Writing
GRADE 4

Personal Writing

Students are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 4, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

Key Qualities

The following is a summary of the key qualities of each aspect of personal writing in Grade 4. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING
- comes from thoughts, feelings, opinions, memories, and reflections

STYLE
- is generally reflective
- demonstrates clarity and some variety in language.

FORM
- begins with a clear introduction and follows a logical sequence
- ideas are connected, although the writing reflects a "stream of consciousness"

CONVENTIONS
- follows standard conventions for basic spelling, punctuation, grammar and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 4 personal writing reflect the following prescribed learning outcomes from Grade 4 of the *English Language Arts K to 7 Integrated Resource Package.* Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

◆ write clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions [C1]

STRATEGIES (WRITING)

[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

◆ use writing and representing to express personal responses and relevant opinions in response to experiences and texts [C8]
◆ use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

◆ use the features and conventions of language to express meaning in their writing and representing [C11]

Quick Scale: Grade 4 Personal Writing

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Personal writing is usually expected to be checked for errors but not revised or edited.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The writing is often very brief, disjointed, or illogical and is flawed by repeated basic errors. The student needs ongoing support.*	*The writing presents loosely connected ideas with little development; parts may be confusing or flawed by frequent errors.*	*The writing presents relevant, easy-to-follow ideas with some detail and explanation. Growing control of written language; few errors.*	*The writing is clear, focused, and developed with some elaboration and individuality.*
MEANING • ideas • use of detail	• purpose or topic may be unclear • few details; may be copied or unrelated to the topic; often very short	• retells; may give some opinions • few relevant details, reasons, and explanations; often relies on ideas from class discussions	• some analysis and reaction, often connected to retelling • some supporting details, reasons, and explanations (e.g., how student felt)	• develops a point of view or opinion with a sense of individuality • develops ideas with some engaging details, reasons, and examples
STYLE • clarity, variety, and impact of language	• basic language; often errors in word choice • poorly constructed sentences; little variety	• generally simple language; little variety • simple and compound sentences; little variety	• clear, direct language; some variety • some variety in sentences	• language is varied; often tries new words • flows smoothly; has sentence variety
FORM • beginning • organization and sequence • connecting words • ending	• beginning may be confusing • unfocused; ideas seem unrelated to topic; may be very short • disjointed; overuses a few connecting words (e.g., and, then) or omits them altogether • ending may be missing or illogical	• usually identifies the topic • middle is often simply a list of loosely related events • repeats a few simple connecting words (e.g., and, then, so); may omit them in places • often omits endings	• introduces the topic • middle is often a list of related but undeveloped reasons, examples, and details • uses a variety of connecting words • ending may be abrupt (i.e., ends, but does not conclude)	• introduces the topic, often in an engaging way • develops topic through relevant, appropriate ideas, logically organized • smooth transitions; range of effective connecting words • has a conclusion
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar/ usage	• frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences	• several errors; these may make parts hard to follow • most simple sentences are correct; some incomplete or run-on sentences	• some errors, but these do not affect meaning • most sentences are complete; few run-on sentences	• few errors; these are usually caused by taking risks • complete sentences; may include some errors in long or complex sentences

Rating Scale: Grade 4 Personal Writing

Student achievement in personal writing by March-April of Grade 4 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	*The writing is often very brief, disjointed, or illogical and is flawed by repeated basic errors. The student needs ongoing support.*	*The writing presents loosely connected ideas with little development (may be short); parts may be confusing or flawed by frequent errors.*
MEANING • ideas • use of detail	• purpose or topic may be unclear • few details; these are often copied or unrelated to the topic; often very short	• focuses on retelling; may include some general reactions and opinions • few details, reasons, and explanations; often relies heavily on ideas discussed in class or includes unnecessary detail
STYLE • clarity, variety, and impact of language	• basic language; often includes errors in word choice • sentences are poorly constructed, with little variety or control (may be written as one sentence)	• generally simple language with little variety • relies on simple and compound sentences; little variety
FORM • beginning • focus • organization and sequence • connecting words • ending	• beginning may be confusing, with no clear topic or purpose • unfocused; ideas often seem unrelated to topic or to each other • little development; often very short • disjointed; overuses a few connecting words (e.g., and, then) or omits them altogether • ending may be missing or illogical	• usually identifies the topic in a title or first sentence • most ideas are loosely related to the topic • middle is often simply a list of events in the order they occurred • repeats a few simple connecting words (e.g., next, then, so, because, after, when, but); may omit them in places, causing abrupt transitions • often omits endings
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar/ usage	• frequent repeated errors make the writing difficult to understand • many incomplete or run-on sentences • may misspell simple words; word endings may be omitted or formed incorrectly • capitals and periods often omitted or misused • frequent errors in pronouns (overuse; noun-pronoun agreement) and verbs (tense; subject-verb agreement)	• includes several errors; these may make parts hard to follow • most simple sentences are correct; may include some incomplete or run-on sentences • most simple words are spelled correctly • most basic sentence punctuation is correct; commas and quotation marks may be inconsistent • some grammatical errors, often with pronouns (overuse; noun-pronoun agreement; incorrect form) and verbs (subject-verb agreement; tense)

The rating scale may require adaptation when used for different purposes and tasks.

Fully Meets Expectations	Exceeds Expectations
The writing presents relevant, easy-to-follow ideas with some detail and explanation. Shows growing control of written language; few errors.	*The writing is clear, focused, and developed with some elaboration and individuality.*
• offers some analysis and reaction, often connected to retelling an experience; there is an emerging sense of individuality • elaborates main idea(s) with some supporting details, reasons, and explanations (e.g., how student felt)	• develops a point of view or opinion with some sense of individuality or originality; personality of the writer comes through • develops ideas through some engaging details, reasons, and examples, often with some emotional impact
• generally relies on clear and direct language, with some variety (e.g., adjectives, interesting verbs) • some variety in sentence length and pattern	• language is varied and increasingly precise; often experiments with figurative language or with new words and expressions • flows smoothly, with a variety of sentence patterns and lengths
• introduces the topic or issue • sticks to the topic; ideas are relevant (but may not be developed) • middle often consists of a list of related reasons, examples, and details; organization is easy to follow • uses a variety of ordering or connecting words (e.g., next, then, so, because, after, when, but) to make connections among ideas; may omit these in places • ending may be abrupt (i.e., ends, but does not conclude)	• introduces the topic or issue in a clear and often engaging way • clearly focused; selects relevant and appropriate material to develop the topic • sequence is logical • transitions are smooth; uses an increasing range of transitional words to make connections among ideas • includes a conclusion
• some errors, but these do not affect meaning • most sentences are complete; few run-ons • most familiar words are spelled correctly, including capitals and apostrophes • basic sentence punctuation is correct; may be errors in use of commas as they try to write longer, more complex sentences • most pronouns and verbs are correct; may be some errors in subject-verb agreement, especially where there are compound subjects, and in pronoun form	• few errors; these not do interfere with meaning and are usually caused by taking risks with newly acquired or complex language • sentences are complete; longer or more complex sentences may include some errors • most words are spelled correctly; may include errors in complex, specialized, or technical words • basic sentence punctuation is correct, including commas and quotation marks • pronouns and verbs are correct; may be occasional errors in long or complex sentences

Sample Task: Spring Break Journal Writing

CONTEXT

Students in this class write daily journal entries about specific topics. This activity took place immediately before and after spring break. Before spring break, students wrote about their plans; after spring break, they reflected on their activities. Most of the samples included here were written after spring break.

PROCESS

As a whole class, students were invited to share their thoughts and feelings about their spring break experiences. The teacher asked students to think about memorable experiences they may have had during their holidays. Initially, students shared with a partner, and then the partner had one minute to summarize the experience and present it to the whole class.

Students were asked to write about their personal experiences in their daily journals. The teacher asked them to include the most interesting or exciting things that happened to them and to elaborate on their main ideas and provide supporting details and explanations about how they felt. They spent approximately 15 minutes writing independently.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The writing is brief, disjointed, and flawed by repeated basic errors.

◆ few details
◆ basic language that often includes errors in word choice
◆ sentences are poorly constructed
◆ little development
◆ most ideas are loosely related to the topic
◆ repeated errors make the writing difficult to understand in parts
◆ many incomplete and run-on sentences

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT	■			
MEANING		■		
STYLE	■			
FORM		■		
CONVENTIONS	■			

TRANSCRIPT

On Friday I went With my Dad to his friend house my little siste came to We sou a meive at my dad friend house and the me and my little SiSter went to go and eat something We had Some Cowen. I had Three and my had two. the nixt day I we went to a Bather part all 5 of us Soney went a lots of ther kid were there to We had a lot Of fun and after all 5 of us went to go see a mive is and it was Fun. On Sunday all of us Went to one of my friend house he had three boy we had fun went them.

