then we may someday be the cause of starvation"

- demonstrates strong feeling and individuality
    line(s) 7 "I believe that"
    line(s) 12 "I feel that these historical structures"
    line(s) 14-15 "I also think we should consider"

Sentence Structure
- constructs fluent complex sentences
    line(s) 1-3 "I am writing to you...either our historic buildings or our wildlife."
    line(s) 21-24 "If we do not protect our wildlife...only vegetables, fruits and eggs to eat."

- demonstrates effective sentence lengths and beginnings
    line(s) 7-9 "I believe that we should protect...our province's history."
    line(s) 11-13 "For these few reasons, I feel that these historical structures are extremely special...."
    line(s) 17-19 "Animals are also...supply us with meat."

Conventions
- demonstrates skill with the use of capital letters and punctuation
    line(s) 1-3, 3-6, 7-9, 9-11, 11-13, 28-32
- shows generally correct use of internal punctuation
    line(s) 8, 12, 14, 20, 22, 24, 28
- incorporates correct spelling of difficult words
    line(s) 5, 8, 9, 12, 20, 21, 26
- demonstrates control of standard grammatical structures (subject-verb agreement and verb tense, etc.)
    line(s) 1-3, 11-14, 21-24, 24-27
- uses pronouns that generally agree in person, number, part of speech, and type
    line(s) 5-6, 7-8, 14-17, 17-19, 19-21

"*Starts With Hello*"

1   Starts With Hello

2   "For a Wonderful Daughter"
3   read the exterior of the card,
4   that was neatly sealed in a purple envelope.
5   Its contents: a twenty dollar bill,
6   and a hand written message,
7   Which was obviously written by "her",
8   "With Hugs and Love, Dad."

9   Feeling abortive and damaged,
10   after the past years complications,
11   I let the discouraged tears come.
12   But suddenly,
13   I realized that things positively had to change.

14   I fiercely grabbed the phone
15   and dialed his number.

16   Relieved after the talk,
17   I regain strength,
18   And begin to show a shy smile.

The writing sample poem titled "*Starts With Hello*"

Content/Ideas
- selects a specific topic with a main idea that establishes the purpose and audience
  being to explore feelings of card greetings from a distant Dad
  line(s) 2 ""For a Wonderful Daughter" read the exterior of the card,"
  line(s) 9, 10 "…damaged after the past years complications…"

- includes straightforward and predictable ideas
  line(s) 4 "…neatly sealed in a purple envelope."
  line(s) 5 "Its contents: a twenty dollar bill,"

- supports the ideas with relevant details
  line(s) 13 "I realized that things positively had to change"
  line(s) 16 "Relieved after the talk,…."

Organization
- gives an introduction to establish the purpose and selects an appropriate form
  sets the stage with *a card communication*

- shows evidence of sequencing, with connecting/transition words
  line(s) 12 "But suddenly,…"

- shows control with stanza divisions
  stanza # 1 introduction of the topic *feelings about card greetings*
  line(s) 7 "which was obviously written by "her""
  stanza # 2 discouraged feelings and need for change
  stanza # 3 action to initiate communication
  stanza # 4 resolution
  line(s) 16 " Relieved after the talk, I regain strength, and begin to show a shy smile."

- provides an obvious conclusion
  line(s) 16-18 resolution to the communication tension

Word Choice
- includes precise/interesting words and/or technical language
  line(s) 6 "hand written message"
  line(s) 11 "discouraged tears"

- includes descriptive words
  line(s) 9 "feeling abortive and damaged"
  line(s) 13 the word "positively" having two relevant meanings
  line(s) 14 "…fiercely grabbed the phone…"

The writing sample poem titled "*Starts With Hello*"

- includes precise/interesting words and/or technical language
  line(s) 6 "hand written message"
  line(s) 11 "discouraged tears"

- includes descriptive words
  line(s) 9 "feeling abortive and damaged"
  line(s) 13 the word "positively" having two relevant meanings
  line(s) 14 "…fiercely grabbed the phone…"

Voice
- shows an awareness of audience
  emotional aspects of card communication

- engages with topic
  line(s) 3 " read the exterior of the card"
  line(s) 7-8 " …obviously written by "her" "With Hugs and Love, Dad""

- includes glimpses of personal feeling, energy and individuality
  line(s) 13 "…I realized that things positively had to change"

Sentence Structure
- includes different kinds of sentences, with a variety of complex structures
  each stanza is a sentence except stanza two is two sentences

- includes a variety of sentence lengths and beginnings to create interest and establish rhythm
  stanza lengths from seven to two lines

Conventions

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

- includes correct end punctuation and capitalization
  uses free verse following standard sentence conventions

- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence
  line(s) 9-11 First sentence in stanza two uses two internal clauses

- has familiar and commonly used words spelled correctly
  line(s) 5 "Its" possessive form of pronoun

- follows subject/verb agreement with generally correct tense
  line(s) 16-18 combination of present and past tenses is correct for this topic

- incorporates grammatically correct pronouns first and third person

"Isn't Life Wonderful?"

