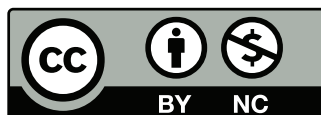
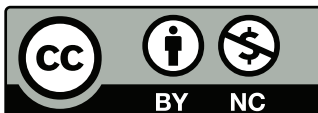


Outcome (Indicators)	4-Mastery	3-Proficient	2-Approaching	1-Beginning
<p><b>Context</b> <b>CC2.1</b> <b>Creates written texts that explore: identity, community, social responsibility and make connections to own life.</b></p> <p>CC2.1(b) Compositions include:</p> <ul style="list-style-type: none"> <li>a specific message</li> <li>several related ideas which are logically organized and developed</li> <li>ideas and information which are clear and complete</li> <li>appropriate use of language and conventions including conventional print.</li> </ul> <p>CC2.1(e) Writes stories about self, family, community, and family/community traditions to express ideas and understanding.</p>	<p>Creates <b>insightful</b> and original written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> <li>a <b>richly detailed</b> message</li> <li>several related ideas which are <b>deliberately</b> organized and developed</li> <li>ideas and information which are <b>richly developed</b></li> <li><b>deliberate</b> use of language and conventions including conventional print.</li> </ul> <p>Writes <b>original</b> stories about self, family, community, and family/community traditions to <b>clearly and comprehensively</b> express ideas and <b>depth</b> of understanding</p>	<p>Creates written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> <li>a <b>specific</b> message</li> <li>several related ideas which are <b>logically</b> organized and developed</li> <li>ideas and information which are <b>clear and complete</b></li> <li><b>appropriate</b> use of language and conventions including conventional print.</li> </ul> <p>Writes stories about self, family, community, and family/community traditions to express ideas and understanding.</p>	<p>Creates <b>basic</b> written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> <li>a <b>predictable general</b> message</li> <li><b>few</b> related ideas which are <b>simply</b> organized and developed</li> <li><b>some</b> of the ideas and information are clear and complete</li> <li><b>basic</b> use of language and conventions including conventional print.</li> </ul> <p>Writes stories about self, family, community, and family/community traditions to express <b>basic</b> ideas and <b>some</b> understanding.</p>	<p>Creates <b>limited and/or unfocused</b> written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> <li>a <b>vague</b> message</li> <li><b>minimal</b> ideas which are <b>unorganized</b></li> <li>the ideas and information are <b>unclear and/or unrelated</b></li> <li><b>uncertain</b> use of language and conventions including conventional print.</li> </ul> <p>With teacher modeling and direction writes stories about self, family, community, and family/community traditions to express <b>minimal</b> ideas and <b>limited</b> understanding.</p>
<p><b>Message</b></p> <p><b>CC2.4: Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</b></p> <p>(d) Writes groups of clear sentences that develop a central idea in a basic paragraph of six sentences.</p> <p>(e) Writes stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>(f) Writes short pieces in the form of reports that describe and explain familiar objects, events, and experiences.</p> <p>(g) Writes brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events.</p> <p>h. Writes a friendly letter complete with date, salutation, body, closing, and signature.</p> <p>i. Writes a response with supporting details from a text viewed, listened to, or read.</p>	<p>Compositions are <b>original</b> with <b>elaborate</b> detail.</p> <p>Writes groups of clear sentences that develop a central idea in a <b>richly detailed</b> paragraph of six sentences.</p> <p>Writes <b>richly detailed</b> stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>Writes short pieces in the form of reports that <b>comprehensively</b> describe and explain familiar objects, events, and experiences.</p> <p>Writes brief narratives based on own experiences and imaginations that move through a <b>purposeful</b> sequence of events and <b>enhance</b> the setting, characters, character traits, goals, and events.</p> <p>Writes a <b>skillful</b> friendly letter complete with date, salutation, body, closing, and signature. .</p> <p>Writes a <b>skillful</b> response with <b>many</b> supporting details from a text viewed, listened to, or read.</p>	<p>Compositions are <b>clear</b> with <b>appropriate and relevant</b> details.</p> <p>Writes groups of clear sentences that develop a central idea in a basic paragraph of six sentences.</p> <p>Writes stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>Writes short pieces in the form of reports that describe and explain familiar objects, events, and experiences.</p> <p>Writes brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events.</p> <p>Writes a friendly letter complete with date, salutation, body, closing, and signature.</p> <p>Writes a response with supporting details from a text viewed, listened to, or read.</p>	<p>Compositions are <b>simple</b> with <b>basic</b> details.</p> <p>Writes groups of sentences that develop a <b>simple</b> paragraph.</p> <p>Writes <b>simplistic</b> stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>Writes short pieces in the form of reports that <b>partially</b> describe and explain familiar objects, events, and experiences.</p> <p>Writes brief narratives based on own experiences and imaginations that move through a <b>partial</b> sequence of events and <b>basic</b> setting, characters, character traits, goals, and events.</p> <p>Writes a <b>simple</b> friendly letter complete with date, salutation, body, closing, and signature.</p> <p>Writes a <b>simple</b> response with <b>few</b> supporting details from a text viewed, listened to, or read.</p>	<p>Compositions are <b>undeveloped, unclear</b> with <b>few</b> details.</p> <p>Writes <b>minimal</b> sentences.</p> <p>Writes <b>undeveloped</b> stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>Writes short pieces in the form of reports that <b>vaguely</b> describe and explain familiar objects, events, and experiences.</p> <p>Writes brief narratives based on own experiences and imaginations that have <b>little or no</b> sequence of events and <b>incomplete</b> setting, characters, character traits, goals, and events.</p> <p>Writes an <b>incomplete</b> friendly letter with missing elements.</p> <p>Writes a <b>limited</b> response <b>lacking</b> supporting details from a text viewed, listened to, or read.</p>



