

Writing

GRADE 5

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Personal Writing

Students are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 5, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

Key Qualities

The following is a summary of the key qualities of each aspect of personal writing in Grade 5. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ comes from thoughts, feelings, opinions, memories, and reflections

STYLE

- ◆ demonstrates clarity and some variety in language

FORM

- ◆ begins with a clear introduction and follows a logical sequence through to a conclusion

CONVENTIONS

- ◆ follows standard conventions for basic spelling, punctuation, grammar, and sentence structure; has been checked for errors

Prescribed Learning Outcomes

The BC performance standards for Grade 5 personal writing reflect the following prescribed learning outcomes from Grade 5 of the *English wLanguage Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

Create a variety of personal and informational communications, including written and oral stories, poems, or lyrics; explanations and descriptions; informal oral reports and dramatics; and brief factual reports.

PURPOSES (WRITING)

It is expected that students will:

- ◆ write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions [C1]

STRATEGIES (WRITING)

[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- ◆ use writing and representing to express personal responses and relevant opinions about experiences and texts [C8]
- ◆ use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

- ◆ use the features and conventions of language to express meaning in their writing and representing [C11]

Quick Scale: Grade 5 Personal Writing

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Personal writing is usually expected to be checked for errors, but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing is often hard to understand. The writer may need frequent help.</i>	<i>The writing offers some ideas that are related to the topic; may be flawed by frequent errors.</i>	<i>The writing is easy to follow; ideas are relevant and logical.</i>	<i>The writing is focused, easy to read, and shows insight.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> ideas are not developed; often very brief few details or explanations 	<ul style="list-style-type: none"> some relevant ideas; little analysis examples or explanations may be repetitive or illogical 	<ul style="list-style-type: none"> relevant ideas with some analysis; shows individuality of the writer logical explanations or examples clarify and develop the ideas 	<ul style="list-style-type: none"> strong point of view, reaction, or opinion; shows individuality develops ideas clearly and logically with details, examples, and explanations
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> simple language; may be inappropriate or incorrect in places poorly constructed sentences; little variety 	<ul style="list-style-type: none"> simple language; may be somewhat vague and repetitive repeats a few basic sentence structures 	<ul style="list-style-type: none"> language is clear with some variety includes a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> language is clear, varied; some attempts to be specific, precise flows smoothly; variety in sentences
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> introduction may leave reader wondering what the writing is about some attention to sequence ending may be omitted 	<ul style="list-style-type: none"> introduces topic, but often loses focus sequence is generally logical; may be some breaks end may be sudden 	<ul style="list-style-type: none"> opens with a clear intention or purpose logical sequence; linking words help to make connections logical ending 	<ul style="list-style-type: none"> effective opening sequenced; related ideas are grouped together; linking words show connections strong ending sums up writer's views
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand 	<ul style="list-style-type: none"> some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow 	<ul style="list-style-type: none"> few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning 	<ul style="list-style-type: none"> correct basic sentence structure, grammar, spelling and punctuation; may include some errors in complex structures

Rating Scale: Grade 5 Personal Writing

Student achievement in personal writing by March–April of Grade 5 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing is often hard to understand. The writer may need frequent help.</i>	<i>The writing offers some ideas that are related to the topic; may be flawed by frequent errors.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • may begin with an opinion or reaction, but ideas that follow do not always support initial thoughts; often very brief • few details or explanations; may rely on retelling or copying 	<ul style="list-style-type: none"> • offers some relevant ideas; little analysis or sense of the individuality of the writer • uses some examples or explanations to develop ideas; logic may be faulty, and detail may be repetitive or irrelevant
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • uses simple language, often vague and repetitive; may include inappropriate words and expressions or use words incorrectly • sentences are often poorly constructed or run on; little variety 	<ul style="list-style-type: none"> • relies on simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures (often flawed)
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • the introduction may leave the reader wondering what the writing is about • shows some attention to sequence • tends to be all “middle”; ending may be omitted 	<ul style="list-style-type: none"> • introduces the topic or issue, but the writing that follows often wanders and loses focus • ideas are generally presented in logical sequence; may have breaks or abrupt shifts • there is a beginning, middle, and end; the end may seem sudden
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> • frequent repeated errors make the writing hard to understand • may include repeated errors in spelling of basic vocabulary • often, sentences are not separated by capitals and periods • serious grammar problems, often including errors in noun-pronoun or subject-verb agreement, or illogical shifts in verb tense 	<ul style="list-style-type: none"> • errors do not interfere with meaning, although they may make the writing hard to understand in places • most familiar words are spelled correctly • basic sentence punctuation is usually correct; may overuse commas, exclamation marks; may use commas instead of periods in places • some grammatical problems, including errors in noun-pronoun or subject-verb agreement, or illogical shifts in verb tenses

The rating scale may require adaptation when used for different purposes and tasks.

Fully Meets Expectations	Exceeds Expectations
<i>The writing is easy to follow; ideas are relevant and logical.</i>	<i>The writing is focused, easy to read, and shows insight.</i>
<ul style="list-style-type: none"> • offers relevant ideas, with some analysis; there is a sense of individuality • gives logical explanations and examples to develop and clarify the main ideas 	<ul style="list-style-type: none"> • offers a strong point of view, reaction, or opinion with some analysis; there is a sense of voice or individuality • develops and elaborates ideas clearly and logically through details, examples, and explanations
<ul style="list-style-type: none"> • language is clear and shows some variety • includes a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear and varied, some attempts to use specific, precise language to make ideas clear • flows smoothly; varies sentence beginnings and uses a variety of connecting words to join clauses or ideas
<ul style="list-style-type: none"> • opens with a clear intention or purpose • sequence is logical; uses transitional phrases and words to make connections among ideas • develops the topic, leading to a logical ending that often restates the writer's view 	<ul style="list-style-type: none"> • opening is effective and often engaging • follows a natural sequence; related ideas are grouped together, and connecting words help to link ideas • develops the topic effectively, leading to a strong ending that sums up the writer's views
<ul style="list-style-type: none"> • errors do not interfere with meaning • most familiar words are spelled correctly, including capitals and apostrophes where appropriate • basic sentence punctuation is correct • most sentences are complete and correct including noun–pronoun and subject–verb agreement; verb tenses are consistent and accurate 	<ul style="list-style-type: none"> • sense of control; few errors and these do not interfere with effectiveness • most words are spelled correctly • basic sentence punctuation is correct, including dialogue; may attempt more advanced punctuation (e.g., dash, ellipsis) • sentences follow basic rules of grammar; may include errors in complex structures

Sample Task: Letter to Parents

CONTEXT

Students in this class write frequently for a variety of purposes and in a variety of genres. They have learned to think carefully about their audience and purpose as they plan and draft their writing. During the year, the teacher introduced a variety of strategies for generating and organizing ideas. In recent lessons the teacher had emphasized using a variety of sentences.

PROCESS

Each month, students wrote letters to their families telling about some of the events and experiences of the past month. They did not revise or edit to create “good copies,” but were expected to plan their work carefully and use the writing strategies they had learned. The teacher encouraged them to use classroom resources, such as a “word wall,” for spelling reference.

To prepare for writing, the class:

- ◆ reviewed orally some of the month’s activities
- ◆ created and added to an idea web on the chalkboard
- ◆ shared successes and questions from their month

Students wrote their letters independently. The teacher helped students who were struggling to find something to write about.