1	# Isn't Life Wonderful?
2	Isn't life wonderful?
3	Little puppies with eyes innocent and wide.
4	A flower in bloom, scented sweet like honey.
5	Beautiful sunrises bringing orange skies to view.
6	Green grass, as soft as silk against our toes.
7	A person runs free in a field of daisies.
8	Fresh awakening air fills our lungs.
9	A heart turns to mush as love greets it for the first time.
10	Isn't life wonderful?
11	But what about when:
12	The puppies grow into vicious monsters.
13	The frost claims the life of the petals.
14	The orange skies cloud over as rain begins to pour.
15	The green grass fades to brown.
16	The field of daisies is paved over with asphalt.
17	The air fills with deadly smoke as our world comes to an end.
18	A heart is broken and falls to pieces.
19	What about then?

The poem titled *"Isn't Life Wonderful?"*

Content/Ideas
- introduces a specific topic with a main idea that carries the purpose and audience *what is wonderful and not so wonderful about life*
  line(s) 3,11 "Little puppies with eyes innocent and wide…..The puppies grow into vicious monsters."

- includes original and thoughtful ideas
  line(s) 4 "A flower in bloom, scented sweet like honey."
  line(s) 13 "The frost claims the life of the petals."

- supports the ideas with relevant details
  line(s) 13 "…skies cloud over as rain begins to pour."
  line(s) 6 "Green grass, as soft as silk against our toes."

Organization
- includes a strong lead to establish purpose and form
  line(s)1 the title as a question "Isn't Life Wonderful?"

- demonstrates logical sequencing
  the stanzas are parallel structures- the good followed by the bad

- shows control with stanza divisions
  title # 1 introduction of the topic Life-wonderful or not?
  Stanza #1 seven details about life on the wonderful side
  Stanza #2 the same seven details on the not so wonderful side

- provides an effective conclusion
  line(s) 18 "What about then?" The poem gives two points of view to the question about "Life"

Word Choice
- effectively includes varied and precise words choices
  line(s) 12 "…life of petals."
  line(s) 15 "…paved over with asphalt."

- uses figurative language
  line(s) 11 "vicious monsters"
  line(s) 6 "as soft as silk"
  line(s) 16 "deadly smoke"

The poem titled *"Isn't Life Wonderful?"*

Voice
- skillfully connects with the audience
  stanza #1 the poet has chosen 7 different and varied aspects of life to compare
  the poet gives seven cliché images in stanza #1 and then depicts the opposite point of view in stanza #2

- reveals the poet's stance toward the topic
  That there are two points of view about life being wonderful

- demonstrates strong feeling, energy, and individuality
  line(s) 6 "Green grass, as soft as silk against our toes."
  line(s) 9 "A heart turns to mush as love greets it for the first time."

Sentence Structure
- constructs fluent complex sentences
  the poet expresses ideas in phrases in stanza #1 and in sentences in stanza #2
  line(s) 14 "The orange skies cloud over as rain begins to pour."

- includes an effective variety of sentence lengths and beginnings
  line(s) 10, 18 "But what about when:…….What about then?"

Conventions

The student demonstrates skill in the conventions of good writing, with occasional errors.
- shows control with a range of punctuation
  each line expresses one idea and begins with a capital and ends with a full stop

- incorporates correct spelling of difficult words including difficult homophones
  line(s)12, 16 "vicious" "asphalt"

- consistently uses standard grammatical structures
  line(s) 11-12 "puppies grow…frost claims…"

- uses pronouns that agree in person, number, part of speech, and type
  line(s) 8 "our lungs"
  line(s) 9 " A heart turns to mush as love greets it .."

The Way of The Season's

1   My dad has been a captain of a fishing boat for 18

2 years and I have been the helper for four years.   I have

3 picked up some hints.

4   To become a fishermen first you must buy a

5 license. You have to make the traps, nets, and drags to

6 fish lobster, flounder, scallop's, mackeral and herring.

7   The first season is herring fishing. There is nothing

8 simple to herring fishing!! The biggest job to fishing

9 herring is to get the nets in the water. Why? Because you

10 have toget them in groups of three.

