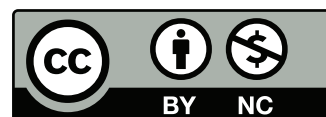
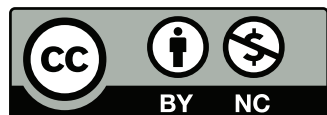


Outcome (indicator)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p><b>Context</b>  <b>CC7.1 Create various written texts that explore identity, social responsibility, and efficacy</b></p> <p>(a) Create with clarity and correctness, and appropriate to a particular audience and purpose a variety of written compositions including narrative, descriptive, expository, and persuasive</p>	<p>With <b>originality and sophistication</b>, create written texts that include:</p> <ul style="list-style-type: none"> <li>• <b>insightful</b> message, content or idea (meaning) that creates a strong impact.</li> <li>• <b>sophisticated</b> organization and coherence (form)</li> <li>• <b>complex</b> use of language conventions (style and language choices)</li> </ul> <p>to explore identity, social responsibility, and efficacy.</p>	<p>With <b>clarity and correctness</b>, create written texts that include a:</p> <ul style="list-style-type: none"> <li>• <b>well-developed</b> message content or idea (meaning)</li> <li>• <b>competent</b> organization and coherence (form)</li> <li>• <b>effective</b> use of language conventions (style and language choices)</li> </ul> <p>to explore identity, social responsibility, and efficacy.</p>	<p>Create <b>basic</b> written texts that include:</p> <ul style="list-style-type: none"> <li>• <b>simple</b> message content or ideas(meaning)</li> <li>• <b>uncomplicated</b> organization and coherence (form)</li> <li>• <b>inconsistent</b> use of language conventions (style and language choices)</li> </ul> <p>to explore identity, social responsibility, and efficacy.</p>	<p>Create <b>limited</b> written texts that include:</p> <ul style="list-style-type: none"> <li>• <b>undeveloped and/or incomplete</b> message content or ideas (meaning)</li> <li>• <b>limited</b> organization and coherence (form)</li> <li>• <b>narrow</b> use of language conventions (style and language choices)</li> </ul> <p>to explore identity, social responsibility, and efficacy.</p>
<p><b>Message</b>  <b>CC7.8 Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.</b></p> <p>(e) Demonstrate the ability to write multiparagraph compositions (minimum of 5 paragraphs) of at least 500-700 words: narrative, descriptive, expository, and persuasive</p> <p>(f) Narrate an imaginary incident or story</p> <p>(g) Explain and inform in a news story, a factual account, and a business letter</p> <p>(h) Write to describe a person or character</p>	<p>Writes <b>engaging, insightful</b> multi-paragraph compositions (minimum of 5 paragraphs) of at least 500-700 words.</p> <p>Writes an <b>engaging and insightful</b> narrative text that <b>effectively</b>:</p> <ul style="list-style-type: none"> <li>• establishes an <b>engaging</b> context, complex plot and clear point of view</li> <li>• uses a <b>broad range</b> of narrative devices with purpose</li> <li>• develops a <b>sophisticated</b> plot that leads to a <b>dynamic</b> climax and conclusion</li> </ul> <p>Writes a <b>sophisticated, complex, and rich</b> news story, factual account, and business letter that:</p> <ul style="list-style-type: none"> <li>• poses <b>provocative</b> questions to limit scope of text,</li> <li>• <b>creatively</b> introduces the purpose</li> <li>• develops topic with <b>compelling</b> facts, details examples, and explanations from multiple authoritative sources</li> <li>• includes several paragraphs or sections organized in <b>strategic</b> sequence</li> <li>• <b>skillfully</b> uses transitions</li> <li>• offers <b>thoughtful</b> conclusion(s)</li> </ul> <p>Writes an <b>engaging</b> person/character description that:</p> <ul style="list-style-type: none"> <li>• presents a <b>creative</b> and <b>colourful</b> picture of the person/character</li> <li>• includes sensory details and <b>effective, vivid</b> words</li> <li>• reflects a <b>thoughtful</b> order</li> </ul> <p>Writes <b>sophisticated (complex), well-developed,</b></p>	<p>Writes <b>effective, coherent</b> multi-paragraph compositions (minimum of 5 paragraphs) of at least 500-700 words.</p> <p>Writes an <b>engaging and well-developed</b> narrative text that <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>• establishes a context, plot, and point of view</li> <li>• uses a range of narrative devices</li> <li>• develops a <b>systematic</b> plot that leads to a climax or conclusion.