

**GRADE 8 WRITING: Additional Tasks/Samples**

**Personal/Impromptu Writing 4 tasks**

**Writing to Communicate Ideas and Information 6 tasks**

**Literary Writing 4 tasks**

## **Grade 8 Personal/impromptu Writing: Additional Sample 1**

### ***Wishes for a Better World***

#### *Context*

Although most of their writing is developed through a workshop process, students in this class also frequently write impromptu, in-class essays on topics provided by the teacher or suggested by the class.

#### *Process*

Students were asked to write a first-draft, in-class essay on the topic “Wishes for a Better World.” Their wishes could be global or personal. The teacher encouraged them to use classroom resources (e.g., dictionary, thesaurus, class posters). Students did not have opportunities to consult with others or to make substantial revisions, but they were encouraged to proofread carefully.

## Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Teacher's Observations

The writing presents relevant ideas about the topic but the writing wanders towards the end.

- provides examples, but does not always establish their connection to the central idea
- over-generalizes about cause and effect
- language is conversational and generally appropriate
- beginning introduces the topic
- ending is weak
- errors in basic words and structures are noticeable but do not obscure meaning
- most sentences are complete
- some errors in grammar or word choice
- frequent spelling errors in basic vocabulary

If I had 3 wishes would be more self confident, try to involve myself more in school and try to pickup my garbage when I am finished. Hopefully my wish will come true.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writing is clear and logical and includes some analysis.

- presents a clear, logical point of view; has a sense of purpose
- develops the central idea through detail, example, and explanation; includes some analysis
- uses a variety of sentence types and lengths
- introduction establishes the topic and purpose
- offers an explicit conclusion
- uses a simple, rhetorical device (a question) in the introduction to engage the reader
- paragraphing is explicit and effective
- follows basic rules for sentence construction
- punctuation is generally correct, including commas
- errors in capitalization

## Transcript:

### 3 Wishes for A Better World

If a person could change three things in this world by simply making a wish, would they take that opportunity or let nature run it's course.

If I could make a wish that would change the way the world is today, I would.

My first wish would be to end all the problems in Poverty stricken countries, and to educate them on the things like medication and the importance of birth control. I would also set up a place where they could eat a good meal. I think that would be a great accomplishment.

My second wish would be to end all the worlds Racism. This would be a hard task to meet, but I feel that al people should be treated equal, and nobody should have to go through life being called so many rude, disgraceful, and disrespectful names.

My third wish would be a simple one. All I want is for everyone in this world to be themselves. In a perfect world, if everyone was themselves than teenage girls wouldn't have to wear so much make-up, or have the best clothes, hair, or body. And boys wouldn't worry about their hair, or clothes or if they had enough muscles or were tough. It wouldn't matter what you looked like at all, and nobody would ever class some people lower than others.

But, if we live in a perfect world, and nobody ever made mistakes, then nothing would be normal. So I don't really think we should be able to wish for something to change, and then one day it all of a sudden changes. We should leave it alone and let nature run it's course, but little wishes are still okay.

## **Grade 8 Personal/impromptu Writing: Additional Sample 2**

### ***Friends***

#### ***Context***

In this school all students participate in a school-wide write twice a year, in fall and again in spring. Within their regular classrooms, student writes an impromptu essay of approximately 200-300 words in a 50-minute period. Essays are collected and scored collaboratively by the members of the English Department.

#### ***Process***

Students were asked to write an impromptu essay of 200-300 words one of two topics provided - “Friends” or “Rules”. Students were not allowed to use a dictionary, thesaurus, or spell checker.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writing addresses the topic but lacks a sense of purpose.

- presents a series of related ideas; topic is clear but purpose is vague
- provides detail and examples, but does not establish their connection to the central idea
- some variety in sentence length and pattern
- language is conversational
- beginning introduces the topic
- ending is weak
- related ideas are grouped together, but tend to be listed rather than having a sense of development
- capitalization and sentence end punctuation are generally correct

## Friends

The topic I chose to write on is friends. Friends are very important to us I don't think I know

anybody with not even one friend. I know I could not live having no friends; my friends are my life, ~~and my soul~~ My life would be so boring with no friends. I think people with no friends would get very depressed sometimes.

You have to have a friend to talk to, laugh with, and even hang out with. My life consists around ~~re~~ friends, your friends are very important to you even if you do not think so, you would be lost without your friend.

The wrong thing kids are doing these days are picking the wrong friends to hang out with, the ones that want you to go to parties just to get drunk, or to do drugs. Those kind of friends are the wrong kind of friend to have. My ~~the~~ mom always tells me that if you can count all of your friends on your right hand you have a lot of friends. So the point I am trying to get at is friends are so important you can meet them anywhere, school, mall, and when you do meet them ~~g~~ keep ~~there~~ them. ~~there~~ a treasure they are a treasure that you will never want to give up. So in conclusion ~~leave~~ live your life with lots and lots of good friends



## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writing has a strong, personal style, marred only by a few technical errors.

- as a sense of purpose
- develops the central idea through examples; includes some analysis
- draws on own experiences
- uses a variety of sentence types and lengths
- introduction establishes the topic and purpose
- ending is weak
- follows basic rules for sentence construction
- most familiar words are spelled correctly
- punctuation is generally correct, including commas

# Friends

Friends are a wonderful thing and I think everyone should have at least one. Not one friendship is perfect because everyone has those little fights once in a while. Friendship is very important to me because friends are what makes the world go round.

I remember feeling really scared and lonely on the first day of school. I had none of my old friends in any of my classes, and I wasn't really into meeting new people at the time, but now I am really glad I did!

The first person I met was Lindsay she figure skates and enjoys the same things that I do like music, school and sports. We get along really well together and her mom is now good friends with my mom.

The second person I met was Janine, now she is more of a serious person but the first time I saw her I knew that

we would ~~just~~ click. She also has a lot in common with me! We love to hang together and watch cartoons while stuffing our faces with junk food. Her mom is also friends with my mom.

I met Terran, Courtney, Will and Sean through Lindsay because they all went to school together but first I would like to tell you about Terran. Terran is the kind of person that you can talk to about anything and she will give you great advice! Terran is also very kind, she will always forgive and sometimes forget.

Now Courtney is the smartest one out of the group. She gets straight A's and anything you can think of. She is fun to hang out with because she treats every body with respect and never criticizes anybody.

Will is the humoris one. He figure skates with Lindsay and he plays the drums in my band class. I love to hang out with him because he has this sense of humor that

will blow you away!

Sean is kind of a girly guy I guess. What I mean by that is I can talk to him about fashion, school and friends. He is probably the nicest guy I know!

Last but not least is Katey. I just met her but I know we will be good friends. She is so cute and the best thing about is she can keep a secret without telling anybody!

Well that is all of my best friends and all I can say is that Friends are the best gifts in the world!

## **Grade 8 Personal/impromptu Writing: Additional Sample 3**

### ***Sports***

#### *Context*

In this school all students participate in a school-wide write twice a year, in fall and again in spring. Within their regular classrooms, students write an impromptu essay of approximately 200-300 words in a 50-minute period. Essays are collected and scored collaboratively by the members of the English Department.

#### *Process*

Students were asked to write an impromptu essay of 200-300 words one of the topics provided . Topics included “Heroes”, “A Challenge”, and “Sports”. Students were not allowed to use a dictionary, thesaurus, or spell checker.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writing is on topic but rambles.

- presents a series of related ideas; topic is clear but purpose is vague
- tends to focus on details without establishing their connection to a central idea
- language is conversational
- related ideas are grouped together, but tend to be listed rather than having a sense of development
- most sentences are complete; includes some run-on sentences
- errors in capitalization and basic sentence punctuation

## Transcript:

### Sports

Most sports have a different play rate than others; Hockey is intense and fast, Baseball is slow but enjoyable. Almost every sport has a hero or heroes, such as Babe Ruth for Baseball, Wayne Gretzky and Bobby Orr for hockey, Michael Jordan for basketball. All of those heroes and more have made it where they are today by not just thinking about themselves by thinking everybody else, such as fans and teammates, coaches, and family. There isn't too much of that type of personality anymore. Most athlete stars have talent by thinking much of themselves. People in our home town, people on the Chilliwack Chiefs like Brad McFaul thinks he's awesome but the only thing he's good at is fighting, Travis Banga, just because he was the captain last year doesn't mean he's the best, Nathan Martz deserved that "C" on his jersey than anybody else did, my mom says she wishes hockey could go back to the way they were when she first watched it.

My brother is playing pro now. I think my brother is an awesome hockey player; he's good at both defense and offence, has the hardest slapshot I've ever seen, and he treats people with respect on and off the ice. My dad was awesome at sports like basketball and soccer. He had the same personality as my brother does. My mom is awesome at sports, but nothing hockey, sports like badminton, and tennis, and volleyball.

I'm good at sports, also, but I dislike being on a team. I have a really strong kick in soccer, and I don't mind getting hurt, I keep my mouth shut and play the game. I may not be as good as my brother, but my favorite sport is hockey, pure Canadian invented and full contact.

That's what's good about some sports is contact, Rugby, football Hockey. Different sports have different styles, for Golf is patience, and football is attitude. I never really paid attention to hockey when I was younger because there lots of space to run around, but when my brother started playing for the Chiefs, I had to sit down and watch the game, that's when I started loving hockey the plays, fights, and fans rubbing it in. I don't like to cheer though I just like sitting there and watching. But on every sport there's something unique about, people like different sports because everybody's different, whether your watching baseball with your family, taunting the away team, or cheering on Tiger Woods, sports will live on forever.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writing is clear, logical and conversational.

- presents a clear central idea; has a sense of purpose
- develops the central idea through relevant details and examples
- uses a variety of sentence types and lengths
- language is clear and appropriate; appears to draw on a wide conversational vocabulary
- introduction establishes the topic and purpose
- provides an explicit conclusion
- punctuation is generally correct, including commas
- most words are spelled correctly; however, there are several errors
- includes errors in capitalization



## Sports

I have chosen to write about sports. The reason ~~of~~ for that is because I do lots and lots of sports, I play Hockey, lacrosse, Basketball, Rugby, football, cricket, soccer and my second favourite sport which is Skateboarding. In a shorter way you could say that I do almost all sports.

My favourite sport is hockey! I play rep "A" hockey. I play in the pee wee league for 12, 13 and 14 year olds. I have played rep for the last 4 years and I have only played for 6 years but my first 2 years there were no rep teams in novice. I play left defence. My friend Jay and I, are the "Bash Brothers", we have been for four years. We are the "Bash Brothers" because we are tough, rough and strong players. But we are not dirty or cheap we are fair but we like to hit.

On ~~top~~ my 2nd favourite sport which is skateboarding. I have just recently started to skate a few weeks ago. I always go and hangout at the skate park and have a skate-session with my friends.

