Outcome (Indicator)	**4 – Mastery**	**3 – Proficient**	**2 – Approaching**	**1 – Beginning**
Context **CC8.1 Create various written texts that explore identity, social responsibility and efficacy**	Creates with **originality** and **sophistication** written texts that explore identity, social responsibility, and efficacy that include an: • **Insightful** message content or idea (meaning) that creates a **strong impact**. • **Sophisticated** organization and coherence (form) • **Complex** use of language conventions (style and language choices)	Creates with **clarity** and **correctness** written texts that explore identity, social responsibility, and efficacy that include a: • **Well-developed** message content or ideas(meaning) • **Competent o**rganization and coherence (form) • **Competent** use of language conventions (style and language choices)	Creates **basic** written texts that explore identity, social responsibility, and efficacy that include a: • **Basic** message content or ideas(meaning) • **Adequate** organization and coherence (form) • **Inconsistent** use of language conventions (style and language choices)	Creates **limited** written texts that explore identity, social responsibility, and efficacy that include a: • **Limited** message content or ideas (meaning) • **Limited** organization and coherence (form) • **Limited** use of language conventions (style and language choices)
Message **CC8.8 Write to describe a landscape scene; narrate a personal story or anecdote and a historical narrative; explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and persuade in a mini-debate and a review.**				
(a)Demonstrate the ability to write effective, coherent multi-paragraph (minimum of 5 paragraphs) narrative, descriptive, expository, and persuasive essays of at least 500 to 800 words using appropriate before, during, and after strategies	Writes an **engaging**, **insightful** multi-paragraph (at least 5 paragraphs) text of 500 to 800 words that demonstrates deep understanding	Writes an **effective, coherent** multi-paragraph (minimum of 5 paragraphs) text of at least 500 to 800 words	Writes an **adequate, generally coherent** multi-paragraph (3-4 paragraphs) text of less than 500 words	Writes an **ineffective, confusing** multi-paragraph text of less than 300 words
(b) Narrate a personal story or anecdote and a historical narrative	Writes an **engaging and insightful narrative** text that: • establishes an **engaging** context, **complex** plot, • and **clear** point of view • uses a **broad range** of narrative devices with purpose • makes the narrative **engaging and insightful** • develops character through the **creative** use of a variety of techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot line in a **sophisticated** manner that leads to one or more climax(es) or conclusion(s).	Writes a **well-developed narrative** texts that **consistently**: • **establishes** a context, plot, and point of view • uses a range of narrative devices • makes the narrative **engaging** • develops character using a variety of techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot **systematically**, leading to a climax or conclusion.	Writes a narrative text that **inconsistently**: • establishes a context, plot, and point of view • uses narrative devices • makes the narrative engaging • develops character through the use of some techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot that leads to a climax or conclusion.	Writes a narrative text that **rarely**: • establishes a context, plot, and point of view • uses a range of narrative devices • makes the narrative engaging • develops character using techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot leading to a climax or conclusion.
(c) Explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter	Writes a **sophisticated, complex and rich** expository, informational, or procedural text that: • poses **provocative** questions • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are connected in an **analytical** or **versatile** manner that makes sense • expansive summary or conclusion • is accurate and complete • **accurately** cites sources	Writes a **well-developed** expository, informational, and procedural text that: • poses **relevant** questions • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are grouped together and sequenced **logically** • states summary or conclusion • is accurate and complete • **competently** cites sources	Writes an **inconsistent** expository, informational, or procedural text that: • poses relevant questions • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are inconsistently grouped together and sequenced generally • states summary or conclusion • is **generally** accurate and complete • **inaccurately** cites sources	Writes an expository, informational, or procedural text that **rarely***:* • poses relevant questions • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are not grouped together or sequenced logically • states summary or conclusion • is accurate and complete • cites sources
	Writes a **sophisticated** resume and covering letter that: • uses succinct language • is clearly organized • uses appropriate language and abbreviations • meets the purpose of self-promotion	Writes a **well-developed** resume and covering letter that: • uses succinct language • is clearly organized • uses appropriate language & abbreviations • meets the purpose of self-promotion	Writes a resume and covering letter that **inconsistently***:* • uses succinct language • is clearly organized • uses appropriate language and abbreviations • meets the purpose of self-promotion	Writes a resume and covering letter that **rarely**: • uses succinct language • is clearly organized • uses appropriate language and abbreviations • meets the purpose of self-promotion

