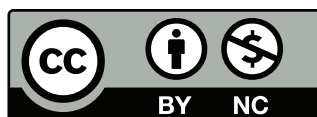
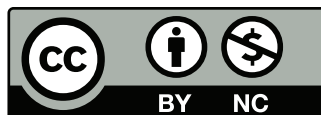


Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context</p> <p>CC6.1 Create various visual, multimedia, oral, written texts that explore identity, social responsibility, and efficacy</p>	<p>Creates with originality and sophistication a variety of written texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • Thoughtful message content or idea (meaning) • Sophisticated organization and coherence (form) • Complex use of language conventions (style and language choices) 	<p>Creates with clarity a variety of written texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • Well-developed message content or ideas(meaning) • Competent organization and coherence (form) • Competent use of language conventions (style and language choices) 	<p>Creates basic written texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • Basic message content or ideas(meaning) • Basic organization and coherence (form) • Inconsistent use of language conventions (style and language choices) 	<p>Creates limited written texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • Limited message content or ideas (meaning) • Limited organization and coherence (form) • Limited use of language conventions (style and language choices)
<p>Message</p> <p>CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.</p> <p>(a) Demonstrate the ability to write multi-paragraph (minimum of 3-5 paragraphs) narrative, expository, persuasive, and descriptive texts of at least 400 to 600 words.</p> <p>(c) Narrate a personal incident in a multi paragraph essay and in a friendly letter</p> <p>(d) Explain and inform in multi-step directions and a short report explaining a problem and providing a solution</p>	<p>Writes an engaging, insightful multi-paragraph (minimum of 3-5 paragraphs) text of at least 400 to 600 words that demonstrates deep understanding</p> <p>Writes an engaging and insightful narrative text that purposefully:</p> <ul style="list-style-type: none"> • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows individuality and originality independently in literacy texts • uses a range of narrative devices (e.g., dialogue, suspense, tension). <p>Writes a sophisticated, complex and rich expository, informational, or procedural text that purposefully:</p> <ul style="list-style-type: none"> • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions. 	<p>Writes an effective, coherent multi-paragraph (minimum of 3-5 paragraphs) text of at least 400 to 600 words</p> <p>Writes a well-developed narrative texts that consistently:</p> <ul style="list-style-type: none"> • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows some individuality or originality in literary texts • uses a range of narrative devices (e.g., dialogue, suspense, tension). <p>Writes well-developed expository, informational, and procedural texts that consistently:</p> <ul style="list-style-type: none"> • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions. 	<p>Writes an adequate, generally coherent multi-paragraph (3 paragraphs) text of less than 400 words</p> <p>Writes a basic narrative text that inconsistently:</p> <ul style="list-style-type: none"> • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows some individuality or originality in literary texts • uses a range of narrative devices (e.g., dialogue, suspense, tension). <p>Writes basic expository, informational, or procedural texts that inconsistently:</p> <ul style="list-style-type: none"> • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions. 	<p>Writes an ineffective, confusing multi-paragraph text of less than 300 words</p> <p>Writes a limited narrative text that rarely:</p> <ul style="list-style-type: none"> • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows some individuality or originality in literary texts • uses a range of narrative devices (e.g., dialogue, suspense, tension). <p>Writes limited expository, informational, or procedural texts that rarely:</p> <ul style="list-style-type: none"> • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions.



<p>(e) Write to describe a place</p> <p>(f) Write to persuade to support a viewpoint or stand</p>	<p>Writes an original, reminiscent descriptive text about a place that purposefully:</p> <ul style="list-style-type: none"> • presents a clear picture of the place • include sensory details (five senses) in a logical order (e.g., left to right, far to near) • sets a mood using precise adjectives • creates a logical ending <p>Writes a convincing persuasive text that purposefully:</p> <ul style="list-style-type: none"> • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity 	<p>Writes a well-developed descriptive text about a place that consistently:</p> <ul style="list-style-type: none"> • 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 • creates a logical ending <p>Writes a well-developed persuasive text that consistently:</p> <ul style="list-style-type: none"> • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity 	<p>Writes a basic descriptive text about a place that inconsistently:</p> <ul style="list-style-type: none"> • 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 • creates a logical ending <p>Writes a basic persuasive text that inconsistently:</p> <ul style="list-style-type: none"> • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity 	<p>Writes a descriptive text about a place that rarely:</p> <ul style="list-style-type: none"> • 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 • creates a logical ending <p>Writes a limited persuasive texts that rarely:</p> <ul style="list-style-type: none"> • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity
<p>Use of Strategies CC6.2 Select and use the appropriate strategies to communicate meaning with clarity, correctness and variety</p> <ul style="list-style-type: none"> • before (e.g. identifying purpose and audience) • during (e.g. acknowledging sources) • after (e.g. revising to enhance clarity) speaking, writing, and other representing activities 	<p>Thoughtfully and independently selects and use the appropriate strategies to communicate meaning with clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Insightful use of prior knowledge & experience • Considers 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 <ul style="list-style-type: none"> • Discussion with others adds breadth and depth to ideas before and throughout the writing process • Plan demonstrates creativity <p>DURING</p> <ul style="list-style-type: none"> • Draft includes thoughtful attention to enriching detail • Transitions support and strengthen the flow of ideas • Thoughtful sequence and development of ideas • Purposefully use conferring to improve writing <p>AFTER</p> <ul style="list-style-type: none"> • Purposefully self-monitors, identifying strengths and needed changes • Independently edits to enhance text • Revisions demonstrate meaningful changes in response to feedback include corrections to mechanics when necessary 	<p>Selects and uses the appropriate strategies to communicate meaning with clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • 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 straightforward <p>DURING</p> <ul style="list-style-type: none"> • Draft includes enriching detail • Transitions support the flow of ideas • Straightforward sequence and development of ideas • Confer with others to improve writing <p>AFTER</p> <ul style="list-style-type: none"> • Self-monitors, identifying strengths and needed changes • Independently edits • Revisions appropriately respond to feedback including most corrections to mechanics 	<p>Inconsistently selects and uses the appropriate strategies to communicate meaning with some clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Straightforward use of prior knowledge & experience evident • Sometimes 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 <p>DURING</p> <ul style="list-style-type: none"> • 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 <p>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes using a pre-determined framework • Edits using a checklist. • Revisions shows some evidence of responding to feedback and includes some corrections to mechanics 	<p>Rarely selects and uses the appropriate strategies to communicate meaning with little clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • 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 <p>DURING</p> <ul style="list-style-type: none"> • 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 <p>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes with adult support • May edit using a checklist with adult support • Revisions shows little evidence of responding to feedback and few noticeable changes have been made to mechanics