NOTE:

This is an example of student work written for an audience that should be assessed using the personal, impromptu writing scales.

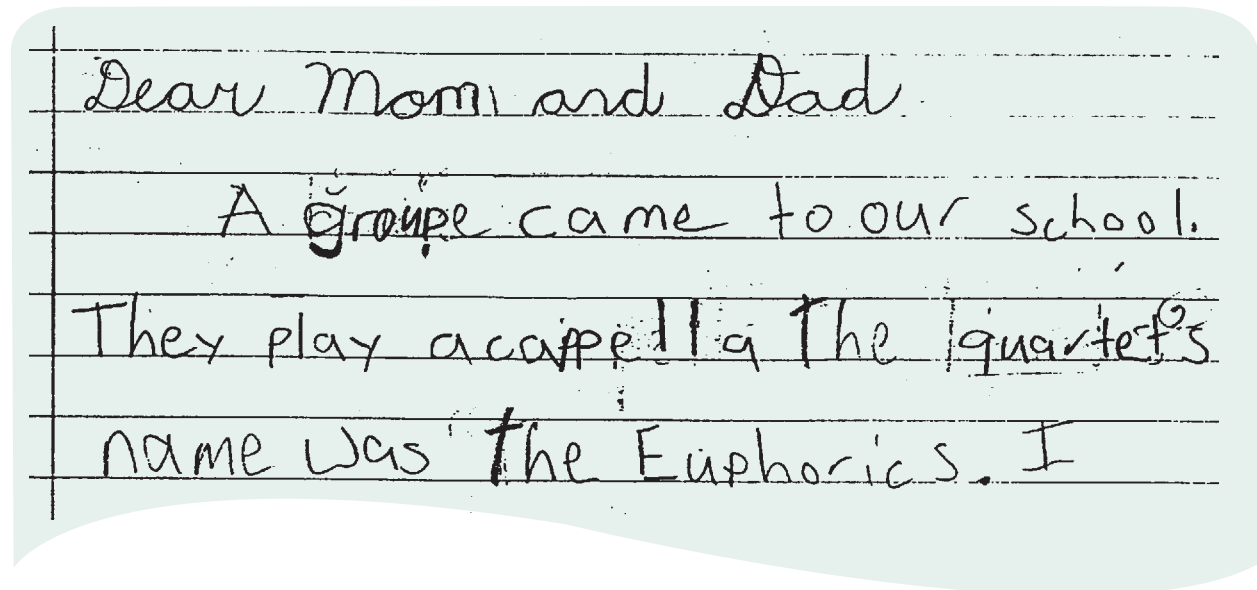
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The letter is brief and hard to understand. The student needed a great deal of support to complete this piece of writing.

- ◆ ideas do not always support initial thoughts
- ◆ few details or explanations
- ◆ uses simple language
- ◆ sentences are poorly constructed
- ◆ the introduction leaves the reader wondering what the writing is about
- ◆ tends to be all “middle”

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

Dear Mom and Dad

A groupe came to our school. They play acappella The quartet's name was The Euphorics. I really injoyed the music.

For three days a thing called math arcade came to school it was fun. My favorite Activity was Lucky. It's Just like bingo but more fun: (Love)

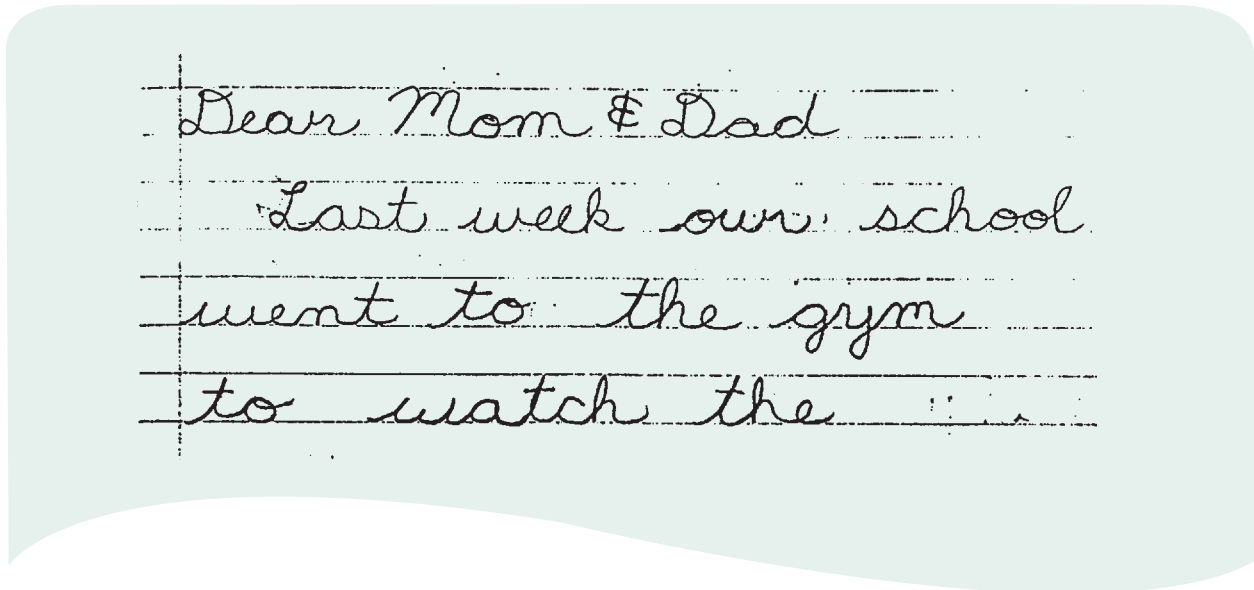
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The letter identifies two recent activities and lists some information about each of them.

- ◆ some relevant ideas; little analysis or sense of the individuality of the writer
- ◆ uses some examples
- ◆ relies on simple language
- ◆ repeats a few basic sentence structures
- ◆ most words are spelled correctly
- ◆ basic sentence punctuation is correct

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

Dear Mom & Dad

Last week our school went to the gym to watch the Euphorics sing. Some of the things we learned was bass, alto, tenor, soprano, harmony and acapella. They sang the lion king and many more.

A few weeks ago we had Math arcade for three days and we got to play cards, scavenger hunt, and the money game.