I have a status board with destructo trucks, speed deamo baring and element wheels. I like to do alot of board slides on the barriers. The only thing wrong with skating is you can bail and get really hurt and you have nothing to prevent that from happening unless you quite). quit?

I only play Hockey and lacrosse in the Chilliwack association but all the other sports are mostly with my school. Every year I join the school basketball team. In grade 6 our team was 16-0-0 and that was really fun. Our coach was Rich giesleman he was great!!

In conclusion I would like to say that sports are good for you because they're fun and they keep you in good shape. I would also like to say that I play as much sports as possible for the last 8 years and never once have I complained about sports because they're so <sup>much</sup> fun!!

**Grade 8 Personal/impromptu Writing: Additional Sample 4**  
***Response to a poem, “My Life is in your Hands”***

*Context*

Students in this class maintain journals in which they frequently write about personal experiences or feelings, or at the teacher’s direction, about their responses to literary works or media.

*Process*

The class had studied the novel *The Outsiders*. Students listened as the teacher read aloud “My Life is in Your Hands, a poem about young girl dying in a car accident caused by a drunk driver. Students were asked to write a response to the poem, telling how they would feel about the event related by the poet.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writing is jumbled and presents some contradictory ideas and feelings.

- presents a series of related ideas
- provides explanations, but without establishing their connection to a central idea
- some variety in sentence length and pattern
- language is conversational
- ending is weak
- related ideas are grouped together, but do no sense of development
- errors in basic words and structures are noticeable, but do not obscure meaning
- most sentences are complete, but may be awkward
- capitalization and sentence end punctuation are generally correct
- some error in grammar and word choice

## Journal entry

I think that the poem did help the parents realize just how bad it is to get behind the wheel even after you have had only a couple beers, but I don't think it really clicks in the heads of the kids because all they are doing is trying to impress other people so they don't care about other people's lives. If I was the mom I would have first of all been very sad, but I would have to drive the kid home so that he wouldn't do it again, or the police station or something.

I would have been very mad thought if the girl had lived because why would she get in the car in the first place, and she was also probably not wearing her seat belt so she could have saved herself from rolling all over the car.

I would have sued him for driving drunk and there would be no way he could win because there was so much evidence.

I would be very very sad and he should go to jail for life.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writing is clear, logical, and indicates a strong personal response to the poem.

- presents a clear, logical point of view; has a sense of purpose; tries to deal with complexities
- develops central idea through relevant and accurate detail
- makes connections beyond the immediate
- uses a variety of sentence types and lengths
- language is clear, appropriate, and varied
- introduction establishes the topic and purpose
- uses transitions to connect ideas; relationships are usually clear
- follows basic rules for sentence construction
- most familiar words are spelled correctly
- punctuation is generally correct, including commas
- includes minor errors in grammar

## Poetry

### My life is in your hands Response

When I think about this poem it make my stomach turn and I feel sick. I would hate to know that I was going to die, and that I would never get to see my friends or family again. I'd hate the drunk driver and wouldn't care if anything ever happened to him. If I was there, and a friend that knew the girl who died, I would always want to escape, seeing a friend die when her life was in someone elses hands.

If I was the girl in the car I would regret ever getting in with the driver. I would suddenly want to live my life and do what I was supposed to, then I would realize that it was to late and feel sorry that I hadn't done, and said all I wanted to. I would close my eyes and say as much as I could of what I wanted to say before but never got around to it. Then I would get a sick feeling in my stomach as I would feel the impact of the other car and know that I had had my last breath.

## **Grade 8 Writing to Communicate Ideas and Information: Additional Sample 1**

### ***Causes of the Witch-hunts***

#### ***Context***

In this Social Studies class, the teacher often poses “critical challenges” on issues in history to encourage critical thinking.

#### ***Process***

Students were studying the Renaissance in Social Studies. The teacher posed a “critical challenge” on the causes of the witch-hunts in Renaissance Europe.

Students were given background information on the witch-hunts and encouraged to do additional independent research. They were asked to work in small groups to develop criteria for making judgements. Working individually, students developed a data chart for causes of the witch-hunt, with a column for hypotheses (e.g., religious intolerance, superstition, gender discrimination), and a column for supporting evidence .

The teacher reviewed paragraph structure, and suggested that students start with a generalization or topic sentence, followed by supporting evidence and a concluding sentence.

Student then used their data charts to write a paragraph on the causes of the witch-hunts in Renaissance Europe.



## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writer chooses a cause and supports it with appropriate information. However, the purpose is not sustained, and the conclusion is inappropriate and unsupported.

- information is generally relevant and accurate
- includes some relevant examples and details
- some variety of sentence length and pattern
- introduction states purpose
- related facts are grouped together; some transitions are awkward
- part of conclusion is inappropriate; also offers new information
- errors in basic structures are noticeable, but do not obscure meaning
- some errors in verb tense

## Causes of the Witch-Hunt

The witch-hunt occurred in the renaissance period where people accused each other for performing witch craft and/or being a witch. People being put to death were not uncommon, and between 100000 and 300000 people were put to death. Ultimately most of the individual who were prosecuted were women, healers, midwives and old women just because their jobs were unusual at that time. Those mentioned above were believed to be easy target for the devil.

There were many reasons why witch-hunts occur. The reason was that people believed that witches were from hell and should stay in hell. The people also believed that they were doing a favor for god. The other reason was the population of women were way higher than men so men made this active to reduce the population of women. Men were afraid that women might take over the city. The third reason was that this activity gave the lower class to accuse those who were in the higher class. Women during the renaissance didn't have any power so all they could do was to take the blame. When someone actually stands up to the community, he/she gets accused of being a witch. That's why witch-hunt lasted for almost three hundred years.

My conclusion is that witch-hunt is another activity that people do to express themselves. People in renaissance have barely any chance to express themselves so it lead to weird or dangerous activity. Also people in renaissance didn't have much education, so they listen to everything

the church says and that isn't good. People should think before doing anything. That way fewer mistakes will be made.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writing is clear and detailed. Some attempts to include supporting quotations and to make complex connections are awkward

- information is accurate and complete
- includes specific relevant examples and details
- offers some generalizations and conclusions
- uses a variety of sentence lengths and patterns; some complex sentences are awkward
- introduction attempts to engage audience
- punctuation is generally correct
- includes minor errors in word choice

## Causes of the European Witch-hunt

What do you think of when you hear the word “witch”? Do you think of cackling old women? Or maybe a black cat? Actually, witches during the Renaissance did not fit the typical role of a fairytale witch from a simple storybook.

During the Renaissance, about 100, 000 – 300, 000 people were executed because they were thought to be witches. One of the reasons why the witch-hunt began was because of religion differences, such as Protestant and Catholic. Therefore, members of the two different religions would accuse each other for being witches. \**“Catholic and Protestants who historically had prosecuted each other for heresy now had a convenient common enemy.”*

As one can see, witches of the Renaissance were actually normal people. As a matter of fact, most of the people accused were actually innocent. A Renaissance witch would be someone who did not fit the typical role of a Renaissance man or woman, and it was also said that women were lower than men. Many Renaissance people believed that witches possessed supernatural powers, but this was only superstition. Women were looked down upon by men, and the majority of the people accused during the witch-hunt were women. \**“...women were claimed to be “more stupid, fickle, lighter-headed, weaker and more careless than men.”*

However, married women would have less of a chance to be accused, than an unmarried or widowed woman. Furthermore, women who were wise and knowledgeable were considered abnormal because they differed from the typical “lighter-headed” women. For example, some of these powerful women were midwives, for they had knowledge about herbs and made remedies to aid another woman who is going through the process of childbirth.

Next, two Dominican officials wrote a book called the *Maleficarum*, which was like a witch encyclopedia. It talked about witchcraft, gave some evidence (proof) about demons, gained the church’s support in witch-hunts, and lowered the statistics of all women, by claiming that women were an easy prey for the devil. Therefore, it was believed that women were more likely to be witches than men. In addition, social classes also took part in the causes of the witch-hunt. Poor women had a higher risk of being accused than that of a wealthy woman. \**“It is likely that most peasant women lived in constant fear that they would be the next to be accused.”*

Also, prevention helped spread the witch-hunt. For instance, if one were a suspect, he/she would have to frame someone else for being a witch. Therefore, one person would be off the hook. \**“ The purpose in torturing an accused was to get him to confess and to name others who would then be accused of witchcraft.”*

On the other hand, others would hunt witches to gain or to enhance their power. For example, a king would hunt witches to prove that he was powerful enough to fight the devil, and by doing that, he could expand his rights. \**“The divine right of kings was greatly enhanced when both the king and the state could show that they had forces to fight the devil.”*

Lastly, wars and plagues have claimed the lives of many men. Thus, men were scarce, which made it difficult for women to marry and this entire state links up with the accusations of the unmarried women.

In summary, there were many pathways, which all lead to one objective: the witch-hunt. Many reasons have been made clear and some have even overlapped each other by a link. This event has wiped out many people, but surprisingly, the causes of the witch-hunt were actually somewhat unreasonable. This is what you would probably feel. Think about it this way, witches weren't really the ones hunting, in fact they were the ones being hunted.

\*= quotes from article used as evidence.

## **Grade 8 Writing to Communicate Ideas and Information: Additional Sample 2**

### ***Media Analysis***

#### *Context*

Students in this class are often asked to analyze the media treatment of current event.

#### *Process*

Student read a newspaper article about Canadian astronaut Chris Hadfield's mission to the International Space Station with the Canadarm 2. Students were asked to write a response to the article that included three components:

1. a summary of the article
2. an analysis of the article in terms of one of the following:
  - how Canadians are portrayed
  - the amount of emphasis on Canada's invention
  - the amount of publicity related to the size of the event
  - the amount of attention given to the rest of the crew
3. a conclusion about how ell the public was informed by the article

## ***Not Yet Within Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observation**

The writing does not fulfill the requirements of the task and lacks focus.

- writing is unfocussed
- some information is inaccurate
- language is simple, few appropriate specialized terms
- some variety in sentence length
- lacks a clear sequence or development
- conclusion is inappropriate
- errors in basic words and structures are noticeable , but do not obscure meaning
- most words are spelled correctly
- frequent run-on sentences



## Media Analysis #2

April 30<sup>th</sup>, 2001

I didn't think that the writer of this article was very informative. He could have wrote a little bit more about the actual space trip, like who if anyone was going with him and if so who. I think that he also could have talked a little less about the invention because he could have been more informative about the rest of the article if he just would have shortened that part up. There are other things that I would like to discuss so here are some of them.

Like I said in the Summary I think that the writer could have wrote a little bit less about the Canadarm2 and a little bit more about plans for the space

trip. One thing that I heard about and the writer didn't even mention, was that a man paid around 20 million dollars to go on the trip too. Even though the writer might have talked a little too much about the Canadian invention he was pretty informative about his point. I thought that the parts he did write about enough was very well worded and understandable, and even the parts that he didn't write about enough, was still pretty well worded. But that was just my opinion about this article, what did you think about it?