<p>Cues & Conventions CC6.3 Use cues to construct and communicate meaning with clarity, correctness, and variety</p> <ul style="list-style-type: none"> pragmatic textual syntactical semantic/lexical/morphological graphophonic other cues 	<p>Thoughtfully and independently uses cues to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is thoughtfully used for audience and purpose Tone and voice are imaginative and engaging Language skillfully demonstrates a high level of respect for others Consistently and in a sophisticated manner uses standard Canadian English that follows accepted rules of usage Skillfully recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing) <p>TEXTUAL</p> <ul style="list-style-type: none"> Thoughtfully and independently uses a range of text forms including paragraphs and multi-paragraphs compositions Thoughtfully and independently uses a logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Thoughtfully and independently uses clear sentence structure containing verb and its subject Thoughtfully and independently uses conjunctions and adjoining words Thoughtfully and independently uses complete sentences with appropriate subordination and modification Thoughtfully and independently varies sentence beginnings Thoughtfully and independently ensures agreement of subject – verb – pronouns Thoughtfully and independently uses capitalization and punctuation including periods, commas, quotation marks, colons, dashes and hyphens <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL</p> <ul style="list-style-type: none"> Thoughtfully and independently uses words that are appropriate for audience, purpose and context Thoughtfully and independently avoids overused and misused words (e.g. really good) Independently uses reference tools to determine meaning of words Thoughtfully and independently uses words figuratively (personification, similes and metaphors) for imagery Thoughtfully and independently uses correct Canadian spelling while utilizing a variety of strategies and resources 	<p>Consistently uses cues to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is appropriately used for audience and purpose Tone and voice are appropriate for audience and text Language demonstrates a high level of respect for others Uses standard Canadian English that follows accepted rules of usage Recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing) <p>TEXTUAL</p> <ul style="list-style-type: none"> Uses a range of text forms including paragraphs and multi-paragraphs compositions Uses a logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Uses clear sentence structure containing verb and its subject Uses conjunctions and adjoining words Uses complete sentences with appropriate subordination and modification Varies sentence beginnings Ensures agreement of subject – verb – pronouns Uses capitalization and punctuation including periods, commas, quotation marks, colons, dashes and hyphens <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL</p> <ul style="list-style-type: none"> Uses words that are appropriate for audience, purpose and context Avoids overused and misused words (e.g. really good) Uses reference tools to determine meaning of words Uses words figuratively (personification, similes and metaphors) for imagery Uses correct Canadian spelling while utilizing a variety of strategies and resources 	<p>Use cues to construct and communicate meaning inconsistently.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is inconsistently appropriate for audience and purpose Tone and voice are sometimes evident for audience and text Language inconsistently demonstrates a high level of respect for others Inconsistently uses standard Canadian English that follows accepted rules of usage Inconsistently recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing) <p>TEXTUAL</p> <ul style="list-style-type: none"> Basic use of text forms including paragraphs and multi-paragraphs compositions Basic use of a logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Uses basic sentence structure containing verb and its subject Inconsistently uses conjunctions and adjoining words Inconsistently uses complete sentences with appropriate subordination and modification Inconsistently varies sentence beginnings Inconsistently ensures agreement of subject – verb – pronouns Inconsistently uses capitalization and punctuation including periods, commas, quotation marks, colons, dashes and hyphens <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL</p> <ul style="list-style-type: none"> Inconsistently use words that are appropriate for audience, purpose and context Uses some overused and misused words (e.g. really good) Basic use of reference tools to determine meaning of words Inconsistently uses words figuratively (personification, similes and metaphors) for imagery Inconsistently uses correct Canadian spelling while utilizing a variety of strategies and resources 	<p>Uses cues to construct and communicate meaning rarely.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is inappropriate for audience and purpose Tone and voice are not evident Language rarely demonstrates respect for others Inappropriately uses standard Canadian English that follows accepted rules of usage Limited use of sentences with standard English usage Rarely recognizes the function and purpose of the text (e.g. Informing, persuading, narrating and describing) <p>TEXTUAL</p> <ul style="list-style-type: none"> Limited use of text forms including paragraphs and multi-paragraph compositions Limited use of logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Limited use of clear sentence structure containing verb and its subject Limited use of conjunctions and adjoining words Limited use of complete sentences with appropriate subordination and modification Limited variety of sentence beginnings Rarely ensures agreement of subject – verb – pronouns Limited use of capitalization and punctuation including periods, commas, quotation marks, colons, dashes and hyphens <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL</p> <ul style="list-style-type: none"> Rarely use words that are appropriate for audience, purpose and context Often uses overused and misused words (e.g. really good) Limited use of reference tools to determine meaning of words Rarely uses words figuratively (personification, similes and metaphors) for imagery Rarely uses correct Canadian spelling while utilizing a variety of strategies and resources
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