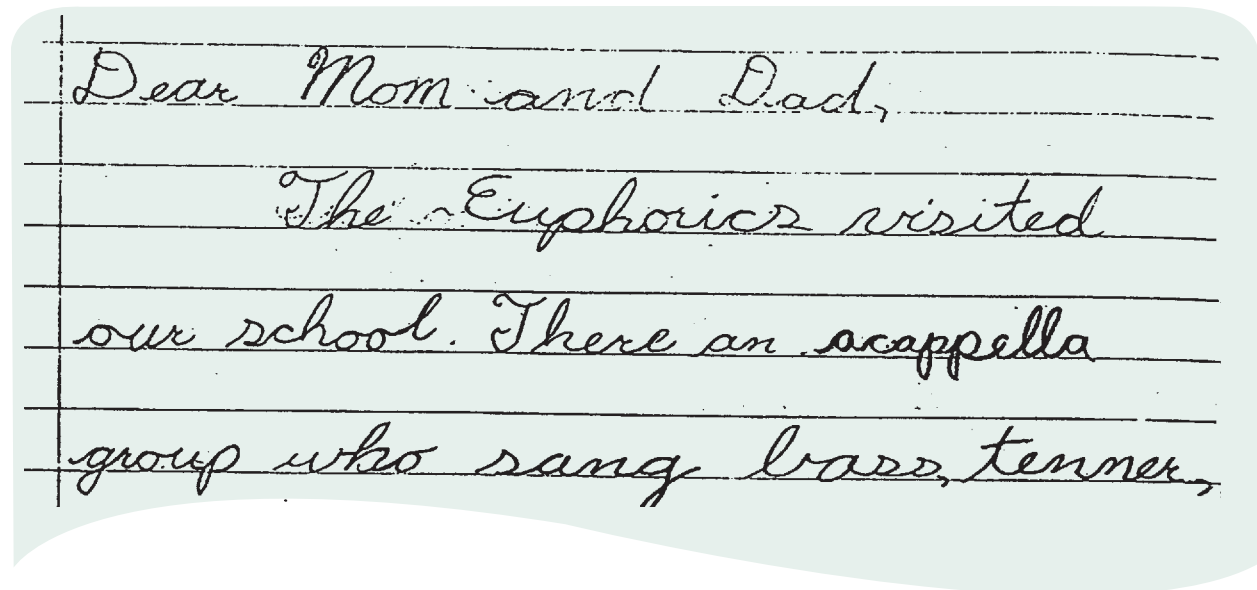
FULLY MEETS EXPECTATIONS

Teacher's Observations

The letter is clear and easy to follow, with relevant information and some detail.

- ◆ there is a sense of individuality
- ◆ gives logical explanations and examples
- ◆ language is clear and shows some variety
- ◆ sequence is logical; uses transitional phrases
- ◆ errors do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

Dear Mom and Dad,

The Euphorics visited our school. There an acappella group who sang bass, tenner, alto and soprano! They sang songs like In the Jungle and Banana Boat. It was cool. They're good.

There was another group (not acappella) called "Hooked on books. They introduced themselves then did little skits about books. I liked "The Giver".

I'm doing good in school. I'm doing better with my homework. I've got a lot of awards. I'd just like to let you know that I like school this year. I hope I like it next year!

Yours truly,

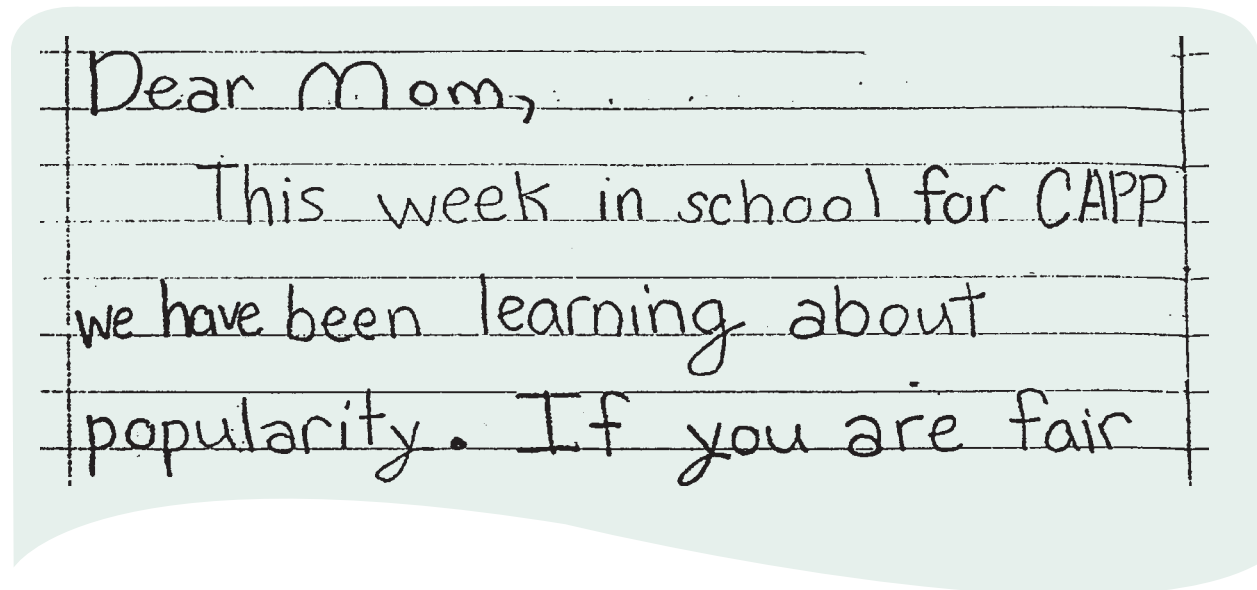
EXCEEDS EXPECTATIONS

Teacher's Observations

The letter is clear and detailed, with varied language and sentence patterns.

- ◆ offers relevant ideas, with some analysis
- ◆ develops and elaborates ideas clearly and logically
- ◆ language is clear and varied
- ◆ flows smoothly; varies sentence beginnings
- ◆ related ideas are grouped together; connecting words help to link ideas
- ◆ sense of control; few errors, and these do not interfere with effectiveness

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

Dear Mom,

This week in school for CAPP we have been learning about popularity. If you are fair and kind your popularity will rise. If you are bragging and critical, you will lose your popularity. We also made a goal. My goal was to try and join other activities.

In science, my class has been learning about seahorses. We know that they are small marine fish, they have a head like a horse, there are 25 species, and they live in every ocean of the world.

In French we have learned a song called "Mon sac à dos est gros". It is a song about a boy trying to fit everything into his sac à dos (knapsack).

Also in French we have taken a French test. Mme Sinclair read words in French holding up flash cards. We had to guess if the flash card matched the word. I got nine out of ten.

In language arts we have been learning about singular words and plurals. The plural of cherry is cherries. Plurals are a word that means more of something. A singular word is a word that means only one.

In math we have learned how to do Roman Numerals. Five is V and ten is X. Roman numerals are found on the bottom of video cassettes.

Your daughter,

Writing to Communicate Ideas and Information

Students frequently write to communicate ideas, information, and opinions in a variety of curriculum areas. In Grade 5, they often prepare articles and reports; record observations, procedures, and conclusions; write explanations; and share their opinions in editorials and letters.

This type of writing is usually presented to audiences within and outside of the classroom. In some cases, the audience is imagined, as when students are asked to write letters convincing a story character or historical figure to pursue a particular course of action, or when they take on a role to present information and ideas from a particular point of view.

Whenever possible, students benefit from writing for real audiences, such as students in other classrooms, community members, pen pals, or e-pals. School newspapers and yearbooks, community newspapers, school or class web sites, and letters or e-mail (e.g., to authors or public figures) can expand the range of audiences students address. Because this writing is intended for an audience, students should have opportunities to revise, edit, and proofread their work before creating a final copy.

