

## GRADE SIX

### FRIENDLY LETTER - LEVEL 2

- Context: Basic text and organization.
- Message: Basic text, but inconsistent development and organization; opening is a bit confusing although attempts to use detail to support message. Inconsistent tenses between paragraphs.
- Strategies: Familiar with some vocab (prior knowledge) "gallette", "bannock". Purpose/audience unclear. Sequencing is unclear at beginning.
- Pragmatic Cues: Word usage is inconsistent. Purpose and audience identified later in text. Respectful voice for sure!
- Textual Cues: Multi-paragraph. Sequencing basic.
- Syntactic: Basic sentence structure. Variety of sentence lengths and beginnings. Tenses confusing.
- Semantic/Lexical/Morphological/Graphophonical: Includes imagery.

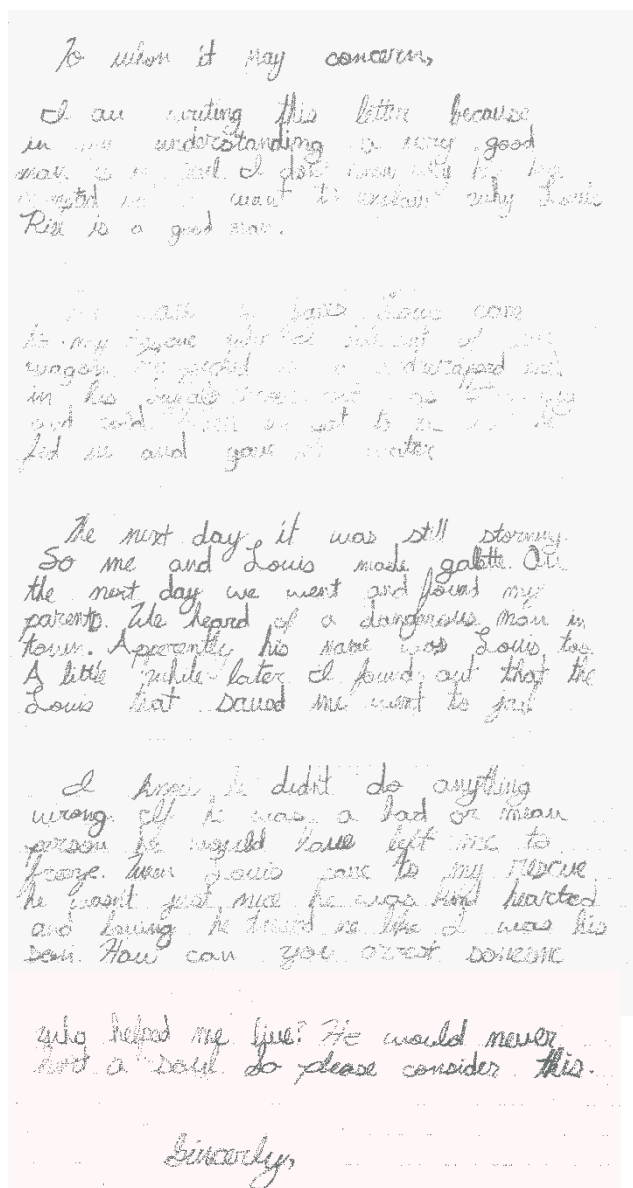
To whom it may concern  
I'm writing this letter because I'm  
a little boy who fell out of a cart while  
a huge storm came and I yelled  
and screamed for my parents to come  
backs but they didn't come.  
I walked for hours I almost  
froze to death when I seen a shadow  
I said papa but it stoped. It was  
a person on a horse. I told him  
I was cold and hungry so he made  
me gallette and throw logs in the  
fire place  
I ate gallette and asked the  
person his name he said Louis and I  
said my name was James. I told  
Louis that my mama makes

this but its bannock, he said that  
he'd show me how to make it.  
I wanted to find my parents there.  
So we went to find my parents,  
we were going to town when he  
stopped and told me to walk to town  
it was about 2 miles out of town  
and when I found my parents I  
heard that Louis was arrested, I was  
sad. That is why I am writing this letter.

## GRADE SIX

### FRIENDLY LETTER - LEVEL 3

- Context: Clear message, competent organization, but not complex, sophisticated.
- Message: Engaging, well-developed. Point of View. Sensory details. Sense of character.
- Strategies: Clear use of prior knowledge, “galette”, “buffalo robe”.
- Pragmatic Cues: Language is thoughtful. Tone and voice are imaginative and engaging. Respect is evident.
- Textual Cues: Multi-paragraph. Story divided into two paragraphs by day 1, day 2. Logical sequence.
- Syntactic: Sentences are clear, varied and different sentence beginnings. Punctuation and capitalization strong.
- Semantic/Lexical/Morphological/Graphophonical: Appropriate word use.