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writing accomplishes the task, but does not flow smoothly.

- information is generally relevant and accurate, but is vague in places
- includes some relevant examples and details
- over-generalizes
- some variety of sentence length and pattern
- related facts, examples, and details are grouped together but transitions are awkward
- conclusion is very simple
- most sentences are complete, but often awkward or run-on
- some errors in grammar and word choice

### The Canadian handshake

In this article, Canadians are described gratefully, the editor is trying to make the Canadians to feel proud and to be looked up to. Canadarm2 is basically the main idea of the article, it was described to be a huge success in the Canadian space industry. It's a huge robotic arm with the size of two football fields; it's built by Canadians, and for the Canadians.

The amount of description on the Canadarm2 shows how much the Canadians technology has changed from the past, how much the Canadians have grown. "Building the International Space Station is most complex construction job ever and that colossal task would not be possible without the Canadarm2." This was said in the article, in other words: the International Space Station which Air force Colonel Chris Hadfield is strapped into is impossible to be completed without Canadian's invention, the accommodating robotic arm.

All the beneficial comments made by ISS, Flight Engineers, and others were short and briefly said-were very impressed by the work of the Canadians. The "Canada handshake" is beneficial to the International Space Station as well as to the Canadians itself.

### Summary

*Air force Colonel Chris Hadfield will lift off in the International Space Station with the great help from the robotic arm called the Canadarm2. With a size of two football fields, Canadarm2 was built by Canadians, it brought honor to the country as well as it has benefited the International Space Station.*

### The Public Inform

*In the article, well enough information was given for the International Space Station as well as the information that was given about the Canadarm2, it's just enough information to let the public know what was happening, there were more information said about the main subject, yet enough information for the little "sidekicks" as well. A lot of description of the canadarm2 was written in the article, a good description of the main subject is never too much. Both Pros and Cons were written in the article about the Canadarm2, so it wouldn't be too fawn on. Interview clips were added to the article to provide some identification into the article. I think more should be written about the International Space Station.*

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writing accomplishes all three aspects of the task, and flows smoothly.

- information is accurate and complete
- includes specific relevant examples and details
- offers some generalizations and conclusions
- language is clear and varied; generally uses appropriate specialized and technical terms
- individual paragraphs are well-organized with main ideas and supporting details
- conclusion is logical
- most familiar words are spelled correctly
- sentences are correctly constructed

## Media Analysis.

This article is about a new Canadian technology built to improve the positioning, adjusting, and building of the International Space Station. It's called the Canadarm2, and it is a robot crane that can move the ISS easily with extreme accuracy. The invention has replaced the shuttle arm because it can reach various places with 10 times as much flexibility and while doing this it holds on to the objects with a strong clutching grip that can lift tonnes. The station can not be built without the Canadarm2, so for this reason Canada plays a huge part in this project. Col. Hadfield, the main astronaut, is glad that Canada's technology is being highlighted.

Canadians in this article are portrayed as being intelligent people capable of building a great technology. In my opinion, I think Col. Hadfield

into space to improve the space station. I don't think that this point is discussed in detail, because I would like to know what exactly Canadarm 2 is going to do in space, and how the space station will advance with this aid technologically speaking. I like how the editor brings out essential points about Canadians being involved in this project, and creating this long awaited invention, but I'm still left curious about the development of the robotic crane, and the strategies used by the astronauts in order to prepare for this event. This is a good article, the points I have mentioned could've been discussed more clearly, but overall the information was well written, and presented to the audience in an organized and factual style.



## ***Exceeds Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writer presents a strong and clear analysis of the article.

- purpose and focus clear and effectively sustained
- offers logical insights, generalizations, and conclusions
- flows smoothly; uses a variety of sentence types and lengths effectively
- effectively organized; paragraphs are well-developed, logically sequenced, and joined by transitions
- sentences are correctly constructed
- spelling and punctuation are correct
- grammatically correct

## **Media Analysis #2 – Hadfield Lifting off on Historic Space Trip**

Colonel Chris Hadfield will be launched off into space in the shuttle Endeavour from the Kenney Space Centre in Florida today. During his trip he will do a space walk which will be the first one done by a Canadian, but the highlight of the mission will be putting the Canadarm 2 into use. The Canadarm 2 is a “solar-powered robot crane” that can lift incredibly heavy and awkward objects such as a space shuttle. It can place them within millimetres of their destination and can move around the space station to reach everywhere it needs to for assembly and repairing jobs. The original Canadarm that the Canadarm 2 will be replacing cannot reach much of the station which has been expanding rapidly and will be the size of two football fields when it is completed. The three crew members that are now living on the station are excited and very pleased with the addition of this new arm as it is essential for the rest of the construction. Everyone who has heard of or had contact with the Canadarm 2 has praised it and the work of the Canadians. One of the upcoming events that will be a mark in the history of Canadian technology has been nicknamed “The Canadian Handshake”. This is when the Canadarm 2 will twirl the 1.5 tonne pallet it rode on around so that Col. Hadfield can grasp it with the shuttle arm. The crew of the ISS is looking forward to this event with great anticipation.

I think that there is entirely too much emphasis on Canada and its invention. Many other countries have helped to make this station possible, not Canada alone. There is almost no mention in the whole article of the other countries involved or what they have done.

There is one small section that informs the readers that Col. Hadfield is being launched from a space centre in Florida, USA which implies that the shuttle Endeavour is

an American one, but never states it. This means that the trip would not be possible without the help of the Americans. They should have stated this fact clearly, not left it up to the readers to read between the lines.

Next, the article states that the construction of the International Space Station would not be possible without Canadarm 2, but obviously if one of the other pieces of equipment was removed the job would not be possible either. There must be a lot of other essential tools to create such a complex station. Quite likely, these other pieces are not Canadian and so they are not mentioned. We should be able to proudly state other countries' accomplishments as well as our own, for they must be as important.

When the article informs the readers of the three other members of the crew that are now living on board the station it does not even give the names. I am interested in who they are, what they have accomplished and what their role in the creation of this incredible space station is. The only information given about these members is what they think of Canada's invention. Again, they are honouring Canada and completely excluding everyone else.

Lastly, this article goes into great detail on the "Canadian handshake". This is all very exciting, but in this huge operation there must be lots of other thoroughly amazing moments that I would be interested in. This must be one of the only events that involved Canada because it is the only one stated. This means that the other countries and their inventions have played a bigger role in the creation of the space station. I'm sure that there are some readers who would like to know just generally what is happening in the construction, not just what Canada has been involved in.

In conclusion, I feel that the angle the author took in writing this article should be changed so that the public has full knowledge of what is really going on. We should be able to acknowledge other countries' events proudly, stating that we are impressed with what they have done and glad they are working with us. If we decided we could make space station by ourselves because we are so advanced in our technology, we would fail. This is obviously a team effort with other countries and this should be presented to the readers along with our country's accomplishments.

## **Grade 8 Writing to Communicate Ideas and Information: Additional Sample 3** ***“Reformation Rag” interviews with Martin Luther***

### ***Context***

Grade 8 students in this school take their Social Studies and English in a combined Humanities course. Many of their writing assignments are about Social Studies content.

### ***Process***

Students wrote two articles for the “Reformation Rag” to show what they had learned about Martin Luther’s theses and the basis of the Catholic counter-Reformation. Students used a biography and philosophical history of Martin Luther from the Internet Encyclopedia of Philosophy. The first article was an interview with Martin Luther; the second was a letter to the editor from a high-ranking clergyman detailing what they have done to address people’s concerns and/or strengthen the Church. The writing samples which follow are of interviews with Martin Luther. The letters appear later in this document (Additional Sample 4.)

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writing accomplishes the basic requirements of the task but offers little insight.

- information generally accurate and relevant
- includes some relevant details
- offers no generalizations or conclusions
- some sense of audience; tone is generally appropriate
- language clear and direct
- introduction states purpose, but is not engaging
- conclusion is very simple and predictable
- capitalization and sentence end punctuation are generally correct; has problems with commas

## Reformation Rag

Hi I am here with Martin Luther and I will be doing an interview with him.

Martin where were you born and on what day or what year?

Martin was born on November 10, 1483 in Eisleben (in the Holy Roman Empire) Soon after his family moved to Mansfield.

Before you said that vow during the thunderstorm did you think about becoming a lawyer?

Yes and it was a very difficult decision to make because I knew I would deeply disappoint my father

What made you write the list of 95 theses?

What made me write list was I wanted people to know what I thought was wrong with the church

What did you feel like when your burned the papal bull?

I don't know why I did it but I just did it.

How long did it take you  
to write the 95 thesis?

It took me a while but I had  
thought about it for a  
while.

Was there any scandals in your  
~~life~~ history?

Ya I can remember some  
things that weren't right but  
not a whole lot of it.

Thank you Mr. Lather  
for doing this with us and  
we hope to talk to you  
again soon.



## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writer successfully concert facts into an interview in a believable voice for Martin Luther.

- information is accurate and complete
- includes specific relevant examples and details
- offers logical generalizations and conclusions
- shows a clear sense of audience; tone is appropriate and sustained throughout
- language clear, varied and specific; uses specialized language as needed
- flows smoothly; uses a variety of sentence types and lengths effectively
- conclusion is logical
- spelling errors in basic words are noticeable, but do not obscure meaning
- follows basic rules for sentence construction
- punctuation is generally correct, including commas

## Transcript:

### Martin Luther Interview

1. Name a few things in your background that was scandalous.

I would say the most scandalous things I did was participating in a debate on indulgences and the papacy. That angered the pope very much, the pope notified me but I burned the notification publicly on December 10<sup>th</sup>. And then by January the pope had me excommunicated.

2. What made you generate and post your 95 theses?

I generated the list of 95 theses because I wanted to draw attention to the issues with in the church which needed to be changed. I knew that many people were dissatisfied with the church as it was, and I wanted to give the opportunity for discussion and debate.

3. How long did it take to create the 95 theses?

To make the list it took only one day. I started on October 31 1517 and nailed it to the door of the church the same day.

4. Why did the passage in the letter upset you?

When I was reading the letter that Paul had written I realized the truth is that people are saved because they have faith and believe in a Merciful God. I had been taught by the popes that you were saved if you obeyed the priest and gave money to the pope.

5. How did you feel when you burned the Papal bull?

I felt that I had to take a stand on what I believed the church was making mistakes about so I bravely burned the bull and accepted consequences which was my excommunication.

## **Grade 8 Writing to Communicate Ideas and Information: Additional Sample 4** *Letters to the editor of the “Reformation Rag”*

### *Context*

Grade 8 students in this school take their Social Studies and English in a combined Humanities course. Many of their writing assignments are about Social Studies content.