Key Qualities

The following is a summary of the key qualities of each aspect of writing to communicate ideas and information in Grade 5. The *Quick Scales* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ is focused around a clear purpose
- ◆ develops through complete, relevant, and accurate detail that comes from research of all kinds, observation, and logical analysis

STYLE

- ◆ is generally clear, concrete, and concise, with precise language

FORM

- ◆ follows the “rules” for specific forms (e.g., instructions, letters)
- ◆ follows a logical sequence
- ◆ uses appropriate visuals and text features

CONVENTIONS

- ◆ has been carefully revised and edited
- ◆ follows standard conventions for basic spelling, punctuation, grammar and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 5 writing to communicate ideas and information reflect the following prescribed learning outcomes from Grade 5 of the *English Language Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- ◆ write a variety of clear, focussed informational writing for a range of purposes and audiences [C2]

STRATEGIES (WRITING)

[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- ◆ use writing and representing to express personal responses and relevant opinions about experiences and texts [C8]
- ◆ use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

- ◆ use the features and conventions of language to express meaning in their writing and representing [C11]

Quick Scale: Grade 5 Writing to Communicate Ideas and Information (Reports, Articles, and Letters)

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Reports, articles, and letters are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing offers loosely connected ideas; often very brief and hard to follow.</i>	<i>The writing consists of connected ideas that address most requirements of the task; parts may be vague, hard to follow, or flawed by errors.</i>	<i>The writing is easy to follow, with relevant ideas or information that accomplish the purpose or task.</i>	<i>The writing offers clear, complete, and concise information and ideas that effectively accomplish the purpose or task.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • little sense of purpose or focus • some information may be inaccurate or copied • details are often vague or irrelevant 	<ul style="list-style-type: none"> • some sense of purpose; focus may wander • generally accurate • limited detail; some may be irrelevant, inaccurate, or copied 	<ul style="list-style-type: none"> • focused around a clear purpose • generally concrete, accurate, complete; written in own words • some specific examples, details 	<ul style="list-style-type: none"> • focused; fully accomplishes the purpose • accurate and complete • specific examples or details make the information clear
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple language; may be inappropriate or incorrect in places • poorly constructed sentences; little variety 	<ul style="list-style-type: none"> • simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures 	<ul style="list-style-type: none"> • language is clear, with some variety; may try to use technical words • uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear, varied; often tries to use precise or technical words • flows smoothly; variety in sentences
FORM • text features • opening, ending • organization and sequence • paragraphs	<ul style="list-style-type: none"> • required text features and graphics (e.g., titles, headings, diagrams) are often missing or ineffective • may be all “middle,” with no introduction or conclusion • little organization or logical sequence 	<ul style="list-style-type: none"> • some required text features and graphics (e.g., titles, headings, diagrams) may be missing or ineffective • introduction may be vague; may not have a conclusion • some organization; sequence is logical 	<ul style="list-style-type: none"> • text features and graphics (e.g., titles, headings, diagrams) are generally clear and correctly used • clear introduction; conclusion may be somewhat abrupt • well organized; logical sequence and paragraphing 	<ul style="list-style-type: none"> • text features and graphics (e.g., titles, headings, diagrams) are effective • introduction catches interest; conclusion sums up the information • well organized; clear, logical sequence and paragraphing
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> • repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand • may be hard to read 	<ul style="list-style-type: none"> • some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow • legible 	<ul style="list-style-type: none"> • few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning • legible, neat; shows care 	<ul style="list-style-type: none"> • correct basic sentence structure, grammar, spelling, and punctuation; may include some errors in complex structures • presentation shows care; may include special features

Quick Scale: Grade 5 Writing to Communicate Ideas and Information (Instructions and Procedures)

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Writing to communicate ideas and information is usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing offers loosely connected ideas; often very brief and hard to follow.</i>	<i>The writing consists of connected ideas that address most requirements of the task; parts may be vague, hard to follow, or flawed by errors.</i>	<i>The writing is easy to follow, with relevant ideas or information that accomplish the purpose or task.</i>	<i>The writing offers clear, complete, and concise information and ideas that effectively accomplish the purpose or task.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • little sense of purpose or focus • some information may be inaccurate or copied • details are often vague or irrelevant 	<ul style="list-style-type: none"> • some sense of purpose; focus may wander • generally accurate • limited detail; some may be irrelevant, inaccurate, or copied 	<ul style="list-style-type: none"> • focused around a clear purpose • generally concrete, accurate, complete; written in own words • some specific examples, details 	<ul style="list-style-type: none"> • focused; fully accomplishes the purpose • accurate and complete • specific examples or details make the information clear
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple language; may be inappropriate or incorrect in places • poorly constructed sentences; little variety 	<ul style="list-style-type: none"> • simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures 	<ul style="list-style-type: none"> • language is clear, with some variety; may try to use technical words • uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear, varied; often tries to use precise or technical words • flows smoothly; variety in sentences
FORM • format and organization • graphics, visual features	<ul style="list-style-type: none"> • titles or headings may be omitted • may be an unsorted list or one paragraph; steps or sections are often omitted or combined • required diagrams or sketches may be omitted 	<ul style="list-style-type: none"> • has a title or heading • logically organized into steps or sections; some steps may be omitted or combined • includes some labels on required diagrams and sketches 	<ul style="list-style-type: none"> • title or heading identifies purpose • well organized into steps or sections; may omit one step or required sections in more complex tasks • key features of required diagrams or sketches are neatly labelled 	<ul style="list-style-type: none"> • title or heading identifies the purpose; uses subtitles or headings effectively • well organized into numbered steps or sections; complete • diagrams or sketches are complete and clearly labelled
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> • repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand • may be hard to read 	<ul style="list-style-type: none"> • some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow • legible 	<ul style="list-style-type: none"> • few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning • legible, neat; shows care 	<ul style="list-style-type: none"> • correct basic sentence structure, grammar, spelling, and punctuation; may include some errors in complex structures • presentation shows care; may include special features

Rating Scale: Grade 5 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information tasks by March-April of Grade 5 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing offers loosely connected ideas; often very brief and hard to follow, with serious problems in logic, style, and mechanics. The student may need help to complete the task.</i>	<i>The writing consists of connected ideas that address most requirements of the task, although they may be vague and hard to follow in places or flawed by frequent errors.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • little sense of purpose or focus • some information may be inaccurate or copied from another source • details are often vague or irrelevant 	<ul style="list-style-type: none"> • some sense of purpose; focus may wander • information is generally accurate • includes a limited amount of detail; some may be irrelevant, inaccurate, or copied
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • uses simple language, often vague and repetitive; may include inappropriate words and expressions • sentences are often poorly constructed or run on; little variety 	<ul style="list-style-type: none"> • relies on simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures (often flawed)
FORM REPORTS, ARTICLES, LETTERS • text features • opening, ending • organization and sequence • paragraphs	<ul style="list-style-type: none"> • required titles, headings, and other text features are often omitted or inappropriate • special features (e.g., diagrams, charts) may have major flaws or omissions • tends to start mid-stream, leaving the reader to figure out the purpose or task • may be written as one long paragraph; little sense of deliberate sequencing; few connecting words • paragraphs may not focus on a main idea • rarely includes a conclusion 	<ul style="list-style-type: none"> • includes some required text features (e.g., titles, headings); often general and uninformative • special features (e.g., diagrams, charts) often have some flaws or omissions (e.g., no title) • introduction identifies the purpose or task, but may be somewhat vague • organized into paragraphs or sections; sequence is generally logical; may repeat the same connecting words many times • most paragraphs have a main idea and some related detail • often ends abruptly, without a conclusion
INSTRUCTIONS, PROCEDURES • format and organization • graphics, visual features	<ul style="list-style-type: none"> • may omit titles and headings • may be an unsorted list or one paragraph; steps or sections are often omitted or combined • often not written in the imperative voice (i.e., may retell own experience rather than direct the reader) • may omit required diagrams or sketches 	<ul style="list-style-type: none"> • has a title or heading related to the purpose • organized into steps or sections; sequence is generally logical, but may omit or combine steps or sections • most steps are written in the imperative voice (i.e., directing the reader); may lapse • includes some labels on required diagrams and sketches
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> • frequent repeated errors make the writing hard to understand • may include repeated errors in spelling of basic vocabulary • often, sentences are not separated by capitals and periods • serious grammar problems, often including errors in noun-pronoun or subject-verb agreement, or illogical shifts in verb tense • may be difficult to read 	<ul style="list-style-type: none"> • errors do not interfere with meaning, although they may make the writing hard to understand in places • most familiar words are spelled correctly • basic sentence punctuation is usually correct; may overuse commas and exclamation marks, or use commas instead of periods in places • some grammatical problems including errors in noun-pronoun or subject-verb agreement, or illogical shifts in verb tenses • legible; most parts are clear and neat