</li> </ul> <p>Writes a <b>well-developed</b> news story, factual account, and business letter that:</p> <ul style="list-style-type: none"> <li>• poses <b>relevant</b> questions to limit scope of text,</li> <li>• introduces the purpose</li> <li>• develops topic with facts, details, examples, and explanations from multiple authoritative sources</li> <li>• includes several paragraphs or sections organized in <b>logical</b> sequences</li> <li>• uses transitions</li> <li>• offers conclusion(s)</li> </ul> <p>Writes a <b>well-developed</b> person/character description that:</p> <ul style="list-style-type: none"> <li>• presents a <b>clear</b> and colourful picture of the person/character</li> <li>• includes <b>vivid</b> words</li> </ul>	<p>Writes <b>adequate, generally coherent</b> multi-paragraph compositions (minimum of 5 paragraphs) of less than 500 words.</p> <p>Writes an <b>adequate</b> narrative text that <b>inconsistently</b>:</p> <ul style="list-style-type: none"> <li>• establishes a context, plot, and point of view</li> <li>• uses <b>some</b> narrative devices</li> <li>• develops a <b>basic</b> plot that leads to a predictable climax or conclusion.</li> </ul> <p>Writes a <b>basic</b> news story, factual account, and business letter that:</p> <ul style="list-style-type: none"> <li>• poses <b>some</b> relevant questions</li> <li>• <b>adequately</b> introduces the purpose</li> <li>• develops the topic with <b>adequate</b> facts, examples, and explanations from adequate, authoritative sources</li> <li>• includes some paragraphs or sections organized in <b>predictable</b> sequences</li> <li>• <b>adequately</b> uses transitions</li> <li>• offers <b>general</b> conclusion(s)</li> </ul> <p>Writes a <b>simplistic</b> person/character description that:</p> <ul style="list-style-type: none"> <li>• presents a picture of the person/character</li> <li>• includes <b>some</b> vivid word</li> <li>• reflects <b>some</b> order</li> </ul>	<p>Writes <b>ineffective</b> and/or <b>confusing</b> multi-paragraph compositions (minimum of 5 paragraphs) less than 300 words.</p> <p>Writes an <b>ineffective/confusing</b> narrative text that <b>rarely</b>:</p> <ul style="list-style-type: none"> <li>• establishes a context, plot, and point of view</li> <li>• uses <b>few</b> or no narrative devices</li> <li>• develops a <b>limited</b> plot and/or an unclear climax or conclusion</li> </ul> <p>Writes a <b>limited</b> news story, factual account, and business letter that:</p> <ul style="list-style-type: none"> <li>• poses <b>few</b> or no relevant questions</li> <li>• <b>may not</b> introduce the purpose</li> <li>• develops the topic with <b>inaccurate/ineffective</b> facts, examples, and explanations from limited sources</li> <li>• includes few paragraphs or sections organized in <b>unclear</b> sequences</li> <li>• <b>rarely</b> uses transitions</li> <li>• offers <b>insufficient/ineffective</b> conclusion(s)</li> </ul> <p>Writes a <b>vague</b> person/character description that:</p> <ul style="list-style-type: none"> <li>• presents an <b>unclear</b> picture of the person/character</li> <li>• includes <b>few</b> or no vivid words</li> <li>• reflects <b>little</b> or no order</li> </ul>



<p>(i) persuade in a letter and in interpretation of a text</p>	<p>persuasive texts that:</p> <ul style="list-style-type: none"> <li>• <b>confidently</b> explain and justify reactions and personal connections to texts viewed, heard and read</li> <li>• make <b>explicit, deliberate,</b> and <b>insightful</b> connections with previous knowledge and experience</li> <li>• give <b>thoughtful</b> opinions and make <b>insightful</b> judgments</li> <li>• provide support by <b>compelling</b> reasons, explanations and evidence</li> <li>• support opinion with <b>insightful</b> examples from text</li> <li>• develop a clear and <b>compelling</b> organization</li> </ul>	<ul style="list-style-type: none"> <li>• reflects a <b>logical</b> order</li> </ul> <p>Writes <b>well-developed</b> persuasive texts that:</p> <ul style="list-style-type: none"> <li>• explain and justify reactions and personal connections to texts viewed, heard and read</li> <li>• make <b>explicit</b> and <b>deliberate</b> connections with previous knowledge and experience</li> <li>• give opinions and make judgments</li> <li>• provide support by reasons, explanations and evidence</li> <li>• support opinions with examples from text</li> <li>• develop a <b>clear</b> organization</li> </ul>	<p>Writes <b>basic</b> persuasive texts that:</p> <ul style="list-style-type: none"> <li>• <b>adequately</b> explain and justify reactions and personal connections to texts viewed, heard and read</li> <li>• make <b>predictable</b> connections with previous knowledge and experience</li> <li>• give <b>general</b> opinions and make <b>basic</b> judgments</li> <li>• provides support by <b>predictable</b> reasons, explanations and evidence</li> <li>• support opinions with <b>predictable</b> examples from text</li> <li>• develop a <b>basic</b> organization</li> </ul>	<p>Writes <b>limited</b> persuasive texts that:</p> <ul style="list-style-type: none"> <li>• <b>rarely</b> explain and justify reactions and personal connections to texts viewed, heard and read</li> <li>• makes <b>little or no connection</b> with previous knowledge and experience</li> <li>• gives <b>unsupported</b> opinions and makes <b>few or no</b> judgments</li> <li>• provides <b>little support to no support</b> by <b>predictable</b> reasons, explanation and evidence</li> <li>• <b>does not</b> support opinions with examples from text or supports opinions with ineffective/few examples from text</li> <li>• <b>does not</b> develop an organization</li> </ul>
<p><b>Use of Strategies</b>  <b>CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after writing,</b></p>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Insightful</b> use of prior knowledge and experience when considering the purpose and audience.</li> <li>• <b>Thoughtfully</b> gathers information from a variety of sources, consistently focusing on topic.</li> <li>• <b>Thoughtfully</b> and <b>independently</b> organizes ideas in an appropriate manner selecting a graphic organizer from a variety of organizers.</li> <li>• <b>Thoughtfully</b> and <b>skillfully</b> explores and expands topic through discussion with others before and throughout the writing process.</li> <li>• <b>Thoughtfully</b> plans and organizes ideas.</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft includes <b>thoughtful</b> attention to <b>thorough</b> detail, examples, and explanations</li> <li>• Transitions <b>support and strengthen</b> the flow of ideas</li> <li>• <b>Thoughtful</b> sequence and development of ideas</li> <li>• <b>Purposefully</b> use conferring to improve writing</li> <li>• <b>Accurate</b> collecting and organizing of citation information</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Skillfully</b> self-monitors, identifying strengths and needed changes</li> <li>• <b>Independently</b> edits</li> <li>• Revisions demonstrate <b>meaningful</b> changes in response to feedback</li> <li>• Revisions include corrections to mechanics when necessary</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Clear</b> use of prior knowledge and experience are evident which considers purpose and audience</li> <li>• Gathers information from several similar sources, <b>consistently</b> focusing on topic</li> <li>• <b>Independently</b> organizes ideas using a web or graphic organizer</li> <li>• Explores and expands topic through discussion with others before and throughout the writing process</li> <li>• Plan is <b>well developed</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft includes <b>enriching</b> detail</li> <li>• Transitions <b>support</b> the flow of ideas</li> <li>• <b>Straightforward</b> sequence and development of ideas</li> <li>• Confer with others to improve writing</li> <li>• <b>Competent</b> collecting and organizing of citation information</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Self-monitors, identifying strengths and needed changes</li> <li>• Edits</li> <li>• Revisions <b>appropriately</b> respond to feedback</li> <li>• Revisions include <b>most</b> corrections to mechanics</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Predictive</b> use of prior knowledge and experience evident which <b>inconsistently</b> considers purpose and audience</li> <li>• Gathers information from a couple of sources; <b>generally</b> focusing on topic</li> <li>• Organizes ideas using a web or graphic organizer with teacher support</li> <li>• Discusses ideas with others in a <b>structured</b> format before and throughout the writing process</li> <li>• Plan is <b>rudimentary; lacking refinement</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft includes <b>some attention</b> to detail</li> <li>• Transitions <b>usually support</b> the flow of ideas</li> <li>• <b>Rudimentary</b> sequence or development of ideas</li> <li>• <b>Uses teacher support</b> to confer with others to improve writing</li> <li>• <b>Inaccurate</b> collecting and organizing of citation information</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Identifies strengths and needed changes using a pre-determined framework</li> <li>• Edits using a checklist.