### *Process*

Students wrote two articles for the “Reformation Rag” to show what they had learned about Martin Luther’s theses and the basis of the Catholic counter-Reformation. Students used a biography and philosophical history of Martin Luther from the Internet Encyclopedia of Philosophy. The first article was an interview with Martin Luther; the second was a letter to the editor from a high-ranking clergyman detailing what they have done to address people’s concerns and/or strengthen the Church. The writing samples which follow are letters to the editor from leading churchmen. The interviews appeared previously in this document (Additional Sample 3.)

***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

**Teacher’s Observations**

The writing accomplishes the basic task, but it is difficult to follow the points being made.

- 
- information is generally relevant and accurate but the connection to the argument is vague
- offers no generalizations or conclusions
- some sense of audience
- some variety of sentence length and pattern
- introduction states purpose
- related facts are grouped together but transitions are disjointed or omitted
- conclusion is simple and predictable
- most sentences are complete, but are often awkward; include some fragments
- frequent spelling errors in basic vocabulary
- includes errors in capitalization and basic sentence punctuation

Dear Reformation Bug

I'm writing to you for your readers, about the catholic church.

Many of your readers have left

the catholic church to my

concern they should now what's

going on in the church.

The catholic church is getting

ride of corruption, but those who

attended did not believe it

would be easy to end

Reformation. Their council confirmed

the church's approval of everything

the Protestants had objected to

including indulgence.

Ignatius Loyola, Spanish soldier,  
religious reawakening while recovering

but battle wounds were very painful. To stem Protestant reorganized the society of Jesus the Jesuits to protect the church and spread the catholic message. The Jesuits reconverted many people in Poland Germany, Hungary, and what is now the Czech Republic

For several hundred years, the catholic church had used the Inquisition to stop heresy the organization was now given more power, were not going to lose soul to this corruption

yours truly:

2

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writer uses an appropriate voice and tone. The writing flows smoothly.

- purpose is clear; focus is sustained
- information is accurate
- offers some generalizations
- show a sense of audience; tone is appropriate
- uses a variety of sentence types and patterns
- paragraph is well-organized with main idea and supporting details
- includes minor errors in grammar and word choice

## Letter

Dear Reformation Rag

If you want<sup>xo</sup> believe Martin Luther go ahead but first listen to what the church has to offer. Yes, there was tons of corruption in the church, but that WAS, not NOW. We've got rid of all of it. Also, we have the Jesuits which protect the church and we have banned books written by Luther and Galileo. If you get caught reading those types of books you ~~are~~ will be punished. One of the punishments is "The Inquisition". The church will be able to imprison you or torture you if we even have the slightest suspicion. Are officers of the Inquisition will only torture to



get a confession. What I am getting at is we don't want to or need to imprison you or torture you but we use whatever means ~~are~~<sup>are</sup> necessary. Now you know what the church has to offer and what we're all about.

Thank You For Listening!

- Arch Bishop Besse

3

## **Grade 8 Writing to Communicate Ideas and Information: Additional Sample 5** *Speeches*

### *Context*

This school participates in a district-wide public speaking contest. All students are required to participate, at least at the classroom level.

### *Process*

Students were asked to write a speech for the district public speaking competition. They could choose any topic they wished. Students were expected to research their topics independently, and to edit and proofread their work before handing in a polished copy.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writer has little sense of purpose and audience, and does not make connections between the various facts and events.

- information is generally relevant and accurate
- offers no generalizations
- generally more concerned with form than audience
- some variety of sentence length and pattern
- conclusion is missing
- related facts are grouped together but transitions are awkward (leaves reader to make connections)
- includes errors in capitalization and basic sentence punctuation; commas are often omitted or used incorrectly
- most sentences are complete, but may be awkward

## Transcript:

### Crusades First One

#### How it began

The christian military wanted Palestine in the middle ages. The muslims had Palestine which was holly land which they say Jesus had lived. In 500 A.D. the Byzantine Empire had controlled Asia Minor, Northern Africa, Palestine, Syria, Italy, Spain, and eastern Europe. 600 A.D. Arab Muslims conquered Palestine and other places sacred to the Christians. At 1000 A.D. Seljuks Turks from central Asia Minor, invaded and conquered rest of Asia Minor, Palestine, and Syria. Then the turks themselves became Muslim. This made it hard for Christian pilgrims to reach Holy places.

1095 Byzantine Emperor Alexius Comnenus asked Urban II for help in fighting the Turks. Urban agreed. At Clermont France a meeting was held for the starting of a crusade.

#### When it began

The crusades started at 1095 when the Byzantine Empire decided to go on a crusade. The 8 major crusades were between 1096 and 1270. By 1096 the Byzantine had their enemy already heading to Palestine.

#### What happened *The christian army was called iron knights*

The battle was in 1097 when the christian army was fighting their way to Palestine. When they reached Antioch many Christians died by the battle or hunger. When they conquered Palestine many soldiers returned home.

Some leaders remained and they divided their land into 4 states called country of Odesa, principality of Antioch, Tripoli, and kingdom of Jerusalem.

#### Where it happened

The main place in the first crusade was Palestine, because it was the Holy land which was what the Muslims and Christians were fighting for. Other places involved is Nicea, Asia Minor, Syria, Italy, Spain, eastern Europe, northern Africa.

#### Who was in it

The Byzantine Emperor at the time was Alexius Comnenus. There was Urban II which was a pope of a Roman Catholic Church. Peter the Hermit, Walter the penniless Godfrey of Borillon, Raymond of Toulouse, Robert of Flanders, and Bedmond of Taranto. These men were all leaders of the Byzantine Army. The Byzantine Army was made up of French and Norman knights. Nobles, kings, peasants, and towns people. The enemies of the Byzantines was the muslims who were the arabs and turks.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writer has a clear sense of audience. The writing flows smoothly.

- purpose and focus clear and effectively maintained
- uses specific relevant examples and details
- offers logical generalizations, incorporating own experience
- uses a variety of sentence types and lengths; some complex sentences are awkward
- introduction effectively establishes purpose; interesting and engaging for intended audience
- effectively organized, logically sequenced, and joined by transitions
- conclusion is logical, attempts to have an impact
- errors in more complex language are sometimes noticeable, but meaning is clear
- punctuation is generally correct, including commas

students, my name is \_\_\_\_\_ and I am going to talk to you about the fear of public speaking. The most common social handicap is fear of public speaking, the number one phobia in this country. This social phobia can be \_\_\_\_\_ and often have serious \_\_\_\_\_ <sup>Problems</sup>. Estimates range that from 3 to 12 percent of the overall population suffers from social phobia or extreme shyness. Most individuals who are affected

never seek help because of fear of humiliation and embarrassment. When people hear the word "shy", they often think of children. The reality is that most people who seek help for this problem are adults. The common response to children with this problem is "They will grow out of it." In cases where the problem is substantial it worsens over time. The signs and symptoms of an anxiety attack are feelings of warmth, \_\_\_\_\_, rapid pounding heartbeat

tightness of the chest and throat, butterflies in the stomach, hyperventilation, feeling weak all over, studdering, dizziness, dry mouth, tremors, \_\_\_\_\_, sweating, racing thoughts and overall confusion. I bet you can tell I'm experiencing quite a few of these symptoms. \_\_\_\_\_ Panic attacks reach maximum intensity within a minute or two once they begin. They go away slowly over the next 30 minutes or the next several hours. Lots of students will opt to lose a

percentage of their grade rather than put themselves through the immense anxiety and possible total embarrassment of standing in front of their peers turning red, stammering and sweating. I'm still here people, so cudos for me!!! When individuals who have this problem think that "shyness" is an unchangeable personality trait, they are creating a major obstacle for themselves that stands in the way of fulfillment and productivity. The reality is that shyness is

I'm not enjoying myself here people, and I hope I'm not showing all the signs and symptoms I explained earlier too bad by now. You need to expose yourself to the fear, understand each element, pick apart each bit, and tackle them one-by one. I faced my fear of public speaking and will continue to do so throughout my life. I want to earn promotions in my career whatever that might be and speaking to large crowds or small will most

definitely be apart of that. There is help for adults who need to overcome their fear of public speaking with a group call Toastmasters. They help you become better at oral presentations by giving feedback related to the impact of your communication for yourself and your audience. They also provide the speaker with suggestions for improvements with lots of encouragement and support. I'm very grateful my trying but

character building and learning experience is finally over. Thank you for listening to my speech. Please always remember you need to face your fears to overcome them.

## **Grade 8 Writing to Communicate Ideas and Information: Additional Sample 6**

### **Writing to Communicate Ideas and Information: *Tourist Brochures***

#### *Context*

Students in this class had frequent opportunities to write for a variety of purposes and audiences, and to discuss the criteria for writing for specific purposes.

#### *Process*

Students were asked to develop a tourist brochure for a location of their choice, drawing on independent research on the location or on personal knowledge. The teacher emphasized the importance of organizing their brochure and writing with their intended audience firmly in mind.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The brochure contains the major elements expected, but the information is not well-organized.

- information is generally relevant and accurate but sometimes vague
- some sense of audience; generally more concerned with form than audience
- some variety of sentence length and pattern
- introduction is not engaging
- visuals included but no text features (e.g. headings)
- errors in basic words and structures are noticeable, but do not obscure meaning
- most words are spelled correctly; however, there are several errors



History of Victoria  
Victoria is the capital of British Columbia, was originally established in 1843 by James Douglas as a Hudson's Bay Company trading post. (Fur trading.) Victoria has always had a history as a place of British traditions.. Double-decker buses, horse-drawn carriages, wonderful gardens and the tradition of formal afternoon teas. The majestic Parliament Buildings and the Empress hotel are historic Inner Harbor landmarks.



The Royal British Columbia Museum is rated one of the best and will capture your imagination with exciting exhibits that bring human and nature to life. Victoria has a vast number of public and private gardens that bloom all year round, the most famous is the Butchart Gardens. It's no wonder Victoria has a reputation as the City of Gardens. One of the greatest ways to become acquainted with Victoria scenic, historic downtown is on foot. This would take in the Empress hotel, the Parliament Buildings, the Inner harbor, Chinatown, Beacon Hill Park and much more!



Hotels to stay at  
Empress Hotel  
Beacon Hill B&B  
Oak Bay Guest House  
Swans Suite Hotel  
Best Western  
Sandman Hotel and  
many more.



Restaurants and Shops  
Victoria has many  
different types of  
places to eat. Everything  
from East India to  
Japanese or even  
the old  
British  
fish and  
chips can  
be found!



Victoria's main downtown  
shopping areas include  
Government Street,  
Bastion Square, Market

Square, Chinatown,  
and Antique Row.  
Victoria Eaton Centre  
and historic Hudsons  
Bay department store  
are also located  
downtown. Little  
gift + shops are  
located at many  
of Victoria's  
attractions.