The rating scale may require adaptation when used for different purposes and tasks.

Writing to communicate ideas and information is usually expected to be carefully revised, edited, and proofread for presentation to an audience.

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is easy to follow, with relevant ideas or information that accomplish the purpose or task.</i></p>	<p><i>The writing offers clear, complete, and concise information and ideas that effectively accomplish the purpose or task.</i></p>
<ul style="list-style-type: none"> • focused around a clear purpose that is accomplished at a basic level • information is generally concrete, accurate, complete, and written in own words • includes some specific examples or details 	<ul style="list-style-type: none"> • focused around a clear purpose that is fully accomplished • information is accurate and complete • includes specific information, examples, or details that clarify ideas or procedures
<ul style="list-style-type: none"> • language is clear and shows some variety; may attempt to use technical terms • uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear and varied; some attempts to use precise language or technical terms • flows smoothly; varies sentence beginnings and uses a variety of conjunctions to join clauses or ideas (where appropriate)
<ul style="list-style-type: none"> • includes titles, headings, other text features • special features (e.g., diagrams, charts) are generally clear and correctly constructed, but may have minor flaws or omissions • introduction makes the purpose or task clear • well-organized into paragraphs or sections; sequence is logical and often made explicit through connecting words • each paragraph has a main idea and some supporting details • conclusion may be somewhat abrupt 	<ul style="list-style-type: none"> • text features (e.g., title, headings) are effective • special features (e.g., diagrams, charts) are clear and correctly constructed • introduction engages the reader's interest and clearly identifies the purpose or task • well organized into paragraphs; sequence is logical and explicit • each paragraph is clearly developed around a main idea • conclusion sums up the information
<ul style="list-style-type: none"> • title or heading identifies purpose • well organized into steps or sections; may omit one step or required sections in more complex tasks • uses the imperative voice (i.e., directing the reader) • key features of required diagrams or sketches are neatly labelled 	<ul style="list-style-type: none"> • title or heading identifies the purpose; uses subtitles or headings effectively • well organized into numbered steps or sections; sequence is logical and complete • consistently uses the imperative voice (i.e., directing the reader) • diagrams or sketches are complete and clearly labelled; may add sketches or diagrams voluntarily
<ul style="list-style-type: none"> • errors do not interfere with meaning • most familiar words are spelled correctly, including capitals and apostrophes where appropriate • basic sentence punctuation is correct • most sentences are complete and correct, including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate • clearly and neatly presented; shows evidence of care 	<ul style="list-style-type: none"> • sense of control; few errors, and these do not interfere with effectiveness • most words are spelled correctly • basic sentence punctuation is correct, including dialogue; may attempt more advanced punctuation (e.g., dash, ellipsis) • sentences follow basic rules of grammar; may include errors in complex structures • presentation shows evidence of care and pride; may include special features, especially when produced with a word processor

Sample Task: Writing Speeches

CONTEXT

Students in this class had previously written a variety of narratives and statements of opinion. They were accustomed to offering informal reports and speeches in the classroom, but had not previously delivered formal speeches.

This activity was undertaken as part of a district speech competition.

PROCESS

The teacher read several samples of speeches from previous years and invited students to comment on which ones were the most interesting to listen to and why. Based on this discussion, the class created a list of features of effective speeches:

- ◆ greets the audience
- ◆ catches your interest with an interesting opening
- ◆ introduces ideas in a logical order
- ◆ includes interesting detail, including descriptive language and sometimes dialogue
- ◆ has a powerful ending
- ◆ uses an appropriate, friendly tone—not too formal, but does not use slang

The class brainstormed ideas for speech topics. Each student chose a topic for a short speech (one and a half to three minutes) and completed a planning sheet provided by the teacher that specified:

- ◆ catchy opener
- ◆ introduction
- ◆ address audience
- ◆ body
- ◆ conclusion

Students wrote, revised, edited, and proofread their speeches using classroom resources. They informally shared their work with peers, but were responsible for their own revising, editing, and proofreading. They used a word processing program to produce their work.

Students practised and presented their speeches to the class; then they completed self-evaluations.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The speech is much too short to satisfy requirements of the task, and it consists largely of an unsorted list of information. The student needed a great deal of help to develop this writing.

- ◆ some sense of purpose
- ◆ details are often irrelevant
- ◆ repeats a few basic sentence structures
- ◆ little sense of deliberate sequencing
- ◆ errors do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Yes! “The Backstreet boys are on” my brother Jay said.

At that time my favorite show “Pokemon” was on. When

I asked Jay if I could watch it, he said, “No way, the

award show is more entertaining”. So, I was stuck there

TRANSCRIPT

My Annoying Older brother

Yes! “The Backstreet boys are on” my brother Jay said. At that time my favorite show “Pokeman” was on. When I asked Jay if I could watch it, he said, “No way, the award show is more entertaining”. So, I was stuck there unable to watch my show.

Judges, teachers, parents and fellow students. Hi, my name is Georgie and today I would like to talk about how annoying having an older brother can be.

He always wear’s Mexx, Ralph Lauren and Versace. His friends know that he is a nice person and he is well dressed. He is very lazy to do the laundry he makes me do it. He bribes me to do the dishes.

Some brothers can be annoying and some can be kind. No matter what I still like him.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This speech is designed to engage the audience and includes some interesting detail. It is shorter than required and includes several errors.

- ◆ focused around a clear purpose
- ◆ includes some specific examples and details
- ◆ repeats a few basic sentence structures that are often flawed
- ◆ ends abruptly
- ◆ overuses exclamation marks
- ◆ errors do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

MEOW, MEOW, MEOW

This is the cry of my fat cat, Whiskers.

Students, Teachers and Judges, I'm Chanel and I'm going to tell you about my cat, the fatest, white cat I ever saw! not to mention, the snobiest.

He spends his day sleeping under my bed and the night shedding all over my bed.

TRANSCRIPT

MEOW, MEOW, MEOW

This is the cry of my fat cat, Whiskers.

Students, Teachers and Judges, I'm Chanel and I'm going to tell you about my cat, the fatest, white cat I ever saw! not to mention, the snobiest.

He spends his day sleeping under my bed and the night shedding all over my bed.