   The end

Teacher's Observations

The writing is on topic but with little development.

- ◆ focuses on retelling
- ◆ few details, reasons, or explanations
- ◆ generally simple language with little variety
- ◆ identifies the topic in the first sentence
- ◆ most simple words are spelled correctly
- ◆ includes errors, but these do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT		■		
MEANING		■		
STYLE		■		
FORM		■		
CONVENTIONS		■		
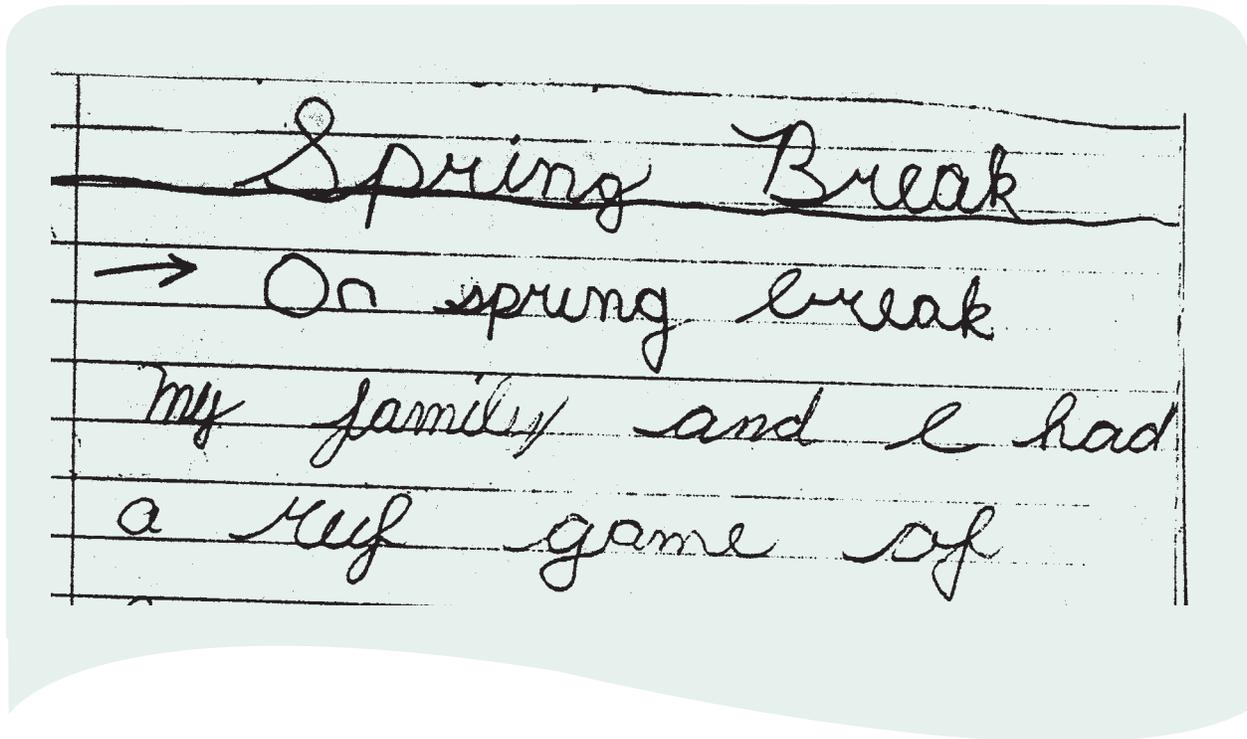
TRANSCRIPT

Spring Break

On spring break my family and I had a reef game of hocey at my cabin in Marshal lake. On my team it was me, sister———, cousin ———, My granpa, and my Uncel ——. We had to play in our loul's becauset the ice was real lumpy to scate on. I sure had a lot of fun!

Teacher's Observations

The writing is relevant and easy to follow. It shows growing control of written language, with few errors.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT			▓	
MEANING			▓	
STYLE			▓	
FORM			▓	
CONVENTIONS			▓	

◆ elaborates on main idea with some supporting details
◆ clear, simple, and direct language
◆ sticks to the topic with relevant ideas
◆ uses a variety of connecting words (e.g., then, but)
◆ sentences are complete
◆ legible and clearly presented
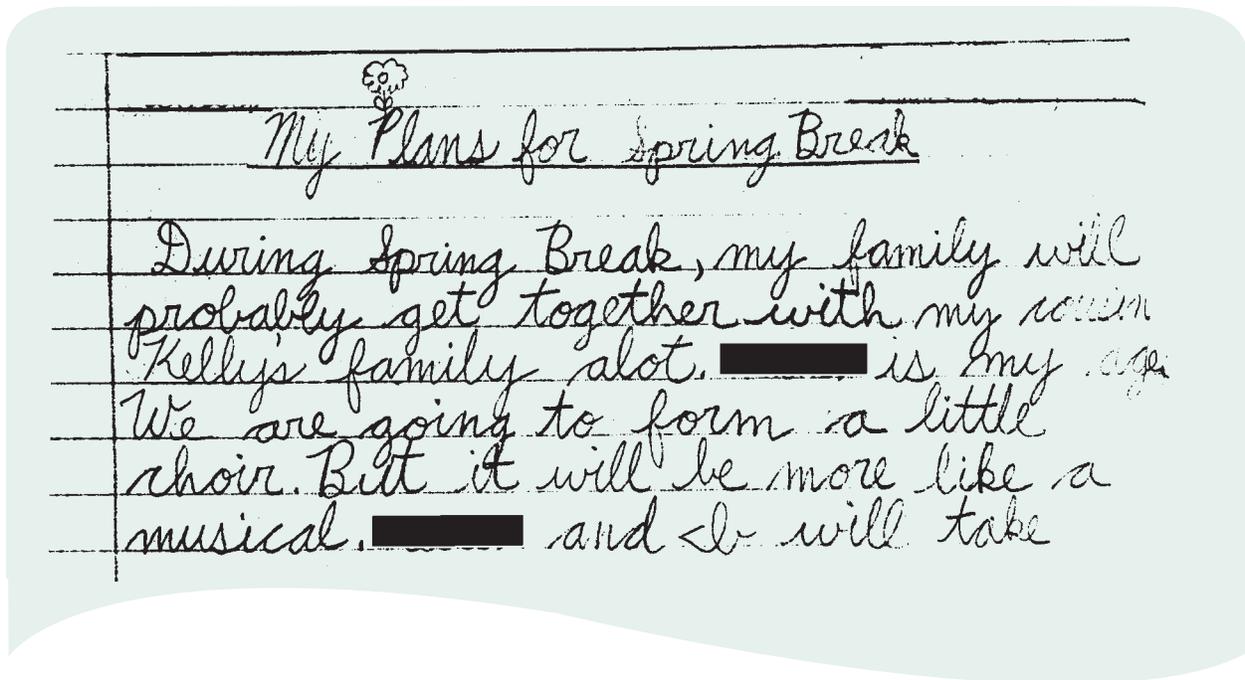
TRANSCRIPT

My Plans for Spring Break

During Spring Break, my family will probably get together with my cousin ——
family alot. —— is my age We are going to form a little choir. But it will be more
like a musical. ——and I will take turns playing the piano. Then, my brother and
her sister aged four and one of us will chose a topic and make up a song. I might
have a sleepover at her house. We won't go on vacation But after spring break,
we will go on vacation.
"Good thoughts
Good words
Good deeds!"

EXCEEDS EXPECTATIONS

Teacher's Observations

The writing is focused and developed. It features elaboration on the topic, with a clear sense of individuality.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				■
MEANING				■
STYLE				■
FORM				■
CONVENTIONS				■

◆ personality of the writer comes through
◆ develops ideas through engaging details and examples with emotional impact
◆ language is varied and precise
◆ flows smoothly, with a variety of sentence lengths
◆ introduces the topic in an engaging way
◆ transitions are smooth
◆ few errors
◆ most words are spelled correctly, and punctuation is correct

TRANSCRIPT

Spring Break Adventures

I had a great spring break! The reason I said 'nothing' this morning is because the things I did were all cool! Except for my soccer tournament It was O.K. but not great On Monday wew went swimming. and almost got eaten 'cause we were in shark infested water! (Not! We were at Eileen—) On Tuesday my friend and I slept in the jungle and almost got eaten by piranas! (No! I almost got bitten by Kisses!) On Wednesday we were almost food poisoned. (Not! I went to ABC with my nana.) On Thursday I was almost drowned by flesh eating aliens! (You people are so gulable! My Grandma was pulling me under!) On Friday —— almost broke her arm when someone pushed her into the ocean! ("Sigh!" No she got a bruise because she slipped into a creek.) That was sure a weird spring break!