11   The second season is scallop fishing but it is not as

12 hard as herring fishing. All you do to get ready is to check

13 the drags is because they drag on the bottom for a mile .

14 You shuck the scallop's while dragging the drags.

15   The third season is herring fishing again but it is

16   completely different from the other herring fishing

17   season. Instead of leaving the nets for the day you set

18   them and fish them the next tide. Sometimes they stay

19   and that could make the difference if you catch some

20   herring in the nets.

21   The fouth season is mackeral fishing . It uses nets like

22   herring. You go out in the golf of Magdalen which is an

23   eight hour boat drive fromSouth-East N.B. You run the

24   nets over in a row and tie them to your bow. At three or

25   four in the morning you have to get up to fish all of the nets

26   and it's pitch black dark.One time we had to leave the spot

27   because we were catching boat loads of herring.We had to

28   shovel some over board because we had so many and

29   couldn't handle any more.

30   The last season is lobster for nine weeks . This year

31   lobster is down a lot from last year. My father thinks it has

32   something to do with the Confederation Bridge.

33   The way to make a lobster trap you have to get some

34   wire. You have to bend the wire to the size of trap you

35   want then hook it together. Lobster fishing may seem hard

36   to some people but not to me.

37   I will not be a fishermen when I grow up because

38   there is not enough money involved in fishing and in

39   general the fishing is very poor right now.

40   It is hard for a twelve year old to fish all summer I

41   know because I am one.

42   THE END

The writing sample titled *"The Way of The Season's"* begins with *"My dad has been a captain of"*

Content/Ideas
- selects a specific topic with a main idea that supports the purpose and audience
  about the life of a fisherman.
  line(s) 1-2 "My dad has been a captain of a fishing boat for 18 years and I have been the helper for four years."

- includes straightforward and thoughtful ideas
  line(s) 2-3 "I have picked up some hints."
  line(s) 8-9 "The biggest job to fishing herring is to get the nets in the water."

- includes relevant information with details to support the ideas
  line(s) 4-5 "To become a fishermen first you must buy a license."
  line(s)9-10 "Because you have to get them in groups of three."

Organization
- has a clear introduction that shows the purpose
  line(s) 1-2 "My dad has been a captain of a fishing boat...and I have been the helper for four years."

- uses transition words to sequence
  line(s) 12-13 "All you do to get ready..."
  line(s) 14 "You shuck the scallop's while dragging..."
  line(s) 18 "Sometimes they stay and that could make the difference."

- has related ideas expressed in paragraphs
  line(s) 4 "To become a fishermen"
  line(s) 7 "The first season is herring fishing"
  line(s) 11 "The second season is scallop fishing"
  line(s) 15 "The third season is herring fishing again."

- has a reasonable conclusion
  line(s) 37 "I will not be a fishermen when I grow up because there is not enough money...and fishing is very poor right now!"

Word Choice
- includes precise/interesting words and/or technical language
  line(s) 17-18 "Instead of leaving the nets for the day..."
  line(s) 23-24 "You run the nets over in a row and tie them to your bow."
  line(s) 22-23 "golf of Magdalen….South-East N.B."

The writing sample titled *"The Way of The Season's"* begins with "*My dad has been a captain of"*

Voice
- connects the audience to the topic/theme
  line(s) 4-5 "To become a fishermen first you must buy a license."
  line(s) 40-41 "I know because I am one."

- begins to generate strong feeling, energy, and individuality
  line(s) 9-10 "Why? Because you have to get them..."
  line(s) 26-27 "One time we had to leave the spot because we were catching boat loads of herring."
  line(s) 27-28 "We had to shovel some over board"

Sentence Structure
- uses complete sentences with a variety of complex structures correctly
  line(s) 11-12 "The second season is scallop fishing but it is not as hard as herring fishing."
  line(s) 14 "You shuck the scallop's while dragging the drags."

- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented
  line(s) 2-3 "I have picked up some hints."
  line(s) 9 "Why?"
  line(s) 12-13 "All you do to get ready is to check the drags because they drag on the bottom for a mile."