I mean wouldn't that be the life? Now imagine you're my cat. All you do is eat, sleep, eat, sleep, eat, sleep, and then someone wakes you up to tell you it's time to go to bed.

But, there are disadvantages too! How could a cat play N 64 or Play Station. They don't even have thumbs. I bet you could not play with no thumbs! And cats can't play any sports either. Have you ever seen a cat play hockey, soccer or any sport? I haven't!

And if you tried to take a cat to the movies do you think they would let you in? So maybe cats don't get lots of advantages; but, they do get it pretty easy. Well, I think so don't you?

FULLY MEETS EXPECTATIONS

Teacher's Observations

The speech is easy to follow, well organized, and includes a great deal of specific detail.

- ◆ information is generally concrete
- ◆ language is clear; shows some variety
- ◆ flows smoothly; varies sentence beginnings and uses a variety of conjunctions
- ◆ introduction makes the purpose clear
- ◆ each paragraph has a main idea and some supporting details
- ◆ errors do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Crazy Times

I'm sure all of you have done something funny in your lives. Some of the things you did may have been funny and some may have been, well embarrassing. This is one of my funny stories that I'd like to share with

TRANSCRIPT

Crazy Times

I'm sure all of you have done something funny in your lives. Some of the things you did may have been funny and some may have been, well embarrassing. This is one of my funny stories that I'd like to share with you.

One day, last year, I was over at my friend's house but we couldn't think of anything to do. After we did a little thinking we decided that, well, maybe we should do something crazy. So for no reason at all we went and jumped of someone's balcony until our legs hurt. We must of done it about ten times but it didn't matter because nobody lived in the house with the balcony.

After that, we still didn't have anything to do. So we laid down on one of those bench kind of swing things and pushed eachother on it until we had both fallen off onto the muddy ground.

At the end of the day we had a sleepover at his house and a hot-tub in, of course, his hot-tub. By the time we got to bed our bodies were feeling really bad and it took us a very long time to get to sleep. In the morning we got up at about ten o'clock and we were still tired.

Just a couple of months ago I was with this same friend in the snow, tobogganning. We both stood up on a sleigh at the same time and went down a hill without holding on to anything. Luckily, I was in the front of the sleigh so when we got to the bottom, I fell on him instead of him falling on me. Another problem was that I weigh quite a bit more than my friend because he is actually pretty small. He wasn't hurt that much but I think that he twisted his ankle because he had a small limp.

We were playing football one day in his back yard and of course we were playing tackle because touch is too wimpy. I can't remember what the score was but when he had the ball I jumped to tackle him. Unfortunately I missed him and I hit one of the bushes that was in his yard. The whole bush came out of the ground, roots and all. His mom came out and got mad at us so we just stood the bush back up using the roots as little legs.

By this time I've probably knocked that bush over about four times and it's dead so his mom doesn't really care anymore when I knock it over. Usually when we play football we end up kicking the ball over the fence and his neighbors have a very large guard dog. Last time we went over to get the ball they let him out just after we got back over the fence into my friends yard.

You better of enjoyed my funny story because it took me a long time to write it. Just joking! Thanks for listening.

EXCEEDS EXPECTATIONS

Teacher's Observations

The speech is focused around a central idea that is effectively developed through details and examples.

- ◆ includes specific information, examples, and details
- ◆ language is clear and shows some variety
- ◆ introduction engages the reader's interest and clearly identifies the purpose
- ◆ well organized into paragraphs
- ◆ each paragraph is clearly developed around a main idea
- ◆ conclusion sums up the information
- ◆ sense of control; few errors, and these do not interfere with meaning or effectiveness

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

My cousin

Teachers Judges and fellow students
my name is Brian and I am going to tell you about a very special teenager to me and our country. His name is Dale and he is my cousin. There is one thing special about him, he is blind , but this doesn't seem to stop him from doing anything a sighted person could do.

Dale is very athletic and competitive. He represented Canada in

TRANSCRIPT

My cousin Dustin

Teachers, Judges and fellow students my name is Brian and I am going to tell you about a very special teenager to me and our country. His name is Dale and he is my cousin. There is one thing special about him, he is blind , but this doesn't seem to stop him from doing anything a sighted person could do.

Dale is very athletic and competitive. He represented Canada in the World Youth Games for blind athletes in the Czech Republic in the summer of 1998 bringing home the silver medal in the 400 metre run. Dale enjoys Olympic style wrestling, he wrestles for his school wrestling team but watch out! Dale beat a lot of teenagers in wrestling so if when you go to high school and wrestle against him be afraid, be

very afraid. He likes to downhill ski and ice skate. Every summer Dale participates in the BC summer disabled games. He competes in the 100, 200 and 400 metre runs and tandem cycling.

I have interviewed him and asked him a question, “How does it feel to be blind”? This is how he answered. I don’t really think about being blind . I don’t know what I’m missing so it doesn’t really matter. It makes you think how brave and confident he is.

Dale’s life at home and school is much like mine and yours. I was trying to think of something that would be different but life for him is really normal. At home Dale likes to listen to hockey games and other television shows. He also plays nintendo, computer games, the electric organ and loves his drum set that he plays all night long.

It really makes you think how many things we take for granted. Now take a minute & close your eyes & try to image you are a blind person. Now you know how sight impaired people accomplish something we do easily. Thank you for being such a great audience.

Literary Writing

Students learn to appreciate the power and beauty of language as they create their own literary works, often modelled on those they have read or viewed. As they revise and edit to create the effects they want, students develop in the craft of writing.

Grade 5 students often write in a variety of literary forms that may include short stories (e.g., about relationships), traditional stories (e.g., fables, folk tales), special genres (e.g., mysteries, science fiction), memoirs, parodies and other humour, and poems. They explore an increasing variety of literary techniques, such as figurative language, imagery, and mood to create specific effects.

Most often, classmates and teachers are the primary audiences for students' stories and poems. School newspapers and yearbooks, web sites, and community publications can expand the range of audiences.

Key Qualities

The following is a summary of the key qualities of each aspect of writing stories and poems in Grade 5. The *Quick Scales* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ comes from imagination, memories, and observations
- ◆ develops through engaging detail; has some originality and emotional impact

STYLE

- ◆ is expressive, with descriptive and figurative language

FORM

- ◆ narratives develop in a logical sequence, with a beginning, middle, and end
- ◆ poems follow the “rules” for the chosen form and feature figurative language and imagery

CONVENTIONS

- ◆ has been carefully revised and edited
- ◆ follows standard conventions for basic spelling, punctuation, grammar and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 5 literary writing reflect the following prescribed learning outcomes from Grade 5 of the *English Language Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- ◆ write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature [C3]

STRATEGIES (WRITING)

[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- ◆ use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

- ◆ use the features and conventions of language to express meaning in their writing and representing [C11]