Writing to Communicate Ideas and Information

Students frequently write to communicate ideas, information, and opinions in a variety of curriculum areas. In Grade 4, they often prepare articles and reports; record observations, procedures, and conclusions; write explanations; and share their opinions in editorials and letters.

This type of writing is usually presented to audiences within and outside of the classroom. In some cases, the audience is imagined, as when students are asked to write letters convincing a story character or historical figure to pursue a particular course of action, or when they take on a role to present information and ideas from a particular point of view.

Whenever possible, students benefit from writing for real audiences, such as students in other classrooms, community members, pen pals, or e-pals. School newspapers and yearbooks, community newspapers, school or class web sites, and letters or e-mail (e.g., to authors or public figures) can expand the range of audiences students address. Because this writing is intended for an audience, students should have opportunities to revise, edit, and proofread their work before creating a final copy.

Key Qualities

The following is a summary of the key qualities of each aspect of writing to communicate ideas and information in Grade 4. The *Quick Scales* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

◆ is focused around a clear purpose
◆ develops through complete, relevant, and accurate detail that comes from research of all kinds, observation, and logical analysis

STYLE

◆ is generally clear, concrete, and concise, with precise language

FORM

◆ follows the "rules" for specific forms (e.g., instructions, letters)
◆ follows a logical sequence
◆ uses appropriate visuals and text features

CONVENTIONS

◆ has been carefully revised and edited
◆ follows standard conventions for basic spelling, punctuation, grammar and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 4 writing to communicate ideas and information reflect the following prescribed learning outcomes from Grade 4 of the *English Language Arts K to 7 Integrated Resource Package.* Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

◆ write a variety of clear informational writing for a range of purposes and audiences [C2]

STRATEGIES (WRITING)

[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

◆ use writing and representing to express personal responses and relevant opinions in response to experiences and texts [C8]
◆ use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

◆ use the features and conventions of language to express meaning
in their writing and representing [C11]

Quick Scale: Grade 4 Writing Reports, Articles, and Letters

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Reports, articles, and letters are usually expected to be carefully revised, edited, and proofread.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The writing communicates little information; does not accomplish basic task. Often very brief, illogical, flawed by repeated errors. Needs ongoing support.*	*The writing communicates loosely connected ideas and information; tries to deal with most requirements of the task. Includes some errors; minor amounts may be copied.*	*The writing communicates relevant, easy-to-follow information in the student's own words; competently fulfils most task requirements.*	*The writing communicates clear, detailed information that fully and effectively accomplishes the purpose or task.*
MEANING • topic and purpose • ideas and information • details • sense of audience	• topic unclear • little accurate information • few details; often copied, irrelevant, or very short • no attempt to interest reader	• topic is clear • some accurate information; parts may be copied • main ideas with little support; often relies on ideas discussed in class • may try to engage interest in the opening	• topic and purpose are clear • generally accurate and written in the student's own words • elaborates main idea(s) with some supporting details, explanations • some attempts to engage the reader's interest	• focused around a clear topic and purpose; meets or exceeds requirements • information is concrete, accurate, complete; in own words • develops ideas through specific and engaging details and explanations • tries to make the material interesting and easy to follow
STYLE • clarity, variety, and precision of language	• basic language; often errors in word choice • sentences are poorly constructed, with little variety or control	• generally simple language; little variety • relies on simple and compound sentences; little variety	• relies on clear, simple, and direct language; may try to be specific • some variety in sentences	• language is varied; tries to be precise • flows smoothly, with a variety of sentence patterns and lengths
FORM • opening • organization and sequence • paragraphs • text features • ending	• beginning may be confusing or omitted • sequence is disjointed and hard to follow • little or no paragraphing • weak or omitted text features (e.g., titles, headings, illustrations, diagrams) • ending omitted or illogical	• usually identifies the topic at beginning • often a list of events or information, repeating a few simple connecting words; some abrupt transitions • most paragraphs have a main idea; may include unsorted detail • text features (e.g., titles, headings, illustrations, diagrams) may be hard to interpret • often omits ending	• introduces the topic or purpose • ideas are easy to follow and connected by varied transitions (may be omitted in places) • most paragraphs have a main idea and support • clear, relevant text features (e.g., titles, headings, illustrations, diagrams); may have minor flaws • ending may be abrupt	• clearly introduces the topic or purpose • sequence is logical, with smooth, varied transitions • paragraphs are focused on a main idea with effective support • effective text features (e.g., titles, headings, illustrations, diagrams) elaborate or clarify the text • provides a conclusion
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar/ usage	• frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences	• includes several errors; may make parts hard to follow • some incomplete or run-on sentences	• some errors, but these do not affect meaning • most sentences are complete; few run-on sentences	• few errors; these are usually caused by taking risks • complete sentences; may include some errors in long sentences

Quick Scale: Grade 4 Writing Instructions and Procedures

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Instructions and procedures are usually expected to be carefully revised, edited, and proofread.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The writing does not communicate enough accurate information to complete the task. Flawed by repeated errors. Needs ongoing support.*	*The writing is an attempt to deal with most requirements of the task. Communicates some accurate information. Includes several errors.*	*The writing competently deals with most requirements of the task. Communicates relevant, easy to follow information.*	*The writing communicates clear, detailed information that fully and effectively accomplishes the task.*
MEANING • topic and purpose • achieves purpose • ideas and information	• topic may be unclear • does not accomplish the task (e.g., reader cannot make the product or complete the process by following the instructions) • little accurate information; few details; often very short	• topic is clear • tries to deal with most task requirements (e.g., reader can partially complete the process or make the product) • some accurate information; may rely on class discussion; parts may be inaccurate or copied	• topic and purpose are clear • accomplishes the task at a basic level (e.g., reader can complete the basic process or make the product by following the instructions) • generally accurate, with some detail; written in the student's own words	• focused around a clear topic and purpose; meets or exceeds requirements • fully accomplishes the task (e.g., reader can easily complete the process or make the product by following the instructions) • information is concrete, accurate, specific, complete, and written in own words
STYLE • clarity, variety, and precision of language	• basic language; often errors in word choice • sentences are poorly constructed	• generally simple language; little variety • relies on simple and compound sentences	• relies on clear, simple and direct language; may try to be specific • some variety in sentences if appropriate	• language is varied; tries to be precise • flows smoothly, with varied sentences where appropriate
FORM • titles and headings • key features • organization and sequence • voice • graphics, visual features	• may omit titles and headings • little or no attention to form (e.g., does not number steps) • often unsorted list or one paragraph • often retells rather than instructs • may omit required diagrams or sketches	• has a title or heading related to the purpose • uses some key features of the form (e.g., numbers steps) • organized into steps or sections sometimes connected by simple connecting words • mostly explains or instructs (rather than retells) • provides some required illustrations, diagrams; flawed	• title or heading identifies purpose • uses most key features of the form (e.g., numbers steps) • logically organized into steps or sections with some careful use of connecting words (e.g., at the same time) • explains or instructs (rather than retells); may slip • illustrations; diagrams are clear, relevant, and labelled; minor flaws	• effective titles, headings, subheadings • uses key features of the specific form • logically organized into steps or sections, with careful use of connecting words (e.g., before you start, while); complete, easy-to-follow sequence • consistently explains or instructs; may use a formal tone • illustrations and diagrams are clear, complete, well labelled
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar/ usage	• frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences	• includes several errors; may make parts hard to follow • some incomplete or run-on sentences	• some errors, but these do not affect meaning • most sentences are complete; few run-on sentences	• few errors; these are usually caused by taking risks • complete sentences; may include some errors in long sentences