<p><b>Use of Strategies</b> CC2.4 (b). Selects and uses task-relevant before, during, and after strategies when writing to communicate meaning.</p>	<p><b>Purposefully</b> selects and uses task-relevant before, during and after strategies when writing to communicate meaning.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• Uses background knowledge</li> <li>• Plans/prewrites</li> <li>• Considers purpose</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Organizes information and ideas</li> <li>• Writes key ideas and facts in own words</li> <li>• Drafting includes some detail</li> <li>• Revises with teacher support</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Asks reflective questions</li> <li>• Edits to create a polished product with teacher support</li> </ul>	<p><b>Consistently</b> selects and uses task-relevant before, during and after strategies when writing to communicate meaning.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• Uses background knowledge</li> <li>• Plans/prewrites</li> <li>• Considers purpose</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Organizes information and ideas</li> <li>• Writes key ideas and facts in own words</li> <li>• Drafting includes some detail</li> <li>• Revising with teacher support</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Asks reflective questions</li> <li>• Edits to create a polished product with teacher support</li> </ul>	<p><b>Inconsistently</b> selects and uses task-relevant before, during and after strategies when writing to communicate meaning.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• Uses background knowledge</li> <li>• Plans/prewrites</li> <li>• Considers purpose</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Organizes information and ideas</li> <li>• Writes key ideas and facts in own words</li> <li>• Drafting includes some detail</li> <li>• Revising with teacher support</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Asks reflective questions</li> <li>• Edits to create a polished product with teacher support</li> </ul>	<p><b>Rarely</b> uses task-relevant before, during and after strategies when writing to communicate.</p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• Uses background knowledge</li> <li>• Plans/prewrites</li> <li>• Considers purpose</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Organizes information and ideas</li> <li>• Writes key ideas and facts in own words</li> <li>• Drafting includes some detail</li> <li>• Revising with teacher support</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Asks reflective questions</li> <li>• Edits to create a polished product with teacher support</li> </ul>
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<p><b>Cues and Conventions</b></p> <p>CC2.4 (c) Understands and applies the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/ morphological, graphophonic, and other) to construct and communicate meaning when writing.</p>	<ul style="list-style-type: none"> <li>purposefully chooses language for a particular audience and purpose</li> <li>beginning to develop tone and voice</li> <li><b>consistently</b> writes sentences using periods, question marks, commas and capitals correctly</li> <li>uses an <b>interesting</b> variety of sentence openings and types</li> <li><b>intentionally</b> uses connecting words</li> <li><b>consistently</b> stays on topic</li> <li><b>masterfully</b> uses appropriate and descriptive words to add interest and detail (e.g., strong verbs, descriptive adjectives and adverbs)</li> <li>uses <b>correct</b> spelling</li> <li><b>meticulously</b> prints letters of consistent size, shape, and spacing.</li> </ul>	<ul style="list-style-type: none"> <li>chooses appropriate language for a particular audience and purpose</li> <li>attempting to develop tone and voice</li> <li>writes sentences using periods, question marks, commas and capitals correctly</li> <li>uses a variety of sentence openings and types</li> <li>uses simple connecting words</li> <li>stays on topic</li> <li>uses appropriate and descriptive words to add interest and detail (e.g., strong verbs, descriptive adjectives and adverbs)</li> <li>uses predominantly conventional spelling</li> <li>legibly prints letters of consistent size, shape, and spacing</li> </ul>	<ul style="list-style-type: none"> <li>attempts to choose language for a particular audience and purpose</li> <li>with support, attempting to develop tone and voice</li> <li><b>sometimes</b> writes sentences using periods, question marks, commas and capitals correctly</li> <li><b>occasionally</b> uses a variety of sentence openings and types</li> <li><b>occasionally</b> uses connecting words</li> <li><b>attempts</b> to stay on topic</li> <li><b>experiments</b> with the use of appropriate and descriptive words to add interest and detail (e.g., strong verbs, descriptive adjectives and adverbs)</li> <li>uses <b>some</b> conventional spelling</li> <li>forms letters of <b>inconsistent</b> size, shape, and spacing</li> </ul>	<ul style="list-style-type: none"> <li>language and purpose is unclear or inappropriate</li> <li>tone and voice not evident</li> <li><b>rarely</b> writes sentences using periods, question marks, commas and capitals</li> <li><b>rarely</b> uses provided sentence openings and types</li> <li><b>rarely</b> uses connecting words</li> <li><b>rarely</b> stays on topic</li> <li><b>rarely</b> uses appropriate and descriptive words to add interest and detail</li> <li>uses <b>phonetic</b> spelling</li> <li><b>illegibly</b> prints letters</li> </ul>
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