Conventions
- incorporates correct use of capital letters and end punctuation
  line(s) 1-2, 7-8, 9, 22-23, 31-32, 35-36

- uses internal punctuation (commas, semi-colons, colons, quotation marks)
  line(s) 5-6, 14, 23, 26, 29

- uses basic spelling rules to attempt difficult word spellings
  line(s) 6, 14, 16, 22, 26, 32

- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)
  line(s) 1-2, 8-9 15-17, 17-18, 26-27, 37-39

- attempts to use correct pronoun agreement
  line(s) 12-13, 17-18, 23-24, 26-27, 31-32, 35-36

1   *"How to Make "Green Trees""*

2   **Special Instructions:** have some cabob sticks available

3   **Ingredients:**

4   Kabob sticks to hold the ingredients
5   1 Green Apple
6   4 Kiwi
7   1 Pickle
8   1 stick of celery
9   2 limes
10   a wide pan (30cm wide to 30cm long with some depth)
11   Enough water to fill your pan half way

12   **Instructions:**

13   ➢ Dice up the green apple, pickle and celery into bite-sized pieces.
14   ➢ Peel the kiwi whole and dice it width wise so it's in half.
15   ➢ Take your kabob sticks and slide on the apple, kiwi, celery, and
16   pickle, put on the way you desire. Be creative; shape your fruits into
17   what you like. Make some spirals. Do what you like.
18   ➢ Fill your pan up half way with water.
19   ➢ Cut your limes into wedges and squeeze the lime juice into your pan
20   of water.
21   ➢ Dip your newly made green trees (kabobs) into the lime water and let
22   it soak in for a half minute, until the kabobs soak in the flavour. Turn
23   as desired to get more effect.

24   Wala, you have made your green trees. These amazing kabobs will be great
25   for any gathering. Enjoy!

        Makes appr. 5-6 kabobs

Rationale for Strong Achievement   **Page 1 of 2**

The writing sample titled "*How to Make "Green Trees*"

Content/Ideas
- introduces a specific topic with a main idea that carries the purpose and audience
  being to provide instructions for a party snack
  line(s) 1 the title
  line(s) 24-25 "These amazing kabobs will be great for any gathering. Enjoy!"

- includes original and thoughtful ideas
  line(s) 16 "Be creative; shape your fruits into what you like."
  line(s) 20 "Dip your newly made trees (kabobs)"

- supports the ideas with relevant details
  line(s) 18 "Fill your pan up half way with water"
  line(s) 21 "…until the kabobs soak in the flavour."

Organization
- includes a strong lead to establish the purpose and form
  title *of the recipe*

- demonstrates logical sequencing
  line(s) 13-23 logically sequenced command sentences

- shows control with form of recipe
  title gives the purpose and main idea
  ingredients are listed
  instructions are provided in logical sequence
  last step gives an evaluative statement and includes "Makes appr. 5-6 kabobs"

- provides an effective conclusion
  line(s) 24-25 "Wala" (colloquialism for voila) "you have made your green trees.
  These amazing kabobs will be great for any gathering. Enjoy!"

Word Choice
- effectively includes varied and precise word choices
  line(s) 10 pan dimensions
  line(s) 16 "spirals"

- includes descriptive words
  line(s) 13 "dice….into bite-sized pieces"
  line(s) 19 " cut….into wedges"

The writing sample titled "*How to Make "Green Trees*

Voice
- skillfully connects with the audience
  line(s) 2 "**Special Instructions:** have some cabob sticks available"
  line(s) 16-17 "Be creative; shape your fruits into what you like. Make some spirals. Do what you like."

- reveals the writers stance toward the topic
  line(s) 21 " Turn as desired to get more effect"
  line(s) 24-25 "Wala, you have made your green trees. These amazing kabobs will be great for any gathering. Enjoy!"

- demonstrates strong feeling, energy, and individuality
  line(s) 24-25 "…great for any gathering. Enjoy!"

Sentence Structure
- constructs fluent complex sentences
  line(s)13-23 commands with imbedded phrases

- includes an effective variety of sentence lengths and beginnings
  mostly short commands with some longer to provide clarity

Conventions
- shows control with a range of punctuation
  instructions following standard sentence conventions
  line(s) 25 "Enjoy!"

- incorporate correct spelling of difficult words including difficult homophones
  line(s) ? two spellings of kabobs/cabobs
  line(s) colloquial spelling of voila: "Wala,"

- has familiar and commonly used words spelled correctly
  line(s)2 & 4 two spellings of kabobs/cabobs
  line(s) 25 colloquial spelling of voila: "Wala,"

- consistently uses standard grammatical structures tense
  line(s) 13-25 combination of present, past and future are correctly used

- uses pronouns that agree in person, number, part of speech and type
  second person predominantly