Rating Scale: Grade 4 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information by March-April of Grade 4 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	*The writing communicates little information and does not accomplish the basic task or purpose. Often very brief, illogical, and flawed by repeated basic errors. The student needs ongoing support.*	*The writing communicates loosely connected ideas and information; tries to deal with most requirements of the task. Includes some errors; minor amounts may be copied.*
MEANING • purpose • task • accuracy • use of detail • sense of audience	• topic may be unclear • does not accomplish the task (e.g., reader cannot make the product or complete the process by following the instructions) • little accurate information • few details; these are often copied or unrelated to the topic; often very short • shows no awareness that writing should be interesting for the reader	• topic is clear • tries to deal with most task requirements (e.g., reader can partially complete the process or make the product by following the instructions) • provides some accurate information; may include limited errors of fact or minor amounts copied • offers main ideas with few details, reasons, and explanations; may rely on ideas discussed in class • may try to engage interest in the opening
STYLE • clarity, variety, and precision of language	• basic, simple language; often includes errors in word choice • sentences are poorly constructed, with little variety or control (may be written as one sentence)	• generally simple and often vague language, with little variety or specificity • relies on simple and compound sentences; little variety
FORM REPORTS, ARTICLES, LETTERS • opening • organization and sequence • paragraphs • text features • conclusion	• beginning may be confusing, with no clear topic or purpose • sequence and organization appear random • little or no paragraphing; ideas may seem unrelated to topic or to each other • disjointed; overuses a few connecting words (e.g., and, then) or omits them all together • text features (e.g., titles, headings, illustrations, diagrams) are often omitted, inaccurate, or difficult to interpret • ending may be missing or illogical	• usually identifies the topic in a title or first sentence • often written as a list of events or information • most paragraphs have a main idea but may include unsorted and sometimes irrelevant detail • repeats a few simple connecting words; may omit them in places, causing abrupt transitions • text features (e.g., titles, headings, illustrations, diagrams) may be vague and difficult to interpret in places • often omits ending
INSTRUCTIONS, PROCEDURES • titles and headings • key features • voice • organization • connecting words • graphics, visual features	• required titles or headings may be misleading or omitted • little or no attention to form (e.g., instructions may not look like instructions) • often retells own experience rather than instructs • may be an unsorted list or one paragraph; steps or sections are often omitted or combined • disjointed; overuses a few connecting words (e.g., and, then) or omits them altogether • may omit required diagrams or sketches	• has a title or heading related to the purpose • uses some key features of the specific form (e.g., instructions are numbered) • mostly explains or instructs (rather than retells) • organized into steps or sections; may omit or combine some steps or sections • repeats a few simple connecting words; may omit them in places, causing abrupt transitions • some required illustrations and diagrams are included; parts may be vague, difficult to interpret
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar/ usage	• frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences • may misspell simple words; word endings may be omitted or formed incorrectly • capitals and periods often omitted or misused • frequent errors in pronouns (overuse; noun-pronoun agreement) and verbs (tense; subject-verb agreement) • parts may be difficult to read	• may include several errors, but these do not interfere with meaning • most simple sentences are correct; may include some incomplete or run-on sentences • most simple words are spelled correctly • most basic sentence punctuation is correct; commas and quotation marks may be inconsistent • some grammatical errors (e.g., overuse or incorrect form of pronouns; verb tenses or forms) • legible

The rating scale may require adaptation when used for different purposes and tasks.

Writing to communicate ideas and information is usually expected to carefully revised, edited, and proofread for presentation to an audience.

Fully Meets Expectations	Exceeds Expectations
The writing communicates relevant, easy-to-follow ideas and information in the student's own words. Competently fulfils most requirements of the task.	*The writing communicates clear, detailed ideas and information. Fully and effectively accomplishes the purpose or task.*
• topic and purpose are clear • accomplishes the task at a basic level (e.g., for procedures, reader can complete the basic process or make the product by following the instructions) • information is generally accurate and written in the student's own words • elaborates main idea(s) with some supporting details, reasons, and explanations • makes some attempt to engage the reader's interest	• focused around a clear topic and purpose; meets or exceeds all requirements • fully accomplishes the task (e.g., for procedures, reader can easily complete the process or make the product by following the instructions) • information is concrete, accurate, complete and written in own words • develops ideas through specific and often engaging details, reasons, and explanations • tries to make the material interesting and easy for the reader to follow
• language is clear, simple, and direct; some attempts to be specific or use appropriate technical language • some variety in sentence length and pattern (where appropriate; instructions may not have variety)	• language is varied and increasingly precise; often tries to use appropriate technical language • flows smoothly, with varied sentence patterns and lengths (where appropriate; instructions may not have variety)
• introduces the topic or purpose • ideas are connected and easy to follow • most paragraphs have a main idea and related details (tends to rely on listing related information) • uses a variety of ordering or connecting words to connect ideas; may omit these in places • text features (e.g., titles, headings, illustrations, diagrams) are generally clear and relevant; may have minor flaws • ending may be abrupt (i.e., ends, but does not conclude)	• clearly and effectively introduces the topic or purpose • sequence is clear and logical • paragraphs are based on a main idea with relevant supporting details, examples, or explanations • transitions are smooth; uses an increasing range of transitional words to make connections among ideas • text features (e.g., titles, headings, illustrations, diagrams) are generally clear, help to elaborate or clarify the written text • provides an explicit conclusion
• title or heading clearly identifies purpose • uses most key features of the specific form (e.g., instructions are numbered) • explains or instructs (rather than retells); may slip • logically organized into steps or sections • some careful use of ordering or connecting words (e.g., before you start, at the same time) • required illustrations and diagrams are generally clear, relevant, and labelled; may have minor flaws	• uses titles, headings, and subheadings effectively • uses key features of the specific form • consistently explains or instructs; may use a formal tone • logically organized into steps or sections; sequence is complete and easy to follow • careful use of ordering or connecting words (e.g., before you start, at the same time, while) • required illustrations and diagrams are clear, complete, and well labelled
• some errors, but these do not affect meaning • most sentences are complete; few run-on sentences • most familiar words are spelled correctly, including capitals and apostrophes • basic sentence punctuation is correct; may be errors in use of commas as the student tries to write longer, more complex sentences • most pronouns and verbs are correct; may be some errors in subject-verb agreement, especially where there are compound subjects, and in pronoun form • legible; clearly and neatly presented	• few errors; these not do interfere with meaning and are usually caused by taking risks with complex language • sentences are complete; longer sentences may include some errors • most words are spelled correctly; may include errors in complex, specialized, or technical words • basic sentence punctuation is correct, including commas and quotation marks • pronouns and verbs are correct; may be occasional errors in long or complex sentences • legible; presentation shows care

Sample Task: A Teaching Page

CONTEXT

In this class, students write frequently and in a variety of forms, including non-fiction. They studied text features to determine all the features on a page that indicated a non-fiction text. These included boxes, glossaries, captions, bold print, headings, and labelled diagrams. The students reviewed using clues from the text to construct and confirm meaning and identify key information, and they discussed the importance of graphics and illustrations as a way of understanding the information presented.

PROCESS

Students worked as a whole group, in small groups, and as individuals to highlight text features from non-fiction books. They also read independently and conferred with the teacher about non-fiction reading material. The teacher modelled a step-by-step process of developing an information page that would teach readers "How to Eat Sunflower Seeds." Students assisted the teacher in determining what text features would help the reader.

Students independently chose a familiar topic for a teaching page. Then they completed a web of ideas and a rough copy of the layout. As they planned their work, they reviewed what they had learned about text features. They discussed the features of an effective teaching page, which included:

◆ introduction (clearly state who you are, what the topic is, and why it is important to you)
◆ conclusion (bring the information to a close, and refer back to the topic)
◆ steps to explain exactly how to create a _____
◆ title
◆ some of the following:
  – glossary
  – bold headings
  – captions
  – map
  – diagrams
  – parts in point form, numbers, bullets

- labels
- pictures
- enlargements

◆ writing which is legible and has been proofread for spelling and punctuation

All student work was completed in class.

Teacher's Observations

The writing communicates little information and does not accomplish the basic purpose. The student needed one-to-one support.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT	■			
MEANING	■			
STYLE	■			
FORM	■			
CONVENTIONS	■			

◆ topic and purpose are unclear
◆ basic, simple language
◆ omits required titles and headings
◆ shows little attention to form
◆ steps are often omitted or combined
◆ misspells simple words, and word endings are omitted or formed incorrectly
◆ capitals and periods are often omitted and misused
◆ parts are difficult to read

TRANSCRIPT

How to build a theme park

My name is . Theme park's (no sim coaster
are hard to build (some time's). Sim coaster.
is a very involved game.
1. Build drink and Frie shops.
2. Build a roller caaster
3. Open the door's. Build a science led.
4. Hire scientists. Research Operahon Flug Hole.
5. Train gardenera and other staff
6. Drain the lake and Train engineer.
7. Open ride (wheel one)
    I tought you everything I know.
   [illustration]
    Frie Shop

[illustration]

Drenk shop

How to build a theme park

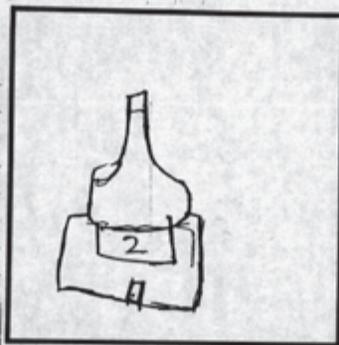My name is [   ]. Theme parks [no sim coaster] are hard to build [some times]. sim coastor is a very involved game.