Quick Scale: Grade 5 Writing Stories

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Stories are usually required to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The story is often brief, disjointed, or illogical. The student may need frequent help.</i>	<i>The story presents connected events with little elaboration; it may be confusing in places.</i>	<i>The story is complete and easy to follow, with some description and detail.</i>	<i>The story is engaging, with some originality.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> lacks originality; resembles a work read or viewed few details; may be illogical does not engage the reader 	<ul style="list-style-type: none"> predictable; may rely on ideas discussed in class some detail may try to engage the reader in the beginning, then falter 	<ul style="list-style-type: none"> events are largely predictable, but may show originality in places uses supporting details to describe events tries to create an impact on the reader 	<ul style="list-style-type: none"> shows originality; may develop parts of story in unusual ways uses detail effectively; may create strong descriptions creates an impact on the reader
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> simple language; may be inappropriate or incorrect in places poorly constructed sentences; little variety 	<ul style="list-style-type: none"> simple language; may be somewhat vague and repetitive repeats a few basic sentence structures 	<ul style="list-style-type: none"> language is clear with some variety and description uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> language is clear, varied; often tries to use precise, descriptive language flows smoothly; variety in sentences
FORM • beginning, middle, end • sequence • characters • setting • dialogue	<ul style="list-style-type: none"> no clear beginning, middle, end story seems incomplete; may be very brief characters are not described or developed dialogue may be confusing 	<ul style="list-style-type: none"> logically sequenced beginning, middle, and end focuses on action; often retelling a TV program or movie characters are named and their appearance may be briefly described dialogue is generally clear, but often all characters sound the same 	<ul style="list-style-type: none"> logically sequenced beginning, middle, and end; beginning often stronger than ending focuses more on action than on character or theme characters tend to be “types”; description focuses on appearance dialogue is clear and sometimes sounds realistic 	<ul style="list-style-type: none"> develops logically from an engaging beginning to a plausible ending may focus on a theme, relationship, or idea characters described in detail; may develop setting and create mood dialogue is clear; may reveal character
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand may be hard to read 	<ul style="list-style-type: none"> some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow legible 	<ul style="list-style-type: none"> few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning legible, neat; shows care 	<ul style="list-style-type: none"> correct basic sentence structure, grammar, spelling, and punctuation; may include some errors in complex structures presentation shows care; may include special features

Quick Scale: Grade 5 Writing Poems

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Poems are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The poem may be brief, disjointed, or illogical. The student may need frequent help.</i>	<i>The poem presents connected ideas with little elaboration; it may be confusing in places.</i>	<i>The poem is complete and easy to follow, with some description and detail.</i>	<i>The story is engaging, with some originality.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> lacks originality; resembles a work read or viewed few details; may be illogical does not engage the reader 	<ul style="list-style-type: none"> predictable; may rely on ideas discussed in class some detail may try to engage the reader in the beginning, then falter 	<ul style="list-style-type: none"> ideas and images are largely predictable but may show originality in places uses details to describe images tries to create an impact on the reader 	<ul style="list-style-type: none"> shows originality; may develop some ideas or images in unusual ways uses detail effectively to create strong descriptions creates an impact on the reader
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> simple language; may be inappropriate or incorrect in places 	<ul style="list-style-type: none"> simple language; may be somewhat vague and repetitive 	<ul style="list-style-type: none"> language is clear, with some variety and description 	<ul style="list-style-type: none"> language is clear, varied, and descriptive
FORM • poetic form* • description	<ul style="list-style-type: none"> does not follow the “rules” of the chosen form little descriptive or figurative language 	<ul style="list-style-type: none"> tries to follow most “rules” of the chosen form but may make some errors some descriptive language 	<ul style="list-style-type: none"> follows most “rules” of the chosen form; may have difficulty in places some figurative language 	<ul style="list-style-type: none"> follows the “rules” of the chosen form; may have some minor errors some figurative language, imagery
CONVENTIONS • spelling • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> repeated errors in basic spelling, punctuation, or grammar often make the writing hard to understand may be hard to read 	<ul style="list-style-type: none"> some errors in spelling, punctuation, or grammar; errors may make parts hard to follow legible 	<ul style="list-style-type: none"> few errors in basic spelling, punctuation, or grammar; errors do not interfere with meaning legible, neat; shows care 	<ul style="list-style-type: none"> correct basic spelling, punctuation, and grammar; may include some errors in complex language presentation shows care; may include special features

* In the space below, teachers may want to list “rules” for the specific type of poem students are to write for a particular assignment.

Poetic form: _____

Key “rules”:

Rating Scale: Grade 5 Writing Stories and Poems

Student achievement in writing stories and poems by March–April of Grade 5 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing is often brief, disjointed, or illogical. The student may frequently need help to complete the task.</i>	<i>The writing offers connected events or ideas with little elaboration; it may be confusing in places or flawed by frequent errors.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> lacks originality; may closely resemble a selection the student has read or viewed, or offer simple, concrete events or ideas reveals few details; development may be illogical shows minimal awareness of audience; does not engage the reader or have an emotional impact 	<ul style="list-style-type: none"> predictable; tends to rely on ideas or content discussed in class or found in other selections; may show some originality includes some detail; may elaborate some parts and not others shows some awareness of audience; often tries to engage the reader in the beginning, but has less impact in the middle and end
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> uses simple language, often vague and repetitive; may include inappropriate words and expressions sentences are often poorly constructed or run on; little variety 	<ul style="list-style-type: none"> relies on simple language; may be somewhat vague and repetitive repeats a few basic sentence structures (often flawed)
FORM STORIES • beginning, middle, end • sequence • characters • setting • dialogue	<ul style="list-style-type: none"> may be very brief, without a clear beginning, middle, and end includes some action and events, but these are not developed into a complete story beginning and ending may be missing, abrupt, or illogical characters are usually named but not described dialogue may be confusing; it may be difficult to tell which character is speaking 	<ul style="list-style-type: none"> includes a logically sequenced beginning, middle, and end; may wander in places focuses on action; may seem to be a retelling of a familiar story, television program, or movie beginning introduces the situation; there is a conclusion, but it may be rather sudden or fail to tie up the story names characters and often gives brief physical descriptions dialogue is generally clear, but often all characters sound the same
POEMS • poetic form • description	<ul style="list-style-type: none"> the intended poetic form may be difficult to identify; does not follow “rules” of the chosen form little use of descriptive or figurative language 	<ul style="list-style-type: none"> attempts to follow the “rules” of the chosen form, but may not be able to sustain it uses some descriptive language
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> frequent repeated errors make the writing hard to understand may include repeated errors in spelling of basic vocabulary often, sentences are not separated by capitals and periods serious grammar problems, often including errors in noun-pronoun or subject-verb agreement, or illogical shifts in verb tense may be difficult to read 	<ul style="list-style-type: none"> errors do not interfere with meaning, although they may make the writing hard to understand in places most familiar words are spelled correctly basic sentence punctuation is usually correct; may overuse commas, exclamation marks; may use commas instead of periods in places some grammatical problems, including errors in noun-pronoun or subject-verb agreement, or illogical shifts in verb tenses legible; most parts are clear and neat

The rating scale may require adaptation when used for different purposes and tasks.

Stories and poems are usually expected to be carefully revised, edited, and proofread for presentation to an audience.