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Appendix

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 4 – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 24 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
select texts that address their learning needs and range of special interests	**Text Complexity –** Students select, read independently, and understand a range of genres, longer texts, beyond personal experiences, often requiring cultural, historical or social perspectives; topics that appeal to adolescents (e.g. pop culture, growing independence) variety of fiction and nonfiction texts. **Fiction (prose and poetry)** -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, graphic novels (including graphic novels), diaries, journals, magazines, and plays. -Multiple-event plots feature twists with a clear resolution.
read widely and experience a variety of young adult fiction and literature from different provinces and countries	**Text Complexity –** Students select, read independently, and understand a variety of fiction and nonfiction texts that present multidimensional mature theme/ideas (e.g. human problems: abuse, war, hardship, poverty, racism...); age appropriate characters/ information requiring the reader to interpret and connect information/ideas with other texts and subject areas; sometimes themes that evoke alternative interpretation. **Fiction (prose and poetry)** -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, graphic novels (including graphic novels), diaries, journals, magazines, and plays. -Multiple-event plots feature twists with a clear resolution. **Reading Strategies** Students make connections between what they read and their experiences

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 4 – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 24 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding	Students • explain how the different elements of an author's style/technique (e.g., figurative language, dialect, descriptions, flashbacks, foreshadowing, metaphor, symbolism…) affect meaning and add to the reader's enjoyment; evaluate author's effectiveness by providing a relevant examples • interpret text features (e.g. headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs, feature boxes, sidebars…) and explain how they help the reader understand the text **Fiction (prose and poetry)** -Multiple-event plots feature twists with a clear resolution. -Descriptive language establishes setting, mood, and atmosphere. **Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)** -Texts may contain a table of contents, glossary, unit summary, and index. -Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text. **Reading Strategies** Students • combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • skim/scan test for format and information • adjust their reading rate according to the type of text • reread when comprehension is lost

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 4 – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 24 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading or viewing various texts	Students identify strategies found helpful and explain how to increase use of strategies to improve as a reader (discussion/prompts, reflective journal) **Text Complexity –** Students select, read independently, and understand a variety of fiction and nonfiction texts. **Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)** -Information or non-continuous texts may include charts, graphs, maps timelines, and diagrams. -Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text -Texts include transitional expressions (e.g., while, although, as a result, however) to connect ideas. **Reading Strategies** Students • monitor their reading and self-correct when reading does not make sense, sound right, or look right • combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • generate questions to verify and adjust predictions • make connections between text and self • adjust their reading rate according to the type of text • skim/scan text for format and information • reread when comprehension is lost **Comprehension Responses** • identify the main ideas and summarize content • respond to literal and vocabulary related questions • understand information by connecting text to self • form logical opinions/reactions and support these ideas with general reference(s) • manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 5 – Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 24 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
become increasingly aware of and use periodically the many print and non-print avenues and sources (Internet, documentaries, interviews) through which information can be accessed and selected	**Fiction (prose and poetry)** -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, journals, magazines, and plays. -Multiple-event plots feature twists and turns with a definite resolution. -Poetry is often abstract and includes figurative language. **Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)** -Texts may contain a table of contents, glossary, unit summary, and index. **Reading Strategies** Students combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • skim large amount of text in search of information • distinguish between main ideas and supporting details using graphic organizers (e.g. timelines, charts, webs…); summarize key points use note-taking techniques to identify significant information
use research strategies such as issue mapping and webbing to guide research	**Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)** -Information or non-continuous text may include charts, graphs, maps, timelines, and diagrams. **Reading Strategies** Students • combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • skim/scan text for format and information **Comprehension Responses** Students • identify the main ideas and summarize content • understand information by connecting text to self • skim large amount of text in search of information • distinguish between main ideas and supporting details • use note-taking techniques to identify significant information • form logical opinions/reactions and support these ideas with general reference(s) • manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 6 – Students will be expected to respond personally to a range of texts.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 26 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts	Students • make personal connections: compare/contrast with personal experiences/ relevant prior knowledge and make logical text-to-text comparisons; many connections go beyond obvious and can be supported with a reasonable explanation • express and support preferences for, and opinions about; particular texts, authors, illustrators and genres with specific details/examples **Text Complexity –** Students select, read independently, and understand a variety of fiction and nonfiction texts. **Fiction (prose and poetry)** -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, graphic novels (including graphic novels), diaries, journals, magazines, and plays. -Multiple-event plots feature twists with a clear resolution. -Plots generally follow chronological order; foreshadowing and/or flashbacks occur. -Conflicts increase in complexity and sophistication. -Complex characters may demonstrate changes in attitude and/or behaviour. -Descriptive language establishes setting, mood, and atmosphere. -Poetry is often abstract and includes figurative language. **Reading Strategies** Students • generate questions to verify and adjust predictions **Comprehension Responses** Students • identify the main ideas and summarize content • respond to literal and vocabulary-related questions • understand information by connecting text to self • form logical opinions/reactions and support these ideas with general reference(s)