1. Build drink and Frie shops
2. Build a Rollar caastr
3. Open the doors. Build a science led.
4. Hire scientists. Research operation Flug Hole.
5. Train gardenera and other staff
6. Drain the lake and Train engineer.
7. Open ride [wheel one]

    I taught you every thing I know
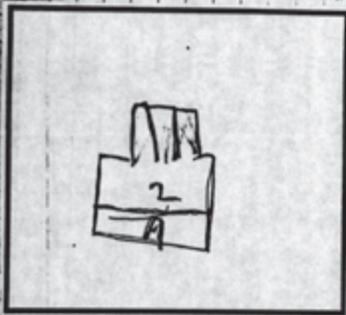
Frie shop

Drenk shop

Teacher's Observations

The writing communicates loosely connected information that addresses some of the requirements of the task. Some parts of the writing are vague and confusing.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT		■		
MEANING		■		
STYLE		■		
FORM	■			
CONVENTIONS		■		

- ◆ topic is clear and tries to deal with task requirements
- ◆ offers main ideas with few details
- ◆ opening shows some sense of audience
- ◆ language is generally simple and often vague
- ◆ relies on simple and compound sentences
- ◆ has a title
- ◆ uses some key features of the specific form
- ◆ steps are omitted or combined
- ◆ includes several errors, but these do not interfere with meaning

TRANSCRIPT

How to Take Care of Cats

Sometimes people can't tell kittens from cats look at the size the cat is bigger than the kitten.

Hi! cats are my favourit animal, I have one myself.

Some toys that cats might need.

[illustrations]

Things that you need when you have a cat

1. Needs comfort and love

2. Home

3. Toys

4. Food

5. Water

6. Water bowl

7. food bowl

8. fresh air

9. Collar

10. Bed

NIGHT SIGHT

When cats are in the dark and there is a window. If you look at the cat you will see that the cats eyes are glowing. {illustration]

A cat's Bed.

[illustration]

Kittens are cats but smaller and they need the same comfort.

How to Take Care of Cats

Hi! My name is Danielle cats are my favourit animal, I have one myself.

Sometimes people can't tell kittens from cats look at the size the cat is biggest then the kitten.

Just Born

Some Toys that cats might need.

A Kitten

Things that you need when you have a cat

1. Needs comfort and love
2. Home
3. Toys
4. Food
5. Water
6. Water bowl
7. Food bowl
8. Fresh air
9. Collar
10. Bed

NIGHT SIGHT
When cats are in the dark and there is a window, if you look at the Cat you will see that the cat's eyes are glowing.

Cat

A cats Bed.

Kittens are cats but smaller and they all need the same comfort

Teacher's Observations

The writing communicates information in the student's own words that competently fulfils most requirements of the task.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT			■	
MEANING			■	
STYLE		■		
FORM			■	
CONVENTIONS			■	

◆ focused around a clear purpose that is largely accomplished
◆ information is generally accurate and written in the student's own words
◆ elaborates on the main idea with some supporting details, reasons, and explanations
◆ shows some sense of audience and consideration for the reader
◆ generally simple and often vague language with little variety
◆ follows most key features of the specific form (e.g., glossary, boxes, captions, steps, diagrams, pictures)
◆ logically organized into steps
◆ some errors, but these do not affect meaning
◆ most basic sentence punctuation is correct

TRANSCRIPT

All About Castle Life

My name is— and I am very interested in castles. I have learned about castles for two years. Now I want to show you what I have learned.

How To Build a Castle

1. Find an empty space
2. Plan the castle
3. Build a boroughs
4. Upgrade to motte and bailey
5. Include these rooms; inner and outer ward prison tower and ramparis
6. Add these for defence; moat, arrow holes and the Walled court
[illustrations]: turrets, draw bridge, hooh, leather tunic, helmet, armour
[illustration]: a Dungeon is used for keeping prisoners.

Weapons

1. Mace club- with spiked ball on end
2. Sword- long sharp metal blade fixed to a handle
3. Axe- sharp axe head attached to short piece of wood
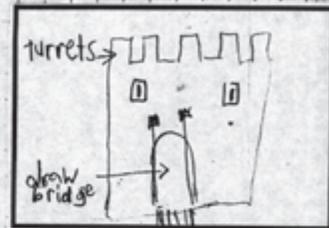4. Bow and arrow curved piece of wood with a string attached used to launch arrows,

Glossary

1. Turrets, the turrets are for archers to hide behind
2. Boroughs, small castle
3. Ramparts, ledges that defenders stood on
I hope you have enjoyed learning all about castlelife.

All About Castle Life

My name is _____ and I am very interested in castles. I have learned about castles for two years. Now I want to show you what I have learned.

How To Build a Castle

1. Find an empty space
2. Plan the castle
3. Build a boroughs
4. Upgrade to motte and bailey
5. Include these rooms; inner and outer ward prison tower and ramparts
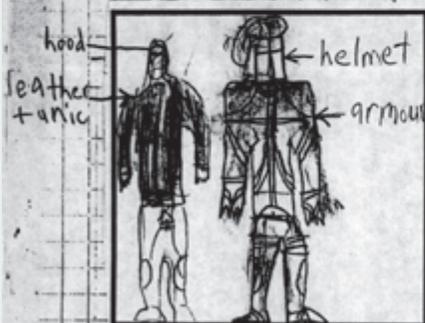6. Add these for defence; moat, arrow holes and the walled court

turrets
draw bridge

Castle

turrets   draw bridge

hood
leather tunic
helmet
armour

a. Dungeon is used for keeping prisoners.

Weapons

1. Mace club - with spiked ball on end
2. Sword - long sharp metal blade fixed to a handle
3. Axe - sharp axe head attached to short piece of wood
4. Bow and arrow curved piece of wood with a string attached used to launch arrows.

Glossary

1. Turrets, the turrets are for the archers to hide behind
2. Boroughs, small castle
3. Ramparts; ledges that defenders stood on

I hope you have enjoyed learning all about castle life.

EXCEEDS EXPECTATIONS

Teacher's Observations

The writing communicates clear, detailed ideas and information that fully and effectively accomplish the task.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ focused around a clear purpose; all task requirements are met or exceeded
- ◆ develops ideas through specific and often engaging details, reasons, and explanations
- ◆ shows a growing sense of audience and consideration for the reader
- ◆ language is varied and increasingly precise
- ◆ often tries to use appropriate technical language
- ◆ uses titles, headings, and subheadings effectively
- ◆ follows key features of the specific form
- ◆ required illustrations and diagrams are clear, complete, and well labelled
- ◆ most familiar words are spelled correctly
- ◆ pronouns and verbs are correct, although there are occasional errors in more complex sentences

TRANSCRIPT

How to Draw Animals – Parrots/Eagles

Hi, I'm ——. I draw almost every hour on a rainy day. People like my drawings, so I teach them and I thought, "I think I'll write a book about how to draw." Now I'll teach you!

How to Draw A Parrot

Big version
1. Start with a circle
2. Draw a oval on the side of the circle
3. Draw another oval on top of the first one
4. Erase lines that are outlined in red
5. Add outside feathers (make the wings pointy)
6. Erase what's outlined in blue
7. Add eye and beak (include nose_
Draw any desighn you wish and inside feathers

How to draw An Eagle

1. Start with a circle
2. Draw a oval on the bottom of the circle
3. Draw 2 ovals on both sides

How to Draw Animals

Parrots \ Eagles

Hi, I'm _____. I draw almost every hour on a rainy day. People like my drawings, so I teach them and I thought, "I think I'll write a book about how to draw." Now I'll teach you!

How to Draw A Parrot — Big version

1. Start with a circle
2. Draw a oval on the side of the circle
3. Draw another oval on top of the first one
4. Erase lines that are outlined in **red**
5. Add outside feathers. Make the wings pointy. Erase whats outlined in **blue**
6. Draw tail it look like a tree
7. Add eye and beak (include nose)

Draw any design you wish and inside feathers

6. Erase whats outlined in **red**
7. Make a zig-zagy line across the neck

How to draw An Eagle — Big version

1. Start with a circle
2. Draw a oval on the bottom of the circle
3. Draw 2 ovals on both sides.
4. Erase whats outlined in **blue**.
5. Add feathers (make wings pointy). And make the head bushy
8. Draw a beak, eyes and make the tail like a fan.
9. Make feet. Claws should curl up. Add inside feathers

Glossary
1. Zigzag-
2. Parrot- a type of bird that you can teach to talk.
3. Eagle-

This was hard work, but fun! Look in other books of "how to draw lizards, butterfly and more! See you!