</li> <li>• Revisions shows <b>some evidence</b> of responding to feedback</li> <li>• Revisions include <b>some</b> corrections to mechanics</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Unfocused</b> use of prior knowledge and experience and <b>difficulty</b> considering purpose and audience</li> <li>• Gathers information but <b>may not consistently</b> focus on topic</li> <li>• Organizes ideas using a web or graphic organizer when supplied by the teacher and supported in use</li> <li>• <b>May not</b> discuss ideas with others</li> <li>• There is <b>little evidence of planning</b></li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Draft includes <b>little supporting</b> detail</li> <li>• Transitions <b>interrupt</b> the flow of ideas or are not evident</li> <li>• <b>Limited</b> sequence or development of ideas</li> <li>• Conferring with others does not improve writing</li> <li>• <b>No</b> collection and organization of citation information</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Identifies strengths and needed changes with adult support</li> <li>• <b>May edit</b> using a checklist with adult support</li> <li>• Revisions shows <b>little evidence</b> of responding to feedback</li> <li>• <b>Few noticeable changes</b> have been made to mechanics</li> </ul>
<p><b>Cues and Conventions</b>  <b>CC7.4 Use cues to construct and communicate meaning</b></p> <ul style="list-style-type: none"> <li>• pragmatic</li> <li>• textual</li> <li>• syntactical</li> <li>• semantic/lexical/morphological</li> <li>• graphophonic</li> <li>• other cues</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Insightful</b> use of language for audience and purpose</li> <li>• <b>Skillfully</b> uses language that demonstrates respect for others</li> <li>• Tone and voice are <b>imaginative</b> and <b>engaging</b></li> <li>• Function and purpose of the text (ie. informing, persuading, narrating and describing) is <b>skillfully</b> recognized and explained</li> <li>• Uses, in a <b>sophisticated</b> manner, standard Canadian English that follows accepted rules of usage</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>appropriate</b> for audience and purpose</li> <li>• Uses language that demonstrates respect for others</li> <li>• Tone and voice are evident</li> <li>• Function and purpose of the text (ie. informing, persuading, narrating and describing) is recognized and explained</li> <li>• Uses standard Canadian English that follows accepted rules of usage</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>inconsistent</b> for audience and purpose</li> <li>• <b>Inconsistently</b> uses language that demonstrates respect for others</li> <li>• Tone and voice are <b>sometimes</b> evident and/or appropriate</li> <li>• Function and purpose of the text (ie. informing, persuading, narrating and describing) is <b>not easily recognized</b> and/or explained</li> <li>• <b>Inconsistently</b> uses standard Canadian English that follows accepted rules of usage</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• Language is <b>inappropriate</b> for audience and purpose</li> <li>• Language <b>does not</b> demonstrate respect for others</li> <li>• Tone and voice are <b>not evident</b> and/or are inappropriate</li> <li>• The function and purpose of the text are <b>not evident</b> (ie. informing, persuading, narrating and describing)</li> <li>• <b>Inappropriately</b> uses standard Canadian English that follows accepted rules of usage</li> </ul>



<p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>Point of view (including third person) is established, <b>purposeful</b> and used with <b>insight</b>.</li> <li><b>Purposefully</b> uses and applies text organizational features</li> <li><b>Strong</b> leads and effective conclusions</li> <li><b>Strong</b> coherence</li> <li>Understands and <b>effectively</b> uses a <b>sophisticated</b> range of text forms including paragraphs and multi-paragraph compositions</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li><b>Strategically and thoughtfully</b> formulates complete, simple, compound and complex sentences (avoiding run-ons and fragments)</li> <li>Uses a <b>variety of</b> sentence openers for effect</li> <li><b>Skillfully</b> varies sentence lengths for special effect</li> <li><b>Purposefully</b> uses verb tense <b>correctly</b> and <b>appropriately</b> (subject verb agreement)</li> <li>Employs <b>creative and strategic</b> use of capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes</li> <li>Demonstrates a <b>large</b> vocabulary</li> <li><b>Creatively uses</b> connecting words (conjunctions and transitions)</li> </ul> <p><b>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC /OTHER</b></p> <ul style="list-style-type: none"> <li>Uses words in a <b>sophisticated and strategic</b> way to enhance meaning</li> <li><b>Consistently</b> uses words correctly and appropriately</li> <li>Spelling is <b>consistently</b> correct</li> <li><b>Consistently</b> uses spelling strategies and resources to check correct spelling</li> </ul>	<p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>Point of view (including third person) is <b>established</b></li> <li>Uses and applies text organizational features</li> <li><b>Effective</b> leads and conclusions</li> <li>Coherence</li> <li>Understands and uses a range of text forms including paragraphs and multi-paragraph compositions</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>Formulates complete, simple, compound and complex sentences (avoiding run-ons and fragments)</li> <li><b>Varies</b> sentence openers</li> <li>Contains a variety of sentence lengths</li> <li>Uses verb tense <b>correctly</b> and <b>appropriately</b> (subject verb agreement)</li> <li>Employs <b>effective</b> capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes</li> <li>Varies vocabulary</li> <li>Uses <b>appropriate</b> connecting words (conjunctions and transitions)</li> </ul> <p><b>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER</b></p> <ul style="list-style-type: none"> <li>Uses words <b>appropriately</b> and for their intended meaning (ie. homonyms)</li> <li>Uses precise words clearly and correctly</li> <li>Spelling is <b>usually</b> correct</li> <li>Able to use spelling strategies and resources to check correct spelling</li> </ul>	<p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>Point of view (including third person) is varied and/or <b>inconsistent</b></li> <li><b>Inconsistently</b> uses and applies text organizational features:</li> <li><b>Basic</b> leads and effective conclusions</li> <li><b>Limited</b> coherence</li> <li>Uses <b>limited</b> text forms including paragraphs and simple compositions</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li><b>Inconsistently</b> formulates complete, simple, compound and complex sentences and may be <b>unaware</b> of run-ons and fragments</li> <li><b>Some</b> variety of sentence openers</li> <li>Contains a <b>basic</b> variety of sentence lengths</li> <li><b>Inconsistently</b> uses correct verb tense (subject verb agreement)</li> <li><b>Inconsistent</b> capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes</li> <li>Demonstrates a <b>basic</b> vocabulary</li> <li>Uses <b>basic</b> connecting words (conjunctions and transitions)</li> </ul> <p><b>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER</b></p> <ul style="list-style-type: none"> <li><b>Inconsistent</b> use of words correctly for their intended meaning (ie. homonyms)</li> <li><b>Sometimes</b> uses precise words</li> <li>Spelling is <b>rarely</b> correct</li> <li><b>Inconsistent</b> use of spelling strategies and doesn't always use resources to check correct spelling</li> </ul>	<p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>Point of view (including third person) is <b>not evident</b> or is <b>confusing</b></li> <li><b>Partially</b> or <b>ineffectively</b> uses and applies text organizational features</li> <li><b>Weak</b> leads and conclusions</li> <li><b>Lacks</b> coherence</li> <li>Uses <b>basic</b> text forms</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li><b>Incorrectly</b> formulates complete, simple, compound and complex sentences and run-ons and sentence fragments are visible</li> <li><b>Repetitive</b> sentence openers</li> <li><b>Repetitive</b> sentence lengths</li> <li>Verb tense is <b>confused</b> (subject verb agreement)</li> <li>Frequent <b>incorrect</b> capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes</li> <li>Vocabulary is limited</li> <li><b>Rarely</b> uses appropriate connecting words (conjunctions and transitions)</li> </ul> <p><b>SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER</b></p> <ul style="list-style-type: none"> <li><b>Does not use</b> words appropriately and for their intended meaning (ie. homonyms)</li> <li>Uses <b>vague</b> words</li> <li>Spelling is often <b>incorrect</b></li> <li><b>Does not use</b> spelling strategies or resources to check correct spelling</li> </ul>
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