General Curriculum Outcome # 6 – Students will be expected to respond personally to a range of texts.	
Grade 7 Specific Curriculum Outcomes **(from p. 26 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
make evaluations or judgments about texts and learn to express personal points of view	Students • explain how the different elements of an author's style/technique (e.g., figurative language, dialect, descriptions, flashbacks, foreshadowing, metaphor, symbolism …) affect meaning and add to the reader's enjoyment; evaluate author's effectiveness by providing a relevant examples • identify and provide evidence of author's use of language to support author's purpose; propose alternative perspectives; recognize biases • identify purpose, structure, and characteristics of a variety of text forms (e.g. short story, ballad, report, explanation, exposition, autobiography, science fiction, fantasy…) ; explain how they contribute to understanding the text **Fiction (prose and poetry)** -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, graphic novels (including graphic novels), diaries, journals, magazines, and plays. -Multiple-event plots feature twists with a clear resolution. -Plots generally follow chronological order; foreshadowing and/or flashbacks occur. -Conflicts increase in complexity and sophistication. -Complex characters may demonstrate changes in attitude and/or behaviour. -Descriptive language establishes setting, mood, and atmosphere. -Poetry is often abstract and includes figurative language. **Reading Strategies** Students • combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • generate questions to verify and adjust predictions • make connections between text and self • skim/scan text for format and information • reread when comprehension is lost • use note-taking techniques to identify significant information **Comprehension Responses** Students • identify the main ideas and summarize content • respond to literal and vocabulary-related questions • understand information by connecting text to self • form logical opinions/reactions and support these ideas with general reference(s) • manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 6 – Students will be expected to respond personally to a range of texts.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 26 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
while learning to express personal points of view, develop the ability to find evidence and examples in texts to support personal views about themes, issues, and situations	Students • express and support preferences for, and opinions about; particular texts, authors, illustrators and genres with specific details/examples • explain how the different elements of an author's style/technique (e.g., figurative language, dialect, descriptions, flashbacks, foreshadowing, metaphor, symbolism …) affect meaning and add to the reader's enjoyment; evaluate author's effectiveness by providing a relevant examples • identify and provide evidence of author's use of language to support author's purpose; propose alternative perspectives; recognize biases • identify purpose, structure, and characteristics of a variety of text forms (e.g. short story, ballad, report, explanation, exposition, autobiography, science fiction, fantasy…) ; explain how they contribute to understanding the text **Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)** **Reading Strategies** Students • combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • make connections between what they read and their experiences • skim/scan text for format and information • reread when comprehension is lost **Comprehension Responses** • identify the main ideas and summarize content • respond to literal and vocabulary-related questions • understand information by connecting text to self • form logical opinions/reactions and support these ideas with general reference(s) • manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 7 – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 27 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view	Students • identify and provide evidence of author's use of language to support author's purpose; propose alternative perspectives; recognize biases **Text Complexity** – Students select, read independently, and understand a variety of fiction and nonfiction texts. • a range of genres that encompasses increasingly complex themes, ideas, topics, and content • language that becomes progressively elaborate and complex, incorporating challenging vocabulary and varied sentence structure **Fiction (prose and poetry)** -Multiple-event plots feature twists with a clear resolution. -Conflicts increase in complexity and sophistication. **Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)** -Paragraphs vary in length but are predominately short. **Reading Strategies** Students • combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • adjust their reading rate according to the type of text • skim/scan text for format and information • reread when comprehension is lost **Comprehension Responses** Students • understand information by connecting text to self • form logical opinions/reactions and support these ideas with general reference(s)