To whom it may concern,

I am writing this letter because in my understanding a very good man is in jail. I don't know why he's been arrested but I want to explain why Louis Riel is a good man.

My name is James. Louis came to my rescue when I fell out of our wagon. He picked me up and wrapped me in his buffalo robe. It was storming and cold. When we got to his home he fed me and gave me water.

The next day it was still storming. So me and Louis made galette. On the next day we went and found my parents. We heard of a dangerous man in town. Apparently his name was Louis too. A little while later I found out that the Louis that saved me went to jail.

I know he didn't do anything wrong. If he was a bad or mean person he would have left me to freeze. When Louis came to my rescue he wasn't just nice he was kind hearted and loving he treated me like I was his son. How can you arrest someone who helped me live? He would never hurt a soul. So please consider this.

Sincerely,

## GRADE SIX

### FRIENDLY LETTER - LEVEL 3

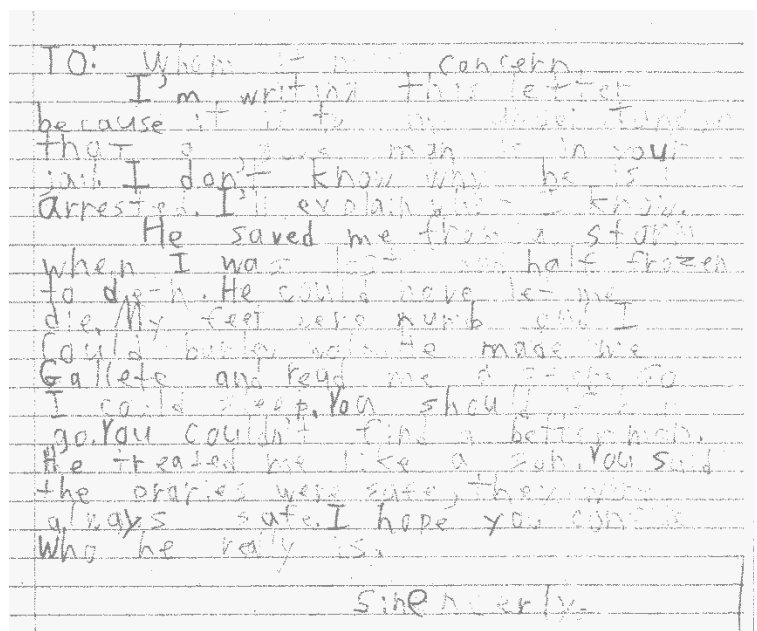
- Context: Clear, well-developed.
- Message: Point of view is clear and appropriate with facts and opinion. provides sensory details (“half frozen, feet were numb”).
- Strategies: Prior knowledge and experience in story, “gallete”. Writes with clear purpose to audience.
- Pragmatic Cues: Tone and voice, language appropriate and respectful. Recognizes and explains function of text.
- Textual Cues: Needs more than 2 paragraphs. Logical sequence.
- Syntactic: Clear, varied sentences. Different sentence types and beginnings. Uses caps, punctuation correctly most of time.
- Semantic/Lexical/Morphological/Graphophonical: Appropriate words; creates imagery of character.

To: Whom it may concern

I'm writing this letter because it is to my understanding that a good man is in your jail. I don't know why he is arrested. I'll explain what I know.

He saved me from a storm when I was lost and half frozen to death. He could have let me die. My feet were numb and I could barely walk. He made me Gallete and read me a story so I could sleep. You should let him go. You couldn't find a better man. He treated me like a son. You said the praries were safe, they were always safe. I hope you consider who he really is.

Sincerely,



## GRADE SIX

### FRIENDLY LETTER - LEVEL 3

- Context: Includes sensory details with a point of view that is consistent throughout the response.
- Message: Sensory details. Point of view that is consistent throughout. Some originality.
- Strategies: Prior knowledge and experience evident for plot/summary of events.
- Pragmatic Cues: Tone and voice is appropriate and respectful throughout.
- Textual Cues: Multi-paragraph with logical sequence.
- Syntactic: Clear sentence structure, varies sentences.
- Semantic/Lexical/Morphological/Graphophonical: Word use is appropriate for purpose, creates imagery with the development of character.

December 18<sup>th</sup>

To whom it may concern:

1885

I am writing this letter because it is brought to my attention that a good man is in your prison. I do not know why he is in jail, but he should not be. This is why.

Louis Reil is a good hearted man. He saved my life. It was one day I would not forget. He took me to his house. He acted like a father to a son. He took care of me when I was lost. He could of left me there but he saved me instead.

Louis may be Metis but we are all the same on the inside. He provided me with food, water and shelter. He took me from the cruel storm. This mortal is kind and sweet and could not have possibly done anything wrong.

In conclusion I hope you take my story under consideration.