4. Erase what's outlined in blue

5. Add feathers (make wings pointy) And make the head bushy

6. Erase what's outlined in red

7. Make a zig-zagy line across the neck

8. Draw a beak, a eye and make the tail like a fan

9. Make feet. Claws should be curld up. Add inside feathers

Glossary

1. Zig Zag-

2. Parrot - a type of bird that you can teach to talk

3. Eagle - fast swift bird with a whit head and brown body.

This was hard work, but fun! Look in other books of "How to draw Lizards, butterfly

and more! See you

Literary Writing

Students learn to appreciate the power and beauty of language as they create their own literary works, often modelled on those they have read or viewed. As they revise and edit to create the effects they want, students develop in the craft of writing.

Grade 4 students often write in a variety of literary forms that may include short stories (e.g., about relationships), traditional stories (e.g., fables, folk tales), special genres (e.g., mysteries, science fiction), memoirs, parodies and other humour, and poems. They explore an increasing variety of literary techniques, such as figurative language, imagery, and mood to create specific effects.

Most often, classmates and teachers are the primary audiences for students' stories and poems. School newspapers and yearbooks, web sites, and community publications can expand the range of audiences.

Key Qualities

The following is a summary of the key qualities of each aspect of literary writing in Grade 4. The *Quick Scales* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING
- ◆ comes from imagination, memories, and observations
- ◆ develops through engaging detail; has some emotional impact

STYLE
- ◆ is expressive, with descriptive and varied language

FORM
- ◆ stories follow a logical sequence, with a beginning, middle, and end
- ◆ poems follow the "rules" for the particular form

CONVENTIONS
- ◆ follows standard conventions for basic spelling, punctuation, grammar and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 4 literary writing reflect the following prescribed learning outcomes from Grade 4 of the *English Language Arts K to 7 Integrated Resource Package.* Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

◆ write a variety of imaginative writing modelled from literature [C3]

STRATEGIES (WRITING)

[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

◆ use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

◆ use the features and conventions of language to express meaning in their writing and representing [C11]

Quick Scale: Grade 4 Writing Stories

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Stories are usually required to be carefully revised, edited, and proofread.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The story is often very brief, disjointed, or illogical and is flawed by repeated basic errors. The student needs ongoing support.*	*The story offers loosely connected events with little development; parts may be confusing or flawed by frequent errors.*	*The story is complete and easy to follow, with some interesting detail. Shows growing control of written language; few errors.*	*The story is engaging, with some originality and development. Language is varied and effective.*
MEANING • ideas • use of detail • awareness of audience	• point of story may be unclear • reveals few details; development may be illogical • shows little awareness of audience	• relies on ideas discussed in class or from another story • some detail; some may be irrelevant • some awareness of audience; sometimes tries to create "shock value"	• concrete, direct story; draws on ideas from other sources, but has some individuality • some relevant supporting details • appears to consider the reader's reaction in choosing content	• some sense of individuality or originality, although events and images may be predictable • effective supporting details add colour • tries to engage the reader, create reactions
STYLE • clarity, variety, and impact of language	• basic language; often errors in word choice • poorly constructed, sentences; little variety	• generally simple language; little variety • simple and compound sentences; little variety	• clear, direct language with some variety • some variety in sentences	• language is varied; often experiments • flows smoothly, varies sentences, sometimes to create a special effect
FORM • beginning • development • characters • dialogue (where appropriate) • paragraphing, transitions • ending	• beginning may be confusing • some action and events; often illogical, very brief • names characters • if dialogue is included, it is confusing • disjointed; often one paragraph with few connecting words • ending omitted or illogical	• begins with a problem • some development; sequence may be hard to follow in places • names and identifies main characters; • often includes dialogue; may be ineffective • some paragraphing; tends to repeat simple connecting words; may omit them in places • ending may be abrupt	• beginning introduces the situation • develops a logically sequenced events • describes appearance and feelings of some characters • clear dialogue • uses paragraphs and a variety of connecting words • conclusion may be abrupt or hard to believe	• beginning engages interest in the problem • story seems to develop naturally, with a logical sequence • characters often show personality and feelings in actions and words • clear, natural dialogue • logical paragraphing; smooth transitions • ending resolves the problem
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar/ usage	• frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences	• includes several errors; may make parts hard to follow • some incomplete or run-on sentences	• some errors, but these do not affect meaning • most sentences are complete; few run-on sentences	• few errors; these are usually caused by taking risks • complete sentences; may include some errors in long sentences

Quick Scale: Grade 4 Writing Poems

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

Poems are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*Often very brief, disjointed, or illogical, and flawed by repeated basic errors. The student needs ongoing support.*	*Loosely connected image or ideas with little development; parts may be confusing or flawed by frequent errors.*	*Complete, easy-to-follow poem with some interesting detail. Shows growing control of written language; few errors.*	*Engaging poem, with some originality and development. Language is varied and effective.*
MEANING • ideas • use of detail • awareness of audience	• purpose of poem may be unclear • few details; may be illogical • shows little awareness of audience	• relies on ideas discussed in class or from another poem • some details; some may be irrelevant • may show some awareness of audience	• concrete, direct poem; draws on ideas from other sources, but has some individuality • some relevant supporting details • appears to consider the reader's reaction in choosing language	• some sense of individuality or originality, although images may be predictable • effective supporting details add colour • tries to engage the reader and create a reaction
STYLE • clarity, variety, and impact of language	• basic language; often errors in word choice	• generally simple language; little variety	• relies on concrete and direct descriptive language	• language is descriptive and varied; often experiments
FORM • poetic form* • descriptive language	• needs the support of a frame or template • uses little or no descriptive language	• tries to write in poetic form (usually one that has been recently modelled), but the result may be in sentences • attempts some descriptive language	• writes in poetic form (usually one that has been recently modelled); may have trouble with the "rules" in places • uses descriptive language	• writes in poetic form; generally able to follow the "rules," but may be awkward in places • experiments with descriptive and figurative language
CONVENTIONS • spelling • punctuation • grammar/ usage	• frequent, repeated errors make the writing difficult to understand	• includes several errors; may make parts hard to follow	• some errors, but these do not affect meaning	• few errors; these are usually caused by taking risks

* In the space below, teachers may want to list "rules" for the specific type of poem students are to write for a particular assignment.

Poetic form: _____

Key "rules":

_____

_____

_____

Rating Scale: Grade 4 Writing Stories and Poems

Student achievement in writing stories and poems by March-April of Grade 4 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	*The writing is often very brief, disjointed, or illogical and is flawed by repeated basic errors. The student needs ongoing support.*	*The writing presents loosely connected events or images with little development; parts may be confusing or flawed by frequent errors.*
MEANING • ideas • use of detail • awareness of audience	• topic or point of the story or poem may be unclear • reveals few details; development may be illogical • shows little awareness of audience	• relies on ideas that have been discussed in class or presented in another story, poem, or TV show • includes some details, most often visual description (i.e., number, size, colour); some detail may be irrelevant to the story or poem • may show some awareness of audience; sometimes tries to create "shock value"
STYLE • clarity, variety, and impact of language	• basic, simple language; may include errors in word choice • sentences are poorly constructed, with little variety or control (may be written as one sentence)	• generally simple language with little variety; may include some description and try to use the language of storytelling • relies on simple; compound sentences; little variety
FORM STORIES • storyline or plot (sequence; development) • beginning and ending • characters • dialogue • connecting words	• beginning may be confusing, with no clear story problem • includes some action and events, but these are not logically sequenced or developed into a complete or logical story; often very brief • characters are usually named but not described, and their relationship to each other is unclear • if dialogue is included, it is confusing (in some cases, the entire story is dialogue, but the reader cannot tell who is speaking) • disjointed; often written as a single paragraph; overuses a few connecting words (e.g., and, then) or omits them altogether • ending may be missing or illogical	• begins with a problem (often, the beginning is the best part) • inconsistent development (some parts better than others) and sequence may be hard to follow in places (sometimes because of irrelevant material) • characters are named and identified, but not developed (e.g., no mention of their feelings) • often includes dialogue; the dialogue is usually easy to follow but may be rather stilted and not enhance the story • some paragraphing; tends to repeat simple connecting words (e.g., next, then, so, because, after, when, but); may omit them in places, causing abrupt transitions • ending may be abrupt
POEMS • poetic form • descriptive language	• needs the support of a frame or template • uses little or no descriptive language	• tries to write in poetic form, often one that has been modelled, but the result may be in sentences • attempts some descriptive language
CONVENTIONS • complete sentences • spelling • capitals • end of sentence punctuation • grammar/ usage	• frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences • may misspell simple words; word endings may be omitted or formed incorrectly • capitals and periods often omitted or misused • frequent errors in pronouns (overuse; noun-pronoun agreement) and verbs (tense; subject-verb agreement) • parts may be difficult to read	• includes several errors; these may make parts hard to follow • most simple sentences are correct; may include some incomplete or run-on sentences • most simple words are spelled correctly • most basic sentence punctuation is correct; commas and quotation marks may be inconsistent • some grammatical errors, often with pronouns (overuse; noun-pronoun agreement; incorrect form) and verbs (subject-verb agreement; tense) • legible

The rating scale may require adaptation when used for different purposes and tasks.