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is a complete, easy-to-follow story or poem with some description and detail.</i></p>	<p><i>The writing is an engaging story or poem with some originality.</i></p>
<ul style="list-style-type: none"> creates a story or poem with some sense of individuality or originality, although events and images are largely predictable includes supporting details that elaborate events, ideas, or images shows a sense of audience; attempts to engage the reader and create an emotional impact (e.g., humour, surprise) 	<ul style="list-style-type: none"> creates a story or poem with a sense of individuality or originality; may develop events and images in unusual ways uses detail effectively to describe and elaborate events, ideas, or images; may include strong sensory descriptions shows a clear sense of audience; engages the reader and creates an emotional impact
<ul style="list-style-type: none"> language is clear, with some variety; includes descriptive language uses a variety of sentence lengths and patterns, including complex sentences 	<ul style="list-style-type: none"> language is clear and varied; some attempts to use specific, precise descriptive language to create a mood or to make ideas clear flows smoothly; varies sentence beginnings and uses a variety of conjunctions to join ideas
<ul style="list-style-type: none"> includes a logically sequenced beginning, middle, and end focuses more on action than on character or meaning beginning establishes interest and introduces the characters; the ending attempts to tie up the story, but may be somewhat weak characters tend to be “types” without any depth; descriptions focus on appearance dialogue is generally clear; tries to show how different characters might talk 	<ul style="list-style-type: none"> develops logically from beginning, to middle, to end; some story elements (e.g., plot, setting, character, message) are well developed may be focused around a theme, relationship, or idea; often attempts to create a mood reveals the “story problem” in an engaging beginning; conclusion is believable but usually predictable characters are described in detail; descriptions may include some personality traits dialogue is clear and may reveal something about the personality of the characters
<ul style="list-style-type: none"> follows most “rules” of the chosen form; may have difficulty in places uses some figurative language; tends to be predictable 	<ul style="list-style-type: none"> follows the “rules” of the chosen form; may have some minor errors includes some figurative language and imagery
<ul style="list-style-type: none"> errors do not interfere with meaning most familiar words are spelled correctly, including capitals and apostrophes where appropriate basic sentence punctuation is correct most sentences are complete and correct including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate clearly and neatly presented; shows evidence of care 	<ul style="list-style-type: none"> sense of control; few errors, and these do not interfere with effectiveness most words are spelled correctly basic sentence punctuation is correct, including dialogue; may attempt more advanced punctuation (e.g., dash, ellipsis) sentences follow basic rules of grammar; may include errors in complex structures presentation shows evidence of care and pride; may include special features, especially when produced with a word processor

Sample Task: Traditional Tales

CONTEXT

Writing is part of all activities in this class. Throughout the year, students had learned a variety of strategies for generating and developing ideas, for revising and editing, and for proofreading and completing their final copies. They routinely used a word processing program to produce their work.

PROCESS

The class listened to and read several traditional Aboriginal stories. They discussed the stories, retold and dramatized them, and represented them in a variety of other ways, including storyboards. Students also discussed the oral tradition of storytelling in Aboriginal and other cultures and reviewed the stories to identify common elements such as:

- ◆ use of animal names with a capital letter and no article
- ◆ believable rationale for phenomena
- ◆ connection between the past or spirit world with earthly events

Students were asked to write a tale in the style of an Aboriginal legend explaining a natural creature or phenomenon. The class brainstormed some possibilities and reviewed the key features their stories should include. Students wrote, revised, edited, and proofread their stories independently. They used a word processor to produce their work, including using the spell-checker feature.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This brief story, written in very simple language, was developed with a great deal of help from the teacher.

- ◆ reveals few details
- ◆ does not engage the reader or have an emotional impact
- ◆ uses simple language; repetitive
- ◆ includes a logically sequenced beginning, middle, and end
- ◆ most familiar words are spelled correctly
- ◆ basic sentence punctuation is correct

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Why Fox is red

Fox was hungry. He saw a baby bear. The fox came after the baby the bear. The fox was running it was screaming. Then the mum came out .The fox started to run. The mum hit fox the fox. The fox was hurt. Fox got up and ran. The fox was so mad, he turned red. That is why fox is red.

TRANSCRIPT

Why Fox is red

Fox was hungry. He saw a baby bear. The fox came after the baby the bear. The fox was running it was screaming. Then the mum came out. The fox started to run. The mum hit fox the fox. The fox was hurt. Fox got up and ran. The fox was so mad, he turned red. That is why fox is red.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This story features some “story language” and details, but the ideas are undeveloped.

- ◆ predictable
- ◆ includes some detail
- ◆ tries to engage the reader in the beginning, but has less impact in the middle and end
- ◆ uses a variety of sentence lengths and patterns
- ◆ beginning introduces the situation; there is a conclusion, but it is rather sudden

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

How Hummingbird got his name

Early one morning princess Featherfoot was walking through the forest collecting berries for her village. Feather foot loved looking for new and interesting things. When all of a sudden she heard a little humming sound. She turned around to see where the strange but beautiful sound was coming from. There she spotted a tiny bird flapping its wings at great speed. Princess Featherfoot decided to call him hummingbird

TRANSCRIPT

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FULLY MEETS EXPECTATIONS

Teacher's Observations

This story shows a sense of audience, using detail and description to make an impact. The story shows originality, but becomes somewhat confused near the end.

- ◆ creates a story with a sense of originality
- ◆ attempts to engage the reader and create an emotional impact
- ◆ language is clear, with some variety
- ◆ uses a variety of sentence lengths and patterns
- ◆ beginning establishes interest and introduces the characters; the ending attempts to tie up the story, but is somewhat weak
- ◆ errors do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

How Mosquito Came To Earth.

Long, long ago, there was a giant, named Fierce One. Fierce One lived on a high mountain beside a large forest. Every day Fierce One would go to the village, and take some men back to the mountain and eat them. Some men tried to kill Fierce One, but none of them ever returned. Glooscap lived in that certain village, he decided to try kill Fierce One. When Glooscap was ready, he started walking. he walked, and walked, until he reached the mountain. Then he climbed, up, up, and up until he reached the sky. Fierce One saw him immediately and told his son to make a good

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Glooscap jumped from behind the door and put a knife in Fierce One's ankle. Fierce One let out a piercing scream that made the mountain shake. Then he fell. So did the trees in the forest. It has been that trees don't grow on mountains. Then Glooscap burned Fierce One and threw the ashes in to the wind. The ashes turned in to mosquitoes, and so it has been since then.

EXCEEDS EXPECTATIONS

Teacher's Observations

The story is original, engaging, and well developed. The writing flows smoothly.

- ◆ uses detail effectively
- ◆ shows a clear sense of audience
- ◆ language is clear and varied
- ◆ develops logically from beginning to middle to end; story elements are well developed
- ◆ reveals the “story problem” in an engaging beginning
- ◆ sense of control; few errors and these do not interfere with effectiveness

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

How Spider got Eight Legs

One day the mighty warrior Lukta went out of the village in order to search for food. Many days and many nights passed and when he returned, the village was gone, at least that is how it appeared to Lukta for the place where his village had been was now overgrown with forest. Luckily, he had his sword and so he used it to cut his way threw the trees. No sooner did he start cutting did he see from the corner of his eye two animals charging towards him. Suddenly, he saw another two, then another

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he chopped down the forest and discovered his village underneath. Everyone had been asleep while he was away and they woke up when he uncovered them. As days went on, Lutka noticed changes. He began to shrink a little each day. People of his village were staring at him. The Chief finally came out and asked "who are you"? and asked him to leave because he wasn't one of them anymore. Lukta kept on shrinking until he was the size of a river stone. This frightened him so he hid among the rocks. Eventually his body turned dark and he remained that way, eight legs and a black body for the rest of his life. To this day Spider has remained a dark, strong, intelligent fighter who keeps to himself.