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(d) Describe a place or landscape scene (e) Persuade in a mini-debate and a review	Writes an **original/vocative** descriptive place or landscape scene that: • presents a creative and colourful picture of the place • includes engaging sensory details and vivid words • uses a creative order with purpose • sets a strong mood using a variety of precise adjectives Writes a **convincing, holistic, evidentiary, synthesized** persuasive text that: • states a thesis clearly and convincingly • provides strong support with **sophisticated** reasons, explanations, and evidence • supports opinion with **insightful** examples from text • presents a clear organization chosen to **enhance clarity** • maintains a respectful tone • creates a **reflective** or **analytical** ending	Writes a **well-developed** descriptive place or landscape scene that: • presents a clear and colourful picture of the place • includes sensory details and vivid words • uses a logical order • sets a mood using precise adjectives Writes a **well-developed** persuasive text that: • states a thesis **clearly** and **convincingly** • provides support with reasons, explanations, and evidence • supports opinion with examples from text • presents a **clear** organization • maintains a respectful tone • creates a **logical** ending	Writes a **basic** descriptive place or landscape scene that: • presents a picture of the place • includes some sensory details and vivid words • uses a generally logical order • sets a weak mood by using basic adjectives Writes a **somewhat convincing** persuasive text that: • states a thesis • provides **adequate** support with reasons, explanations, and evidence • supports opinion with **vague** examples from text • presents an adequate organization • uses a respectful tone • creates a **basic** ending	Writes a **formulaic** descript**ive** place or landscape scene that: • presents an unclear picture of the place • includes basic details and words • uses a formulaic order • sets an unclear mood Writes an **unclear, irrelevant** persuasive texts that: • states a confused thesis • provides **limited** support with reasons, explanations, and evidence • opinion is not supported with examples from text • presents a **confused** organization • sometimes uses an inappropriate tone • ending is **unclear** or **illogical**
Use of Strategies **CC8.3 Select and use the appropriate strategies to communicate meaning with clarity, correctness and variety** • **before** • **during** • **after** **speaking, writing, and other representing activities**	**BEFORE** • **Insightful** use of prior knowledge & experience • **Thoughtful** consideration of purpose & audience • Gathers information from a variety of sources, consistently focusing on topic • Thoughtfully organizes ideas in an appropriate manner by independently selecting from a variety of organizers • Discussion with others adds breadth and depth to ideas before and throughout the writing process • Plan demonstrates **creativity** **DURING** • Draft includes **thoughtful** attention to **thorough** detail, examples, & explanations • Transitions support and strengthen the flow of ideas • Thoughtful sequence and development of ideas • **Purposefully** use conferring to improve writing • **Accurate** collecting and organizing of citation information **AFTER** • Self-monitors, identifying strengths and needed changes • **Independently** edits • Revisions demonstrate **meaningful** changes in response to feedback • Revisions include corrections to mechanics when necessary	**BEFORE** • **Clear use** of prior knowledge & experience are evident • Considers purpose & audience • Gathers information from several similar sources, consistently focusing on topic • **Independently** organizes ideas using a web or graphic organizer • Explores and expands topic through discussion with others before and throughout the writing process • Plan is **well developed** **DURING** • Draft includes enriching detail • Transitions support the flow of ideas • **Straightforward** sequence and development of ideas • Confer with others to improve writing • **Competent** collecting and organizing of citation information **AFTER** • Self-monitors, identifying strengths and needed changes • Edits using a checklist • Revisions **appropriately** respond to feedback • Revisions include most corrections to mechanics	**BEFORE** • **Predictive** use of prior knowledge & experience evident • **Inconsistently** considers purpose & audience • Gathers information from a couple of sources; generally focusing on topic • Organizes ideas using a web or graphic organizer with teacher support • Discusses ideas with others in a structured format before and throughout the writing process • Plan is **rudimentary**; lacking refinement **DURING** • Draft includes **some** attention to detail • Transitions usually support the flow of ideas • **Rudimentary** sequence or development of ideas • Uses teacher support to confer with others to improve writing • **Inaccurate** collecting and organizing of citation information **AFTER** • Identifies strengths and needed changes using a pre-determined framework • Edits using a checklist. • Revisions shows **some evidence** of responding to feedback • Revisions include some corrections to mechanics	**BEFORE** • **Unfocused** use of prior knowledge & experience • Difficulty considering purpose & audience • Gathers information but may not consistently focus on topic • Organizes ideas using a web or graphic organizer when supplied by the teacher and **supported in use** • May not discuss ideas with others • There is **little evidence** of planning **DURING** • Draft includes **little** supporting detail • Transitions interrupt the flow of ideas or are not evident • **Limited** sequence or development of ideas • Conferring with others does not improve writing • **No collection** and organization of citation information **AFTER** • Identifies strengths and needed changes **with adult support** • May edit using a checklist with adult support • Revisions shows **little evidence** of responding to feedback • **Few noticeable changes** have been made to mechanics