How to get to Victoria  
Ways to get to Victoria  
would either be by  
plane, sea plane or B.C  
Ferry's

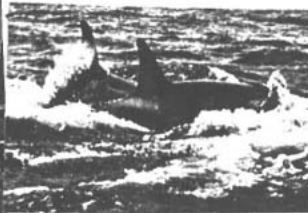
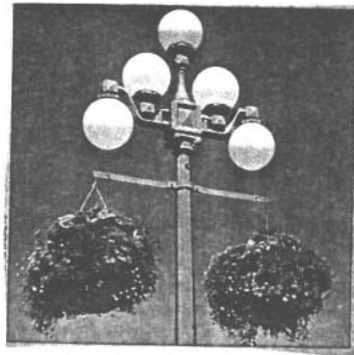


# Victoria

BRITISH COLUMBIA



Craigdarroch Castle  
HISTORIC HOUSE MUSEUM



## VICTORIA

VIA VICTORIA CLIPPER

## ***Fully Meets Expectations***

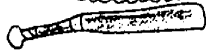
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

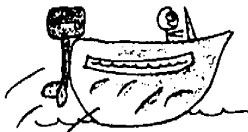
The writer tries to engage the intended audience. The writing is well organized and the format suited to the task.

- purpose is clear; focus is generally sustained
- information is accurate and complete
- includes specific relevant examples and details
- show a sense of audience; tone is appropriate
- uses a variety of sentence lengths and types; some complex sentences are awkward
- introduction establishes the purpose; attempts to engage the audience
- graphics and text features (e.g. heading) are included where appropriate
- follows basic rules for sentence construction
- punctuation is generally correct, including commas

### Things to Do



Because there are so many places in Maple Ridge, it makes an abundance of exciting things to do. For total sport entertainment, why not go to Planet Ice? While you're there, have a bite to eat at the restaurant on the second floor. If you haven't had enough of sports yet, check out the Albion field right beside Planet Ice. It's a beautiful baseball & soccer field lined with trees. Once you've had enough of sports, why not rent a boat and go boating along the Fraser River? There you will see old boats along the shore of the river, & neat little shops and houses. Don't forget, these are a few of the many spectacular things you can do in Maple Ridge!



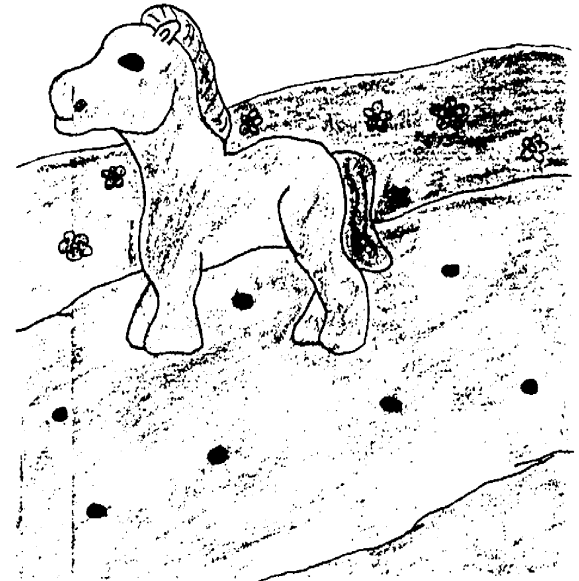
### Shops & Restaurants



There are lots of little shops and restaurants in Maple Ridge. Roosters is just one of the many restaurants in Maple Ridge. You can enjoy a great meal, and very friendly service. The Honey Place Mall is a great place to shop. It has everything from clothing stores to food courts. Once you're done shopping in there, check out the rest of downtown Maple Ridge. You'll be amazed by all the neat little shops. This is an opportunity you can't miss out on!



# MARPLE RIDGE

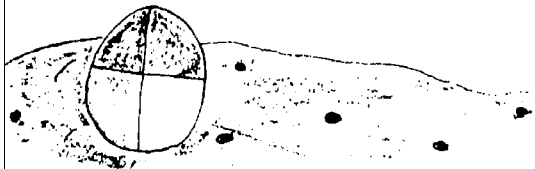


## Introduction



Do you want a superb place to relax? If so, then a trip to Maple Ridge could be the answer for you. It has everything you need to relax and have fun, whether you just want to see

gorgeous scenery, or shop in the magnificent shops, Maple Ridge has it all! The mountains are just one of the things that give Maple Ridge that beautiful look. Don't forget the stunning lakes nearby! They offer a great places for leisurely activities. Finally, the parks & trails are a great places to get some exercise, or have a picnic. To find more about Maple Ridge, read on. You'll be amazed!



## Main Places To Visit

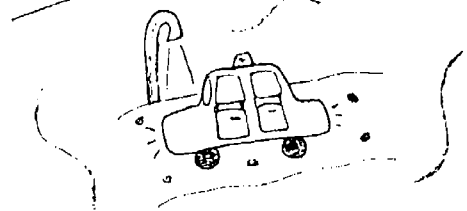
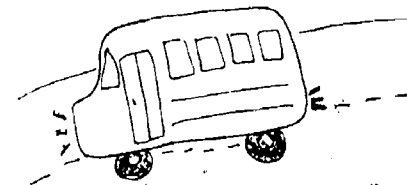


Maple Ridge has many stunning things to offer, but here are some main places you'll definitely want to check out. The Honey House is one of the many places you must see! It is a restored century-old homestead of a farming family. Come visit it on the Heritage River Walk, along with other historic buildings. See the Maple Ridge Museum, and take a look at the First Nations & Pioneer photos & artifacts. If you want to see something really interesting, then check out The Beast; a stunning metal horse on top of the clock tower at Municipal Hall. Don't miss it when it rears up every hour!

Do you enjoy learning about the importance of conservation? If so, visit the Bell Irving Fish Hatchery on Kanaka Creek. 4000 years ago, the Aborigines were catching salmon here. Also, don't miss the Kanaka Creek Regional Park, and Golden Ears Provincial Park. All these are must see sites, so don't miss out!

## Transportation

There are many attractions in Maple Ridge, but if you don't have a vehicle of your own, how are you going to get around? The only way you'll be able to get around to see these attractions are by bus, or taxi.



**Grade 8 Literary Writing: Additional Sample 1**  
*Fairy Tales from a Different Point of View*

*Context*

Students in this class are often asked to think about the point of view they choose when writing stories.

*Process*

To focus on point of view, students were asked to retell one of three well-known fairy tales (The Three Little Pigs, Cinderella, or Little Red Riding Hood) from a different point of view.

## Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Teacher's Observation

The writer creates a somewhat different version of *The Three Little Pigs* without changing the point of view. The writing is difficult to follow because of serious problems with spelling and grammar.

- little relevant detail and description to develop characters, events, and images
- sentences tend to be short and choppy or long and awkward
- appears to draw on a limited vocabulary
- ending seems forced and unlikely
- dialogue is omitted
- frequent errors in simple words and structures interfere with meaning
- frequent run-on sentences
- frequent basic errors in grammar



## Three little pigs

Once upon a time there was a wolf and his bad conscience but the wolf was on an edge. One day he was walking down the road when he saw a little pig with a sack of money and a bag of money just then his conscience said "wait till dark I'll kill the pig and steal the money living the house and repeat it in a song over and over until it was stuck in the wolf's head so he kept walking down the road with a bigger bag of money and a sack of money and a house, again came the conscience with the same words over and over again until it was in his head. So he kept walking later he saw a pig with a brick house and a garbage bag full of money, but this time his conscience said "kill the pig steal the money and live in the house forever, over and over until it was stuck in his head. So that night he went to the first house kicked in the door killed the pig took the money, lit the house on fire and ate the pig for dinner. A little later he had made it to the second house kicked the pig's roof away, burned the house and ate once again. Later he made it to the final house kicked in the door, killed the pig took the money and took over the house.

Then later that day along came  
the cops they kicked in the door  
and arrested him they said they  
money was stolen and the house  
was illegally made and so  
he went to jail cause they  
thought he did it.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writer succeed in re-writing *The Three Little Pigs* from a different point of view while keeping the repetitious structure of the original. The writing is not paragraphed, and contains serious errors in capitalization and punctuation.

- uses some detail to develop characters and events
- some variety in sentence length and pattern
- beginning describes the problem or situation and introduces the main character
- characters are partly revealed through their words and behaviour
- dialogue contributes to plot and characterization
- includes errors in capitalization
- sentence end punctuation generally correct; often problems with commas
- errors in basic words and structures are noticeable but do not obscure meaning

## Transcript:

### The Three Little Pigs

Once upon a time there was a wolf named Jasper. He had a Brother named Casper and a Sister named Jasper, a mom named Jill and a dad named Bill. The entire wolf family lived in a huge mansion with every item you can think of. One day the wolf family wanted to hold a barbecue for the whole neighborhood, So they Sent Jasper ou to invite people. The first house he went to was the home of a little pig named Tim. Tim was the little brother of Jim and Jim was the little brother of Kim. Jasper went up to tim's door and said "hello anybody home and tim answered "beat it stupid wolf I'm eatin dinner". So the wolf huffed and puffed and blew the strawhouse down. Then he went to the other pig's door. This was Jim's house the older brother of tim. He went up to the door and Said "Hello anybody home" And Jim answered "Beat it watchin tv" Then Jasper huffed and puffed and blew the wooden house down. Then Jasper went to the next pig's door. This was the house of Kim, the older sister of Jim and tim.

The wolf went to the door and said "hello anybody home" and there was no answer. He said again "hello anybody home" and Kim answered "Beat it, I'm readi'n" So the wolf huffed and puffed and blew the house down. He went through all three of his neighbours and found no people to come to his barbecue, So he did what any other wolf would do. He picked up all three of the dead pigs and took them home. He told his family "well I didn't find anyone to come to our barbecue, but I found some people to barbecue'. So his hole family Casper, Jasper, Bill and Jill enjoyed a feast of the Three little pigs.

The end

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writer successfully re-tells the story of *Cinderella*, sustaining the voice of the self-justifying step-mother.

- uses detail and description to develop characters
- some sense of audience; evidence that ideas and content have been selected to make a point
- sentences generally flow smoothly with a variety of patterns and lengths
- beginning tries to engage the reader, and introduces the character
- characters are partly revealed through their words and behaviour
- follows basic rules for sentence construction
- frequent spelling errors in basic vocabulary

## Cinderella my story!

Everyone always takes the first side of the story that they hear. In my case they all ~~took~~ <sup>heard</sup> my step daughter's point of view first. Finally I'm able to tell everyone what really happened!

It all started when my second husband died. Cinderella (or Ella at that time) missed her father so much that she thought it would be wrong to go about as if nothing happened. She herself decided to help the maid do their work around the house. I didn't force her ~~to~~ to do anything I would never dream of it!

My two very darling daughters then grew up with Ella doing maids work! They took it upon themselves to rename her Cinderella (because she was always cleaning the fire place). Cinderella seemed to like the nick-name so it stuck. ~~When they were all 18 we got~~ The only reason we asked ~~her~~ to do things was because she always did it.