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 7 – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 27 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors	Students • identify and use knowledge of organization of narrative and information texts to interpret themes and relationships among main ideas (e.g. plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details • explain how the different elements of an author's style/technique (e.g., figurative language, dialect, descriptions, flashbacks, foreshadowing, metaphor, symbolism …) affect meaning and add to the reader's enjoyment; evaluate author's effectiveness by providing a relevant examples • use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; provide a reasonable interpretation of more subtle shades of meaning as well as figurative and descriptive language • interpret text features (e.g. headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs, feature boxes, sidebars…) and explain how they help the reader understand the text **Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)** -Texts may contain a table of contents, glossary, unit summary, and index. -Information or non-continuous texts may include charts, graphs, maps, timelines, and diagrams. -Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text. **Reading Strategies** Students • combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words • use note-taking techniques to identify significant information **Comprehension Responses** Students • understand information by connecting text to self • manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 7 – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 27 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding - recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts - become aware of how and when personal background influences meaning construction, understanding, and textual response - recognize that there are values inherent in a text, and begin to identify those values - explore how various cultures and realities are portrayed in media texts	Students • make personal connections: compare/contrast with personal experiences/ relevant prior knowledge and make logical text-to-text comparisons; many connections go beyond obvious and can be supported with a reasonable explanation • express and support preferences for, and opinions about; particular texts, authors, illustrators and genres with specific details/examples • identify some literary elements (e.g. flashbacks, foreshadowing, metaphor, symbolism…) • explain how the different elements of an author's style/technique (e.g., figurative language, dialect, descriptions…) affect meaning and add to the reader's enjoyment; evaluate author's effectiveness by providing a relevant examples • identify and provide evidence of author's use of language to support author's purpose; propose alternative perspectives; recognize biases • identify purpose, structure, and characteristics of a variety of text forms (e.g. short story, ballad, report, explanation, exposition (persuasive), autobiography, science fiction, fantasy…) ; explain how they contribute to understanding the text **Fiction (prose and poetry)** -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, journals, magazines and plays. -Multiple-event plots feature twists with a clear resolution. -Plots generally follow chronological order; foreshadowing and/or flashbacks occur. -Conflicts increase in complexity and sophistication. -Complex characters may demonstrate changes in attitude and/or behaviour. -Descriptive language establishes setting, mood, and atmosphere. -Poetry is often abstract and includes figurative language.

Reading Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 7 – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 27 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding - recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts - become aware of how and when personal background influences meaning construction, understanding, and textual response - recognize that there are values inherent in a text, and begin to identify those values - explore how various cultures and realities are portrayed in media texts	**Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)** -Texts may contain a table of contents, glossary, unit summary, and index. -Information or non-continuous texts may include charts, graphs, maps, timelines, and diagrams. -Text may include transition words (e.g. because, next, as a result, on the other hand) to indicate relationships. -Significant or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text. -Paragraphs may vary in length, but are predominantly short. **Reading Strategies** Students • make connections between text and self • skim/scan text for format and information **Comprehension Responses** Students • identify the main ideas and summarize content • respond to literal and vocabulary-related questions • understand information by connecting text to self • form logical opinions/reactions and support these ideas with general reference(s) manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 8 – Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 28 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
experiment with a range of strategies (brainstorming, sketching, free writing) to extend and explore learning, to reflect on their own and others' ideas, and to identify problems and consider solutions	**Writing Strategies and Behaviours** • write with purpose and understand the influence and power of the writer • gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer) to sort and classify the information/ideas, organize perspectives, and make new connections; apply knowledge of copyright/plagiarism • draft a piece of writing making critical choices about ideas/content based on the purpose and intended audience
become aware of and describe the writing strategies that help them learn; express an understanding of their personal growth as language learners and language users	**Writing Strategies and Behaviours** • identify helpful strategies before, during, and after the writing • explain form choice as it pertains to purpose and intended audience
understand that note making is purposeful, and has many purposes (e.g. personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms, (e.g. lists, summaries, observations, and descriptions)	**Writing Strategies and Behaviours** • gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer) to sort and classify the information/ideas, organize perspectives, and make new connections; apply knowledge of copyright/plagiarism

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 8 – Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 28 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
demonstrate an ability to integrate interesting effects in imaginative writing and other forms of representation, for example, thoughts and feelings in addition to external descriptions and activities; integrate detail that adds richness and density; identify and correct inconsistencies and avoid extraneous detail; make effective language choices relevant to style and purpose; and select more elaborate and sophisticated vocabulary and phrasing	**Traits of Writing** **Content:** overall topic, degree of focus, and related details • select a specific topic with a main idea that supports the purpose and audience • include straightforward and thoughtful ideas/events • include relevant information with details to enhance the ideas **Word Choice:** vocabulary, language, and phrasing • include precise/interesting words and/or technical language (nouns, verbs, adjectives, adverbs) • begin to use figurative language (e.g., metaphor, simile) **Text Forms** **Writing Strategies and Behaviours** • gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer) to sort and classify the information/ideas, organize perspectives, and make new connections; apply knowledge of copyright/plagiarism • draft a piece of writing making critical choices about ideas/content based on the purpose and intended audience • independently reread to add to, delete from, or reorganize the text to clarify and strengthen content