Stories and Poems are usually expected to be carefully revised, edited, and proofread for presentation to an audience.

Fully Meets Expectations	Exceeds Expectations
The writing is a complete, easy-to-follow story or poem with some interesting detail. Shows growing control of written language; few errors.	*The writing is an engaging story or poem, with some originality and development. Language is varied and effective.*
• develops a concrete, direct story or poem by drawing on and adding to ideas from class discussion and other works; has some sense of individuality • includes some supporting details that add colour to parts of the writing (most often the beginning) • appears to consider the audience or reader's reaction in choosing content	• creates a story or poem with some sense of individuality or originality, especially in the beginning, although events and images may be predictable • includes supporting details that add colour to events or images • shows a sense of audience—tries to engage the reader and create a reaction (e.g., humour, surprise)
• generally relies on clear, direct language, with some storytelling language and description; beginning to play with language (in a simple way) • some variety in sentence length and pattern	• language is varied and specific—tries to make ideas clear; often risks experimenting with new words and expressions • flows smoothly; varies sentences, sometimes to create specific effects (e.g., short sentences for excitement)
• beginning introduces the situation • includes a logically sequenced series of events; connections among events are not always clear • some characters are described, and their feelings may be explained (story focuses on action) • dialogue is generally clear and may reveal something about the character who is speaking • uses paragraphs and includes a variety of ordering or connecting words (e.g., next, then, so, after, when, but) • conclusion may be abrupt or hard to believe	• beginning presents the problem in an interesting way • story seems to develop naturally, with a logical sequence • characters often show personality and feelings in their actions and words, although they tend to be "types" • dialogue is generally clear and natural and often reveals personality traits of the speaker • paragraphing is effective; transitions are smooth • ending resolves the problem
• writes in poetic form (usually one that has been directly modelled); may have trouble with the "rules" in places • uses descriptive language	• writes in poetic form; generally able to follow the "rules," but may be awkward in places • experiments with descriptive and figurative language
• some errors, but these do not affect meaning • most sentences are complete; few run-on sentences • most familiar words are spelled correctly, including capitals and apostrophes • basic sentence punctuation is correct; may be errors in use of commas in dialogue or in longer, more complex sentences • most pronouns and verbs are correct; may be some errors in subject-verb agreement, especially where there are compound subjects, and in pronoun form • legible; clearly and neatly presented	• few errors; these not do interfere with meaning and are usually caused by taking risks with complex language • sentences are complete; longer sentences may include some errors • most words are spelled correctly; may include errors in complex, specialized, or technical words • basic sentence punctuation is correct, including commas and quotation marks • pronouns and verbs are correct; may be occasional errors in long or complex sentences • legible; presentation shows care

Sample Task: The Cloak of Invisibility

CONTEXT

Writing is part of all activities in this class. Students had previously written a variety of stories and poems featuring characters from some of their favourite books. They were often asked to connect the insights and experiences of characters in oral and literary texts to their own personal experiences.

PROCESS

The class listened to and read excerpts from several Harry Potter stories. Students represented their understanding of the stories through mind maps, storyboards, poems, dramatizations, mime, and retellings.

The teacher asked students to think about why writing about themselves as a character in the same situation could help them understand the story better. After a whole class discussion, the teacher asked students to write a story about Harry Potter's cloak of invisibility. The students were asked to pretend that a cloak like Harry's had come to them. The teacher emphasized that they were invisible when they wore their cloaks.

The teacher reminded the students that they were writing to entertain and that they needed a plot, which should include the following:

- the setting (where and when the story takes place)
- the characters (the people, animals, or creatures in the story)
- the problems or situations that arise and how they are solved
- point of view (who is telling the story)
- sequence of ideas (beginning, middle, and end of the story)

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The writing is very brief and disjointed and is flawed by repeated basic errors. The student needs ongoing support.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

◆ purpose of the story is unclear
◆ sentences are poorly constructed
◆ characters are named but not described
◆ disjointed and written as a single paragraph
◆ capitals and periods often omitted
◆ parts are difficult to read

[Original student sample not available]

TRANSCRIPT

ta school to day I was playing with my friend and I her sister cam and to want ta play with me and my cloak and I siad yes and her sister siad yes to we had fun playing with the cloak we wnet to her and then I son my friend

Teacher's Observations

The writing is brief and contains loosely connected events with little development.

◆ reveals few details
◆ relies on ideas that were presented in another story
◆ generally simple language with little variety
◆ relies on simple and compound sentences
◆ characters are not described
◆ most simple words are spelled correctly
◆ most basic sentence punctuation is correct

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT		■		
MEANING	■			
STYLE	■			
FORM	■			
CONVENTIONS		■		
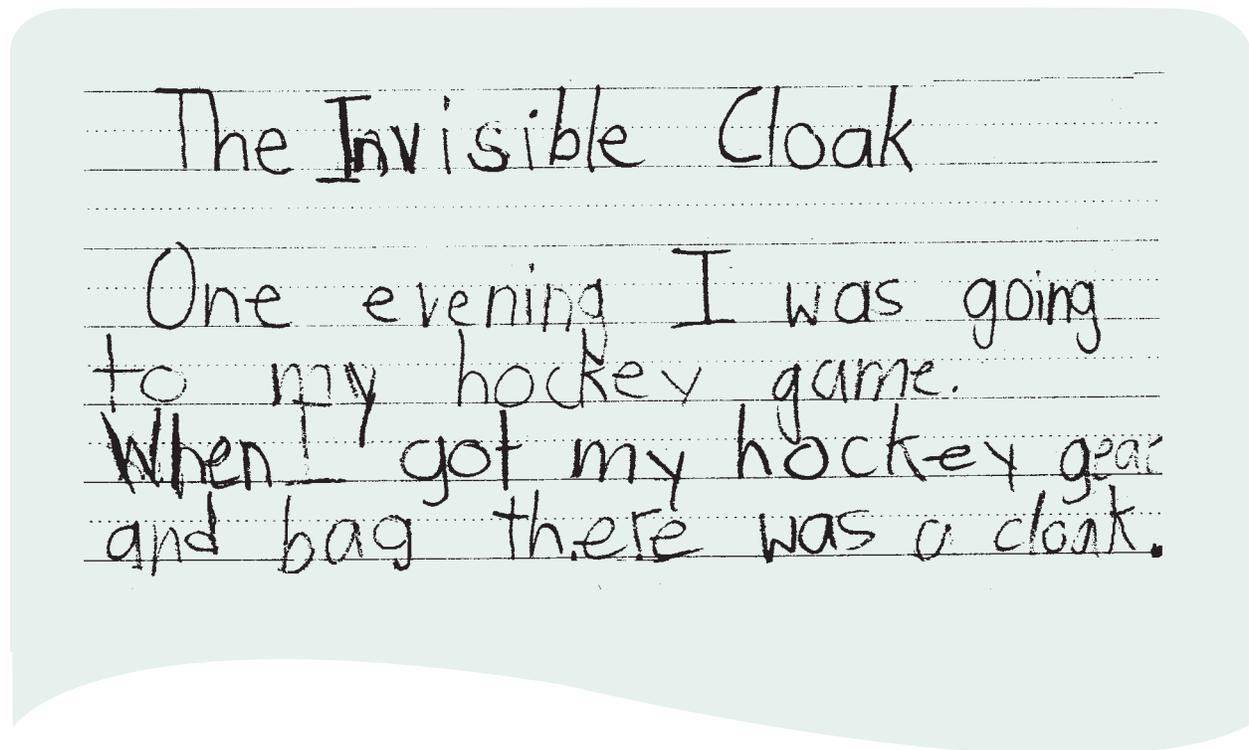
TRANSCRIPT

The Invisible Cloak

One evening I was going To my hockey game. When I got my hockey gear and bag there was a cloak. I put it on and I was invis- ible so I went to the game and scored 5 goals. When I got home I qiuckly ran up the stairs And hid it for when I really needed it.