When the three of them were all 18 we got a letter saying that all the women in the palace ~~was~~ <sup>were</sup> invited to the prince's 18 birthday party. I said they could all go but they all must help clean up the house first!

My darling daughters did their share very quickly while Cinderella took ~~the~~ her time cleaning the floors! As it came closer and closer

to the time to leave and Cinderella still wasn't finished cleaning. She finally finished and I told her to go upstairs and get ready. When she came down she was wearing a dress made from things she had taken without permission from my daughter's rooms. I made her return the things and ask permission next time. When she was done returning the ~~the~~ things she ran to her room crying. We waited and waited for her to come down till we couldn't wait anymore.

We got to the ball and my daughters each got a turn dancing with the prince. I felt awfully guilty about leaving Cinderella at home but if we waited any longer we would have been late.

Much to my surprise Cinderella ~~showed~~ showed up in a beautiful dress that must have belonged to her mother! All I could think was why didn't she just wear that in the first place.

Anyways she danced with the prince for the rest of the night! At midnight though she ran off for some weird reason leaving behind one of her glass slippers.

The prince ran around the whole place with the glass slippers placing on the foot of every girl he ran into! He came to our house and my daughter's not realising it was Cinderella's tried it on but they ~~we're~~ were in such a hurry that by accident the slipper broke ~~that~~. Hearing the shatter ~~of~~ Cinderella

ran in ~~to~~ to clean up the glass  
when she saw the prince she stoped  
and blushed. He said she was supposed  
to try on the glass slipper that  
just broke. That's when Cinderella ~~said~~  
pulled out the other glass slipper  
whitch she handed to the prince.  
The prince, placed the slipper on  
~~er~~ Cinderella's foot it fit so they  
got married and lived happily ever  
after!



## Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## Teacher's Observations

The writer retells the story of *The Three Little Pigs* from the point of view of the eldest pig, changing the ending slightly. The writing is expressive and flows smoothly.

- uses detail and description to develop characters, events, and images
- sense of audience
- flows smoothly; uses a variety of sentence types and lengths effectively
- engaging beginning reveals the story problem
- uses elements of the setting to create mood or atmosphere, and further the story
- dialogue contributes to plot and characterization
- sentences are correctly constructed
- spelling and punctuation are correct
- generally grammatically correct

## Transcript:

### The Three Little Pigs

Hello my name is Bob. I am a pig. I've got two younger brothers. They are in the hospital right now recovering from a very horrible accident. Their names are Phil and Bill.

It was a sunny day. Not a cloud in the sky. I thought to myself; this day couldn't be any better. But I was wrong. They say whenever a wolf is nearby he brings with him bad weather. A dark rain cloud above his mean ugly head, always looking for a meal. It was July at the time when I thought it wouldn't rain through the whole summer. One morning, I woke up to the sound of rain; pouring thundering on the top of my brick house. I got up and decided to call my brothers to see how they were doing. "Hello?" It was Phil. "Hi," I

responded, “how are you guys doing over there. “Fine ,” said Phil. There was a knock at Phil’s door. “ Who’s there?” asked Phil. The person on the other side of the door answered, “Let me in, it’s the wolf!” Since Phil was so dumbwhitted, he thought is was his twin brother Bill playing a trick on him. So he said, “ Not by the hair in my big fat nose!” Then it grew silent. Phil put his ear against the door and heard breathing. Some sort of puffing and huffing and before he knew it he was blown right out of his house. Phil woke up from his shock just I time to see the gigantic snout of a mean, vicious wolf. Phil jumped right before the wolf could take a bite out of him. Phil ran as fast as his chunky little legs could carry him. The wolf didn’t even bother going after him. While Phil was running like heck he thought to himself that maybe building his house out of straw wasn’t the best materials. He came running up to Bills and almost broke down the door, “Phil, what’s wrong?” asked Bill who was surprised by the scene. Phil had used up all his breath running that he could only choke up,”WOLF!”. Bill answered by a “Yipe!” He closed the window and door and locked everything. Phil and Bill sat on the floor expecting a knock at the door. Phil peeked out the window and Bill looked under the crack at the bottom of the door. Bill realized that it was twig scratching at the side of the house being pushed by the wind. Phil and Bill exchanged looks and they both put their hand on the knob. They opened it slowly and carefully. Then they heard huffing and puffing at the back of the house. Bill slammed the door and locked it again and before they knew it the stick house was blown into the sky. Bill felt someone patting his cheek and got up with a moan. He looked up at his brother and realized Phil was still patting his cheek. “Stop that!” Bill snapped. “we’ve got to go to Bob’s house the wolf will never find us there” so Phil and Bill got up and started jogging to my house. There was a knock on the door. I was taking a nap by then and the knock had woken me up. I got up and went to the door. “Who’s there?” I knew right away that it was Phil and Bill by the way they answered. I opened the door and they practically jumped on me. “what’s wrong?” I asked them. Their pale shocked faces told me it was the wolf. I remembered by the weather we’ve been having. I gave them some hot cocoa and they seemed to calm down. They told me the whole story and right when they finished there was a knock at the door, there was, “Boom! Boom! I got up from my seat and confidently and bravely asked who was there. “Let me in this house right now!” roared the wolf who was outside in the rain. He noticed there was a back door to the kitchen so he decided to see if it was open. In this story, the wolf is way smarter than to try to blow down a brick house. He put his claw on the knob and turned it. It was open. The wolf burst into the kitchen and then BANG! The wolf died before he hit the ground. Bob! I never knew you carried a gun! Cried Bill, peeking behind me. “Well, gotta have protection. Especially from those wolves, “ I replied. “I think I’m gonna be sick!” moaned Phil. ‘ Come on little bros. I’ll take you to the hospital and on the way we dump this in the forest.” So that’s where we are now. My brothers are in the hospital and I save the day plus there’s no more wolf.

THE END

## **Grade 8 Literary Writing: Additional Sample 2**

### ***Story Starters***

#### ***Context***

Students in this class are often given broad choice about topics and themes for story writing. However, as some students take a long time to decide on a topic, the teacher sometimes assigns topics, or limits the choices.

#### ***Process***

Students were given a list of story starters and asked to use one of these to write a story. The teacher encouraged them to edit and proofread as much as time allowed but they were required to complete their stories in one class period (75 minutes).

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The story is simple, direct, and complete, but some of the ideas presented are not fully developed. The chosen story starter was, "I saw the strangest looking dog." but the strangeness of the dog is not developed in the story.

- creates a story around a relatively simple idea or topic; often predictable ("trite")
- development is uneven
- some variety of sentence length and patterns
- little evidence of figurative language or other techniques
- story develops through a series of related events; the connection among some events is unclear
- ending seems forced or unlikely
- characters are described rather than portrayed through their behaviour; they tend to be stereotypical
- errors in basic words and structures are noticeable, but do not obscure meaning
- most sentences are complete, but may be awkward

## Snowball

One day my mother had told me to pick up some groceries for her. As I was walking to the store I saw paw prints. I followed the paw prints into a nearby park. I kept following until I reached a huge bush. There were noises coming from the bush! I carefully opened the bush and I saw the strangest looking dog. It looked as if it was only 4 months old. I was about to bring to the SPCA, however I had felt so sorry for it. The mother must of abandoned it. I decided to bring it home. However, I didn't want my mother to know that I had brought a dog home. While my mom was cooking I sneaked some dog food, from my other dog Leo, and some water to him. As he was eating I was trying to think of a name for him. Since he was white and it was the middle of January I named him Snowball. I set up a warm comfy house, in the house was a big fleace blanket, a bed that my cat never used. And a huge box to cover it. I also made an entrance and some toys for Snowball. I had Snowball for four months. Then he started getting sick. There was an animal hospital near, so one day afterschool I took Snowball there. They took some

x-ray of him and gave me the results. It was horrible, the Vet informed me that Snowball had a tumor in his brain. He also said that he only had a few days to live and they couldn't operate because it was too big. It happened just as the vet had said Snowball died 2 days later. It was the saddest week of my life. I gave Snowball a proper funeral. I miss Snowball and I will never forget him.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writer attempts some originality and complexity. The chosen story starter, “The flashlight was shining directly into my tent.” is used toward the end of the story, rather than at the beginning.

- creates a story around an idea that is generally straightforward, but features some complexity and originality
- uses details and description to develop characters and events
- sentences generally flow smoothly with a variety of patterns and lengths
- takes risks to create effects with figurative language ; results are uneven
- describes some aspects of the setting; attempts to develop mood and atmosphere
- ending is logical (somewhat contrived)
- dialogue contributes to plot and characterization
- errors in more complex language are sometimes noticeable, but meaning is clear
- most familiar words are spelled correctly
- punctuation is generally correct, including commas and parentheses

The Phone Call That Changed My Life

③ The Flashlight was shining ~~is~~ directly into my tent.

Ideas - camping

- girl who is an orphan, is watching t.v. & finds her missing dad on a t.v. picture from years ago

"Stop making all that noise," I yelled to ~~the~~ Justin who ~~that~~ I was babysitting at the time. Just because my dad's girl ~~meets~~ boy friend has a son, is not an adequate reason that I have to babysit.

Well, Justin is watching a movie in my ~~room~~ dad's room while I <sup>(Jessie Thompson)</sup> prefer to watch the news downstairs by myself.

When I was watching BETV I saw a disturbing picture of an ~~family~~ <sup>daughter + a dad</sup> older ~~man~~ and a little girl <sup>the older lady</sup> that was looking for the little girl on the bottom. They said that she got taken away from the ~~older~~ <sup>woman</sup> (the ~~father~~ <sup>mother</sup>) in 1990. In my mind appeared a scary thought. My dad and I lost my mom to cancer in 1990 when I was 7.0 how I loved her, I thought as I stared at the picture on T.V. The funny thing is, that she looked kind of familiar. I stared at it and at the 8 one eight hundred number on the bottom. I don't know what gave me the idea but I called the number. Still startled by my action, my heart was racing like a tiger. I was ~~so~~ concentrating on the voice on the phone when Justin called me to come kill a spider in his room. I didn't go but just froze. When someone answered the phone, they asked what my name was I said "Uhhh... my name is ... Jessie Thompson and I called this number to find out more about the missing girl." The calm voice answered "Well, do you think that you are that girl or know of her?"