Writing Curriculum Outcomes and Standards Alignment

<table>
<tr>
<td colspan="2">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.</td>
</tr>
<tr>
<td>Grade 7
Specific Curriculum Outcomes
(from p. 29 Atlantic Canada ELA curriculum: ML)</td>
<td>Reading Achievement Standard
End of Grade 7</td>
</tr>
<tr>
<td>produce a range of writing forms, for example, stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems, and advertisements</td>
<td>Text Forms
Writing Strategies and Behaviours
• use a variety of publishing formats (e.g. books, pamphlets, posters, web sites) with appropriate text and text features</td>
</tr>
<tr>
<td>recognize that a writer's choice of form is influenced by both the writing purpose (to entertain, inform, request, record, describe) and the reader for whom the text is intended (e.g. understand how and why a note to a friend differs from a letter requesting information)</td>
<td>Text Forms
Writing Strategies and Behaviours
• select and develop a topic within a chosen form demonstrating an awareness of audience; some writing may combine text forms (hybrids)
Traits of Writing
Content: overall topic, degree of focus, and related details
• select a specific topic with a main idea that supports the purpose and audience
Organization: structure and form, dependent on purpose and audience
• select an appropriate form and establish the purpose in the introduction</td>
</tr>
<tr>
<td>begin to understand that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements</td>
<td>Text Forms
Writing Strategies and Behaviours
• use a variety of publishing formats (e.g. books, pamphlets, posters, web sites) with appropriate text and text features</td>
</tr>
</table>

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 9 – Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 29 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the reason for writing	**Text Forms** **Writing Strategies and Behaviours** • select and develop a topic within a chosen form demonstrating an awareness of audience; some writing may combine text forms (hybrids) • write with purpose and understand the influence and power of the writer **Traits of Writing** **Content:** overall topic, degree of focus, and related details • select a specific topic with a main idea that supports the purpose and audience **Organization:** structure and form, dependent on purpose and audience • select an appropriate form and establish the purpose in the introduction
ask for reader feedback while writing and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader's/viewer's/listener's point of view	**Writing Strategies and Behaviours** • request, obtain, and make decisions about, constructive criticism • understand revision supports clarification and strengthens communication • reread writing aloud for fluency; make changes to sentence structures and word choices to provide variety

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 10 – Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 30 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
understand and use conventions for spelling familiar words correctly; rely on knowledge of spelling conventions to attempt difficult words; check for correctness; demonstrate control over most punctuation and standard grammatical structures in writing most of the time; use a variety of sentence patterns, vocabulary , and paragraph structures to aid effective written communication	**Traits of Writing** **Conventions:** spelling, punctuation, capitalization, and usage (grammar) • use correct end punctuation and capitalization • include internal punctuation (e.g., commas, semi-colons, colons, quotation marks, and apostrophes) and paragraphing of dialogue • spell familiar and commonly used words correctly; use knowledge of rules to attempt difficult spellings • use standard grammatical structures (subject/verb agreement and verb tense) • attempt to use correct pronoun agreement (subjective and objective forms) and clear noun-pronoun relationships **Writing Strategies and Behaviours** • reread writing aloud for fluency; make changes to sentence structures and word choices to provide variety • use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions, and strengthen word choice
learn to recognize and begin to use more often the specific prewriting, drafting, revising, editing, proofreading, and presentation strategies that most effectively help to produce various texts	**Writing Strategies and Behaviours** • all **Text Forms**

Writing Curriculum Outcomes and Standards Alignment

General Curriculum Outcome # 10 – Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.	
Grade 7 **Specific Curriculum Outcomes** **(from p. 30 Atlantic Canada ELA curriculum: ML)**	**Reading Achievement Standard** **End of Grade 7**
acquire some exposure to the various technologies used for communicating to a variety of audiences for a range of purposes (videos, e-mail, word processing, audio tapes)	•
demonstrate a commitment to crafting pieces of writing and other representations	**Writing Strategies and Behaviours** • draft a piece of writing making critical choices about ideas/content based on the purpose and intended audience • independently reread to add to, delete from, or reorganize the text to clarify and strengthen content • request, obtain, and make decisions about, constructive criticism • understand revision supports clarification and strengthens communication • reread writing aloud for fluency; make changes to sentence structures and word choices to provide variety • use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions, and strengthen word choice • use a variety of publishing formats (e.g. books, pamphlets, posters, web sites) with appropriate text and text features
collect information from several sources (interviews, film, CD-ROMs, texts) and combine ideas in communication	**Writing Strategies and Behaviours** gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer) to sort and classify the information/ideas,