Teacher's Observations

The writing is complete and easy to follow, with some interesting detail.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

◆ includes some supporting details that add colour to parts of the writing

◆ relies on clear, simple, and direct language

◆ some variety in sentence length and pattern

◆ logically sequenced beginning, middle, and end

◆ dialogue is generally clear and reveals something about the character who is speaking

◆ most familiar words are spelled correctly

◆ basic sentence punctuation is correct

The Invisible Cloak

It was an early summer morning when my mom and I decided to go to the Abortsford Flea market. When we got there we started to look for a Halloween costume for October. I saw a beautiful cloak with silver leather stars. The stars shimmered as if they were

TRANSCRIPT

The Invisible Cloak

It was an early summer morning when my Mom and I decided to go to the Abortsford Flea market. When we got there we started to look for a Halloween costume for October. I saw a beautiful cloak with silver leather stars. The stars shimmered as if they were crystals. "How much does the cloak cost," I asked, counting my money. "For you dear, five dollars." Said the lady. "Well then I'll buy it. It'll make a wonderful Halloween costume." I said happily. After, we went home.

As soon as we got home I tried on the cloak. When I looked in the mirror I couln't see myself or the cloak! I rubbed my eyes to see if it was real. It was! I quietly hid the cloak under my bed. I didn't tell my mom or anybody because I was afraid they would take it away.

Soon Halloween arrived. I was invited to go trick-or-treating with my friends. When I was walking over to my friend's house I saw other school friends walking. I decided to play a trick on them. So I put on my cloak, but took off my hood so that when they saw me all they saw was my head! They were scared and amazed at the same time. When I got home I took the cloak off and stuffed it under my bed and went to sleep. When I woke up I reached for my cloak but it wasn't there. Instead there was a different cloak that was visible and five dollars.

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EXCEEDS EXPECTATIONS

Teacher's Observations

The writing is an engaging story with some originality and development. The language is varied and effective.

◆ creates a story with a sense of individuality
◆ shows a sense of audience
◆ tries to engage the reader and create a reaction (e.g., surprise)
◆ flows smoothly and varies sentences to create effects
◆ story develops naturally
◆ characters show personality and feelings in their actions and words
◆ pronouns and verbs are correct

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				■
MEANING				■
STYLE			■	■
FORM				■
CONVENTIONS			■	■

TRANSCRIPT

The Headless Girl

My name is ——and I live in a small, quiet town called Armstrong in the Okanagan. I would like to tell you the story of The Headless Girl. Ten summers ago my grandaughter, Penelope, came to visit just as she did every summer. Two days after her arrival she was helping me clean my attic, which had not been cleaned in at least twenty years. There was so much junk, boxes filled with things like clothes, shoes, old pictures etc. As we sorted through boxes my grandaughter, Penelope, held up a large red velvet bag, and asked, "Granny, what's inside this bag?" I looked at her to see what she was holding and when I saw the bag, my mouth dropped open.

"Granny, did you hear me? What's in here?" Penelope asked. It took me a moment to decide if I would tell her about what the bag had in it, but finally I decided she shouldn't hear the story about my magic invisibility cloak. "Well, sweetie inside that bag is a very special cloak that was given to me by my grandmother!" Penelope sat down on one of the boxes to listen to my Story. "you see Penelope," I said as I took the silky, silver cloak out of the bag, "this cloak is very special because when you put it on, you become invisible!" Penelope's eyes were as wide as saucers, she could not believe it. "Really, Granny? Can I try? Please, can I?" Penelope asked. "well, I was going to give it to you one day, anyways..." I said, "but maybe you should not try it on yet, sweetie, O.K.?" Penelope looked disapointed and asked, "Why not Granny? I knew that she really wanted to try it on, so I had to tell her about the one rule that goes with the cloak. "Penelope, there is one rule that is really important for you to remember, when you are wearing the cloak, you can never, ever go near anything that has caffeine in it, like chocolate or coffee or pop. If you eat or drink anything containing caffeine, you will no longer be invisible." Penelope smiled and said, "Oh Granny, I promise I'll be extra careful, I want to be invisible, please, can I try it?" "I'm sorry, sweetie, but you have to wait until you are older and more responsible." I felt bad saying "no" to Penelope, but I knew she was too young for the responsibilty.

The next morning, I was making our breakfast when Penelope came into the kitchen. I said. "Good morning, dear. Thanks again for your help in the attic, yesterday." Penelope answered, 'Your welcome. Are you sure I'm not old enough to wear the cloak, Granny?" "Positive. Now, what would you like to do today, Penelope?" I asked. "Would it be okay if I went to see a movie?" Penelope asked. "Sure, that sounds like a good idea, just make sure you come home as soon as the movie is over, O.K.?" I answered. My grandaughter agreed, and ran upstairs to get ready for the movie, while I cleaned the breakfast dishes. She came racing back downstairs, quickly gave me a hug and ran out the back door, saying, "Bye, Granny, see you later." Before I could even say anything she was off and running toward the movie theatre. It wasn't until later that I realized she was carrying a large bag when she left.

Penelope was almost at the theatre, when she realized that forgot to ask her grandmother for money, to pay for the movie. At about the same time, I was still in my kitchen at home, when I realized the same thing, and wondered how my grandaughter would get into the movie. I quickly grabbed My keys and drove down to the theatre to give Penelope some money. When I got to the theatre, I didn't see Penelope anywhere, so I thought I would wait in the car, she would probably be right out when she realized she didn't have any money. Little did I know that my grandaughter had taken the invisibility cloak, and used it to become invisible and sneak into the movie. Inside the theatre, Penelope was having the time of her life, wandering around, not being seen by anyone. She went to find a seat so she could watch the movie.

I was still waiting out in the car, beginning to wonder what was taking her so long., Penelope found a seat in front of three people who had bought a ton of snacks and popcorn and jumbo drinks. It was then when my grandaughter was was realizing how nice it would be to have a little money right then, so she could buy something to eat. Penelope started to think about not having money for snacks, which then made her think about not paying for the movie and she started to feel guilty about sneaking in to the theatre, even though no one would know because she was invisible, thanks to the cloak. Penelope decided she had done too much sneaking for one day, and that she should go home. As she was about to stand up, the person behind her spilled his jumbo "coke," all over her seat, spilling it on her shoulders and all down her back. I guess Penelope had forgotten the "rule" about the cloak because as she was walking to dry her self off, people all around her started to scream and run in all different directions Penelope did not understand what was going on, until she saw her reflection in the mirror and discovered that the caffeine in the Coke that was spilled on her had made her visible again,... but only from the neck down!

As I was sitting in my car, waiting for Penelope, I heard screams and saw a crowd of people running from the theatre. I started to really worry about my grandaughter, so I got out of my car to ask what was happening, but everyone was gone before I could. That was when I saw just exatly what was scaring eveyone. My grandaughter, Penelope, came out of the theatre... with no head! Her head was still invisible bacause of the "caffeine" had only touched the cloak below the neck. "Granny, Granny! I'm so glad to see you. I think I scared everyone away!" said

Penelope> I answered, "Well I can understand why, dear. Hace you seen how you look right now?""Yes, Granny. I know my head is invisible, I took the cloak without telling you. I'm sorry." Penelope said sadly. "I'll tell you the whole story. Granny." I told her before she did that, she had better take off the cloak so her head would be visible again. Penelope told me everything and I decided her guilty feelings were enough of a punishment for being sneaky. When we arrived back home we put the cloak back in the velvet bag and Penelope promised me she would not take it again until she was older and more responsible.

The next evening, Penelope and I were sitting in the living room reading, when the phone rang. I answered , it was my neighbor,——She was telling me how the whole town was talking about the headless girl. I said, "——, it's O.K. I know what scared everyone yesterday at the theatre. I can explain." —— then said, "What do you mean, ——? It wasn't just yesterday! Today, half way through a movie, everyone came running out, screaming about a headless girl again." My heart jumped. "Well, that's impossible, ——!" I said "carol, I swear its true! I saw it with my own eyes!" —— said.

When I hung up the phone, I sat there trying to figure out how it was possible that everyone saw a headless girl today, when Penelope was at home with me all day. All of a sudden, a shiver ran down my spine. It was a real headless girl haunting the theatre, or someone else has a magic, invisibility cloak!