~~She~~ When the lady said that, I just got a <sup>weird</sup> feeling that I was that girl. "Well... I think... what is that missing girl's name?" I asked hesitantly. "Her name is Jessica Anderson. Do you know of her?" she replied "Wait... I said"... I have to check something" I put the phone down and raced to old photo albums that my dad put away when my mom died. I flipped through the pages and looked at my mom's (labelling there I saw my ~~the~~ Auntie Pat, my mom's sister. Under her picture was the name Patricia Anderson I got a spasm attack it seemed like and I rushed to the phone. "I am her, I am Jessica Anderson I mean, my name is Jessie Thompson," I said out of breath. "Jessica is my real name and Anderson is my mom's maiden name!" I couldn't stop talking because all of the explanations came rushing to my mind. "But... my mother is dead." I said. "I have just spoken to the lady in the picture and she would like to meet you." ~~the~~ the lady on the other end of the phone said. "OK well I have to go on a camping trip tomorrow for <sup>one</sup> ~~the~~ day night ... maybe she can meet me there." "OK," she said and I gave her the information. <sup>NIP</sup> When ~~she~~ I <sup>got</sup> ~~was~~ there I set up a tent beside my friends and I stayed there waiting for the lady... maybe my mom. <sup>It</sup> It was dark now and I was still waiting. I laid in my sleeping bag and soon fell asleep. Then a flashlight was shining directly in my tent. I unzipped the ~~z~~ door and there was

lady standing there speechless. We both share  
a moment of silence, staring at each other.  
I knew it was my mom <sup>before</sup> and now I positive  
I threw myself into her arms and stayed there  
for what seemed like hours. She told me  
everything of how my dad took me away  
from her and said that she died of cancer  
so that I wouldn't look for her. I don't  
think I hated my dad for it but I sure  
loved my mom for persisting ~~to~~ <sup>in</sup> finding me

## **Grade 8 Literary Writing: Additional Sample 3**

### ***Short Stories***

#### *Context*

The students completed a unit on short stories, both reading short stories and writing their own.

#### *Process*

The teacher read a newspaper story about a near-fatal accident on black ice to the class. Students discussed the elements of a short story that were found in the article:

- that author’s use of a “hook” at the beginning,
- rising action,
- choice of vocabulary,
- an effective ending.

Students were given one class period (an hour) to write a rough draft on any topic – a true story or fiction; they edited, proofread, and created a final version as homework.

## ***Not Yet Within Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observation**

This writing was scribed by the student's special education assistant. The writer attempted to address the task but did not follow the required short story form.

- creates a story around a very simple, direct topic; very short
- little relevant detail and description to develop characters, events, and images
- shows little sense of audience
- sentences tend to be short and choppy or long and awkward
- little evidence of figurative language or other techniques
- beginning does not establish to situation

### **Transcript:**

#### **On the Aircraft Carrier**

So many things were going through my mind. I was so young, yet I felt so mature. So much to do, yet so little time.

It was the warm, clear day of July 20,1995, I was seven at the time. My dad and I were going to an Aircraft Carrier off the shore. The water was calm, the air was a tad salty and the yellow sun was shining brightly. When we got to the Aircraft Carrier, I saw just how big it really was. The sightseeing began below deck, where there was a few aircraft, a souvenir booth, and a few hanger elevators. We went on one of the large hanger elevators up to the flight deck. There were so many aircraft on the flight deck, I couldn't count them all, there were many jets and a few helicopters. The trip was the experience of a lifetime. When it was time to leave, I felt very sad, I knew I may never get the chance to go on an Aircraft Carrier again. As it turns out, I never did.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The writing follow the required form. It starts well but ends very abruptly.

- creates a story around a relatively simple topic; predictable
- some variety in sentence length and pattern; uses complex sentences frequently
- language is generally clear, appropriate and direct with some variety
- beginning describes the situation
- the setting is described
- errors in basic words and structures are noticeable but do not interfere with meaning
- most words are spelled correctly; includes errors with homonyms

### **Transcript:**

#### My Snow-bording Trip

One day I woke up to go snow-boarding. So I went to Hemlock.

It was a bright and sunny day so I knew that it was going to be fun. So I went to a couple of my buddies house to see if they wanted to come. Only about two of my buds could go. Joe and Bob.

There was lots of fresh snow there. We went as fast as we could to get on the red lift, we heard that there was lots of killer jumps their.

When we got to the top we went down one of the black diamond hills. We went down a little bit and found a whole bunch of jumps, so I went on a couple of jumps.

About an hour latter I went over the biggest jump their, when I hit a rock at the top of the jump.

All I can remember from that is I blacked out and red flishing bits.

After it was all over I had a broken collar-bone and a broken leg. So after I went and got a ice-cream cone.

## Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## Teacher's Observations

The writer develops a short story from a real life experience, incorporating many of the elements of a short story. The title is illogical and the beginning does not introduce the situation for the story which follows.

- creates a story around an idea that is generally straightforward
- uses detail and description to develop events
- sentences generally flow smoothly with a variety of patterns and lengths
- language is clear, appropriate, and varied
- beginning does not establish the problem or situation
- describes some aspects of the setting
- ending is logical
- errors in more complex language are sometimes noticeable, but meaning is clear
- most familiar words are spelled correctly
- punctuation is generally correct, including commas

## Transcript:

### My Experience by the Water

I was on the Pacific Ocean on a ferry with my dad and my sister Amber. We were all on our way home from visiting my grandparents for a weekend. We were going home because it was Amber's and my 8th birthday and we wanted to spend it with our mom and my other sister Alison. The ride was very long but was a blast because we got to see a seal swimming in the water and a killer whale that had been only 100 ft away from the boat.

When we got back to our blue Ford 4x4 truck we hopped in and got off the ferry to start our 2 hour drive home from Vancouver. It was not that exciting because I slept the whole way home. When we pulled up the drive way of our small, dark, brown house, Amber woke me up so that we could go see the rest of our family. I got in the house still drowsy and tired but as soon as I saw my mom and Alison I woke up immediately running to them with happiness. After alii hadn't seen them in a while.

After hugging and saying our hello's I noticed something in the living room. It was something quite big that had been hidden under a blanket. It was a birthday present from my mom, dad and Alison. We had each gotten a bike. I just had to try if out. My mom then said,

"Wait until tomorrow. It is far to late and-;<i>iark.</i>" I was very anxious to try out my new pink and purple bike. But even though I wanted to ride it, I agreed to wait until tomorrow.

The night was so long but I made it through. My dad suggested that instead of riding my bike around the front of my house, we should go to the river and ride down the path. That is what we did. We drove to the Vedder Canal and started to ride. The ride at the beginning was pretty adventurous we saw sea gulls and dead fish on the side of the water, by the time it happened it was painful the rest of the way.

It all started when I began to follow my dad where ever he went. Amber would then follow me. I followed my dad through rough trails, bumpy paths, up hills and down hills. When we got to last hill that is when it happened. As I was going up the hill, my dad was going down.

I began to feel a bit nervous. I thought to myself, "what goes up, must come down." When I thought that, I didn't mean what goes up must come tumbling down.

I began to go faster and faster when suddenly I thought that I should start to slow down. I began to pull on the left break. Which was the wrong thing to do. I began to feel my back tire lift off the ground. I was also thinking, "What would happen if I fell in to the water?" As the bike began floating overhead, with me still on it I was starting to get very scared. Finally I landed on flat gravel ground. I could feel pain shooting up and down my bruised and scratched body.

My dad saw it all. He came riding to me. We didn't have any first aid supplies with us and the truck was a long ways away so my dad took off his big, warm, heavy white sweatshirt and wrapped up my knee to stop the blood from pouring out. My knee was where the pain was coming from. Amber than said that she was tired and I was in a lot of pain so my dad decided that we stop bike riding and go home.

I got on my bike and rode off slowly. I went through the easiest paths. I was the slowest but I made it to the truck without falling. The trip home was painful but I made it back alive.

My dad disinfected, and wrapped my leg with cloth. There were no stitches needed, just a bunch of cuts and bruises. It was a week longer before I started to ride my bike again. After that painful experience I know now to use the left break only when going up hill and right break to go down.

## ***Exceeds Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writer creates a short story with some complexity and originality. Paragraphing is exceptionally well-done.

- creates a story around a key idea with some complexity, originality and creative development
- uses details and description to develop events and images
- flows smoothly; uses a variety of sentence types and lengths effectively
- experiments with figurative language and increasingly sophisticated techniques (e.g., irony); “plays” with language
- beginning introduces the character
- heightens interest by creating uncertainty and introducing plot twists
- ending is surprising, humorous
- character has some originality and is revealed by what they do and say
- dialogue adds interest and helps to develop both plot and character
- occasional errors do not interfere with meaning
- spelling and punctuation are correct
- generally grammatically correct



## Transcript:

### The Cinnamon Adventure

It was an unusually bright and sunny day at the small town of Bradford. It was as if something mysterious and totally out of the ordinary was going to happen.

I was making cinnamon rolls when I realized that there wasn't a single speck of cinnamon in the whole house. How can you make cinnamon rolls without cinnamon? It's just can't be done!

I checked my watch and it was 4:45 o'clock. Good. That means I have a full 15 minutes before the store down the road closes for the night.

I took a glance outside. It didn't look all that nice anymore. The garbage can became monsters that feasted on the unknowing people passing. So did the trees with their branches turning into deadly claws. There were monsters lurking behind every bush and hiding in every shadow.

"Petra stop that!" I told myself. I had a very overactive imagination and Mother shivers every time she thinks of it.

"One day, your imagination will be your doom!" her mother warned. Chewing on a strand of my long, blond hair, I dared myself to look outside again. Of course I always did my dares and I looked. It was all nice again and all the monsters were gone. Still I couldn't forget-the dark picture my mind had painted.

"Oh well, I really need that cinnamon!" I sighed.

A minute later I stepped outside. The air was fresh and had a certain bite to it that forecasted there will be a early fall. The bird happily chirped in the nearby trees that just a few minutes ago were monsters.

"Hey, it isn't all that bad after all!" I thought.

In fact I was starting to enjoy it. The sun was warm and the day was absolutely beautiful! Maybe I should do this more often.

I was just a short block away from the store when it happened. I looked up into the darkening sky and saw a glowing flying saucer descending. It landed a mere few feet away from me and out popped 20 little green aliens. They looked around with their six eyes and then finally saw me. With their one leg, they rolled over. My heart was pounding with fear as they came closer and closer. Soon they were a short foot away but still I didn't move. I was frozen with fear. My eyes darted back and forth as I willed my legs to move and carry me to safety.

"We are from the Planet of ασφδασφασφασεωρθωρθ and we come in peace." declared the alien in halting English.

I let out a sigh of relief.

"All we want to do is take over the world!" it continued.

That got me moving! I gave a shrill shriek that scared all the birds away and sprinted as fast as I could in the direction of the store.

I could hear the alien saying behind me " Come back! We won't hurt you. All we want to do is dissect you."

Oh yah, that was reasuring! I ran even faster.

Then I heard a deep rumble from deep within the Earth. Then there was a tremor. Then a CRACK! The sidewalk I was just going to step on spilt and formed something that's probably equal to the Grand Canyon. It was so deep you couldn't even see the bottom of it.

I looked at the ever widening crack and then back-at the little green aliens with their freaky dissecting tools.

"Oh, do I really have to jump?!?" I wailed.

The I saw something! Parked along the side of the road was a hovercraft! I "borrowed" it and drove over the deep abyss.

Unfortunately, I was terrified of heights and started jumping in terror. If jumping in a hovercraft wasn't bad enough, I accidentally jumped ff!