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Cues & Conventions
CC8.4 Use cues to construct and communicate meaning with clarity, correctness, and variety
• **pragmatic**
• **textual**
• **syntactical**
• **semantic/lexical/morphological**
• **graphophonic**
• **other cues**
	PRAGMATIC
	• Language is **thoughtfully** used for audience and purpose
	• Tone and voice are **imaginative** and **engaging**
	• Uses, in a **sophisticated** manner, standard Canadian English that follows accepted rules of usage
	
	TEXTUAL
	• Point of view is established and **purposeful**
	• Purposefully uses and applies text organizational features
	  • Organizational patterns
	  • Strong leads and conclusions
	  • Coherence
	
	SYNTACTICAL
	• **Strategically** formulates complete, simple, compound and complex sentences correctly (avoiding run-ons & fragments)
	• Uses a variety of sentence openers for effect
	• Varies sentence lengths for special effect
	• Uses verb tense correctly and appropriately (subject verb agreement)
	• Employs **creative** and strategic use of capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes , hyphens and apostrophes
	• **Creatively** uses connecting words (conjunctions and transitions)
	
	SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/OTHER
	• **Strategic** and purposeful use of literary devices
	• Spelling is **consistently** correct
	• Demonstrates a **large** vocabulary
	• Uses precise words clearly and correctly to clarify meaning and **create an impact**
		PRAGMATIC
		• Language is **appropriate** for audience and purpose
		• Tone and voice are evident
		• Uses standard Canadian English that follows accepted rules of usage
		
		TEXTUAL
		• Point of view is established
		• **Consistently** uses and applies text organizational features
		  • Organizational patterns
		  • Strong leads and conclusions
		  • Coherence
		
		SYNTACTICAL
		• Formulates complete, simple, compound and complex sentences correctly (avoiding run-ons & fragments)
		• Varies sentence openers
		• Contains a variety of sentence lengths
		• Uses verb tense **correctly and appropriately** (subject verb agreement)
		• Employs **effective** capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes , hyphens and apostrophes
		• Uses appropriate connecting words (conjunctions and transitions)
		
		SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/OTHER
		• **Purposeful** use of literary devices
		• Spelling is **usually** correct
		• **Varies** vocabulary
		• Uses precise words clearly and correctly
			PRAGMATIC
			• Language is **inconsistent** for audience and purpose
			• Tone and voice are sometimes evident
			• Inconsistently uses standard Canadian English that follows accepted rules of usage
			
			TEXTUAL
			• Point of view is **inconsistent**
			• Inconsistently uses and applies text organizational features
			  • Organizational patterns
			  • Strong leads and conclusions
			  • Coherence
			
			SYNTACTICAL
			• **Inconsistently** formulates complete, simple, compound and complex sentences correctly (avoiding run-ons & fragments)
			• Some variety of sentence openers
			• Contains a **basic** variety of sentence lengths
			• Inconsistently uses correct verb tense (subject verb agreement)
			• **Inconsistent** capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes
			• Uses basic connecting words (conjunctions and transitions)
			
			SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/OTHER
			• **Limited** use of literary devices
			• Spelling is **inconsistently** correct
			• Demonstrates a basic vocabulary
			• **Sometimes** uses precise words
				PRAGMATIC
				• Language is **inappropriate** for audience and purpose
				• Tone and voice are **not evident**
				• Inappropriately uses standard Canadian English that follows accepted rules of usage
				
				TEXTUAL
				• Point of view is **confused**
				• Partially uses and applies text organizational features
				  • Organizational patterns
				  • Strong leads and conclusions
				  • Coherence
				
				SYNTACTICAL
				• **Incorrectly** formulates complete, simple, compound and complex sentences correctly (avoiding run-ons & fragments)
				• **Repetitive** sentence openers
				• Repetitive sentence lengths
				• Verb tense is confused (subject verb agreement)
				• Frequent incorrect capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes
				• **Rarely** uses appropriate connecting words (conjunctions and transitions)
				
				SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/OTHER
				• **No use** of literary devices
				• Spelling is often **incorrect**
				• Demonstrates a **limited** vocabulary
				• Uses **vague** words

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