Down, down I went as I screamed at the top of my voice. I probably broke a few windows and a few eardrums but I just kept on screaming.

Then I remembered I had a parachute! I quickly pulled the cord, then took out my Super Mega-Mega Cordless Blowdryer and blew myself to safety.

I spotted a small lake nearby and decided that I would land there. Well it was either a lake or a very , very , very big puddle.

Unfortunately it was just a very, very, very big puddle. This puddle wasn't only big, it was also shallow. It was only one inch deep!

So I crashed into the puddle at breakneck speed and mud flew everywhere. To my "wonderful" luck, this was a spawning ground for the awful man-eating ducks! They looked at me with their red fiery eyes and smacked their lips. I could see their gleaming sharp teeth. I could also tell they were thinking of dessert!

I quickly scanned the area around me for a suitable weapon. Ah ha! A Nancy Drew Book! I quickly read a paragraph and soon they were snoring in blissful slumber.

I tip toed out of the puddle and looked behind me to see if they were still sleeping. Unfortunately, as I was doing that, I accidentally stepped on one! In a cry of pain, the man-eating duck woke up its whole herd.

I didn't bother to look back, I just ran as fast as my little legs would go. Oh the store was only a few steps away! Three more steps to safety! 3 .....2 .....1!

I triumphantly went through the door like a marathon runner crossing the finish line. I was safe! Now I could get my cinnamon to complete my cinnamon rolls!

But to my surprise, the owner was mopping his floor. Of-course, I didn't notice it and I came running onto it. I slipped and fell. There was a loud CRACK and I felt a sharp pain shoot into my head. Then it was all dark .....and I felt no more.

The End

***Writing and Illustrating Picture Books for Younger Children***

***Context***

This class often writes for a variety of audiences. The teacher makes an effort to have the students write for real audiences when possible.

***Process***

Students were asked to write and illustrate a story book for younger children. Students worked independently to draft, edit, and publish their work. The teacher arranged for most of the students to go to elementary classrooms to read their stories to younger children.

## Meets Expectations (Minimal Level)

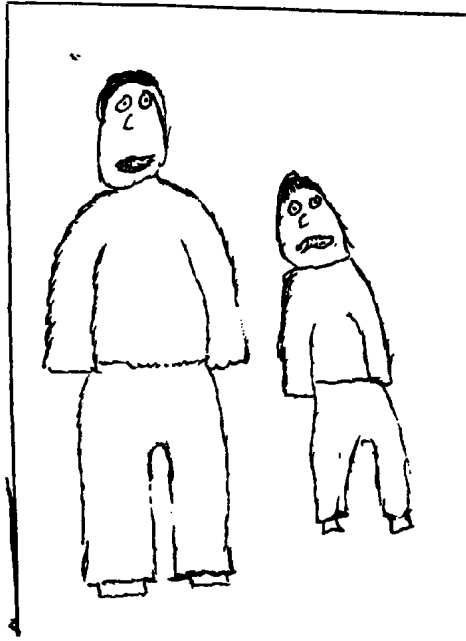
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Teacher's Observations

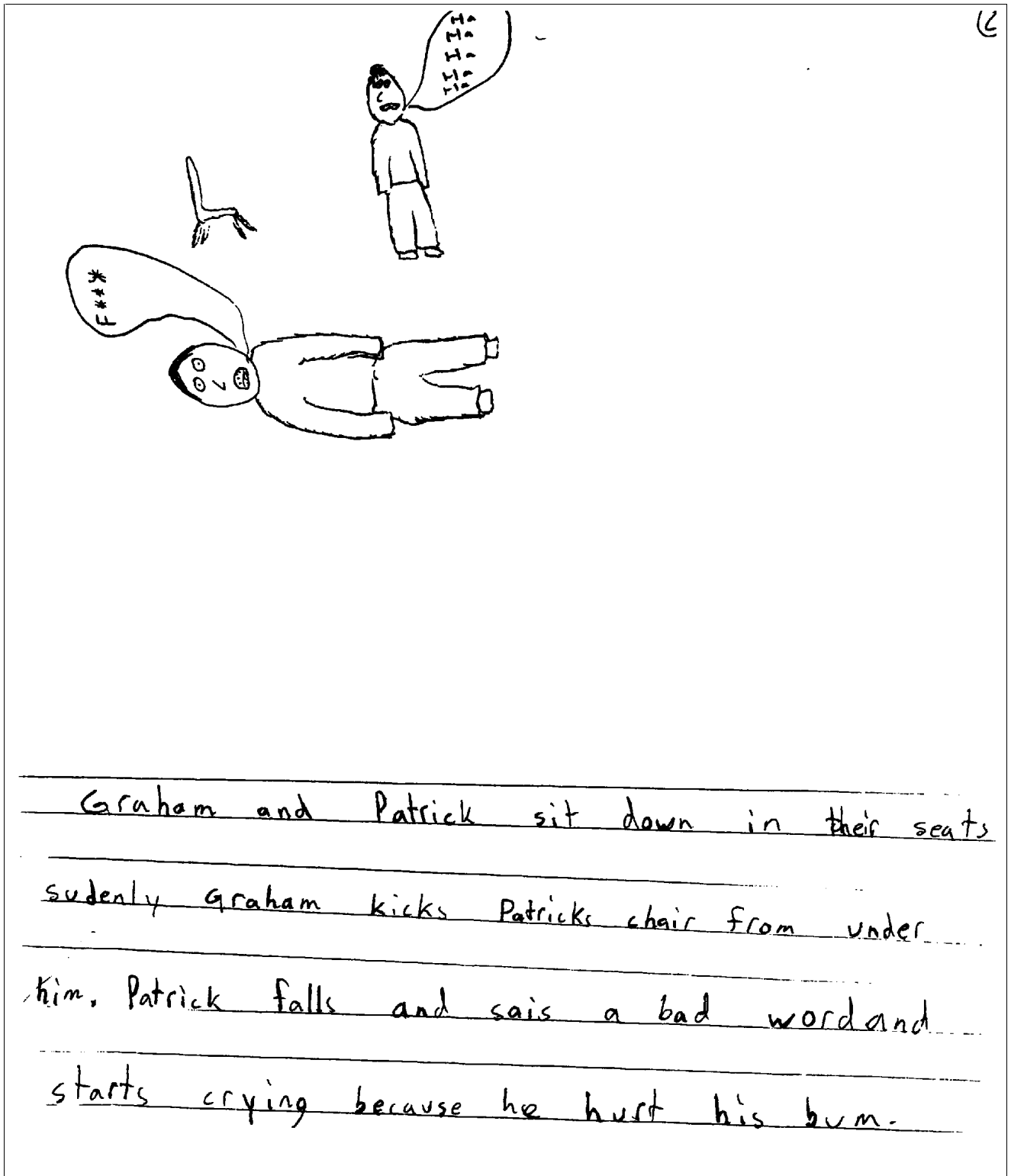
The writing is direct and complete, but not appropriate to be read to younger children.

- creates a story around a relatively simple, concrete idea; predictable with parts modelled on other works
- little relevant detail and description to develop characters
- beginning describes the problem and situation, and introduces the main characters
- ending is forced and unlikely
- most sentences are complete, but may be awkward
- capitalization and sentence end punctuation are generally correct

I dedicate this book to  
myself cause if it weren't  
for me this book would not  
be made.



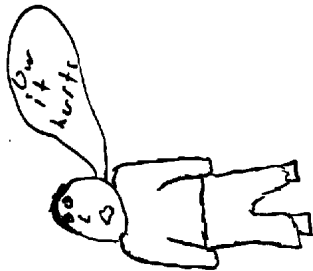
Patrick and Graham are friends. It's  
the first day of school.



Graham and Patrick sit down in their seats  
suddenly Graham kicks Patrick's chair from under  
him. Patrick falls and says a bad word and  
starts crying because he hurt his bum.



(3)

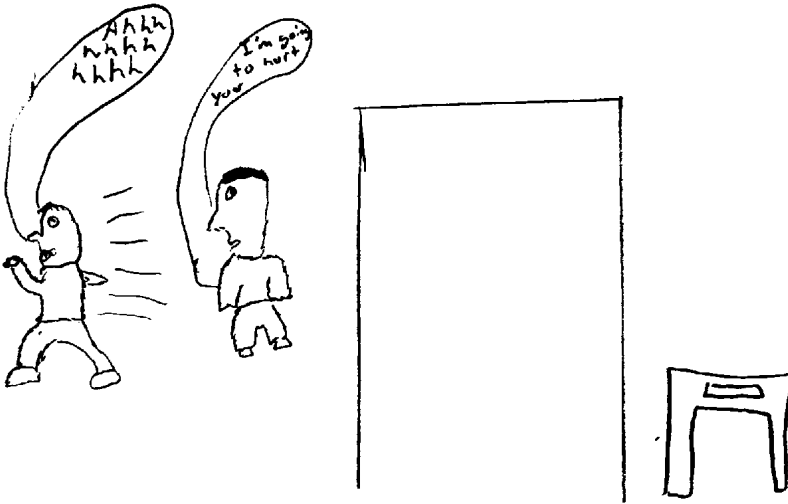


The teacher got upset and told Patrick to go  
out of the class. Patrick felt it was Arahams  
fault. He could have been seriously hurt and was  
very angry.

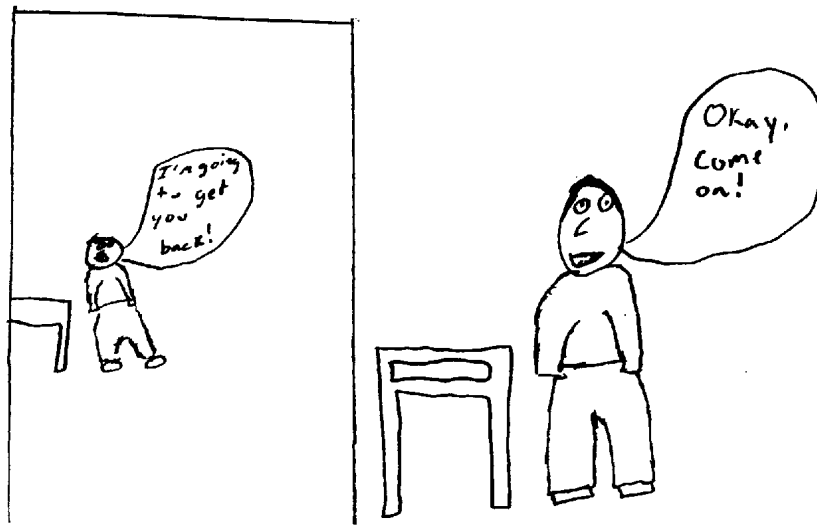


Graham kept taunting Patrick because Patrick was the one who got in trouble. Patrick was very angry and was saying threatening things to Graham like I am going to get you and I will beat you when I get you.



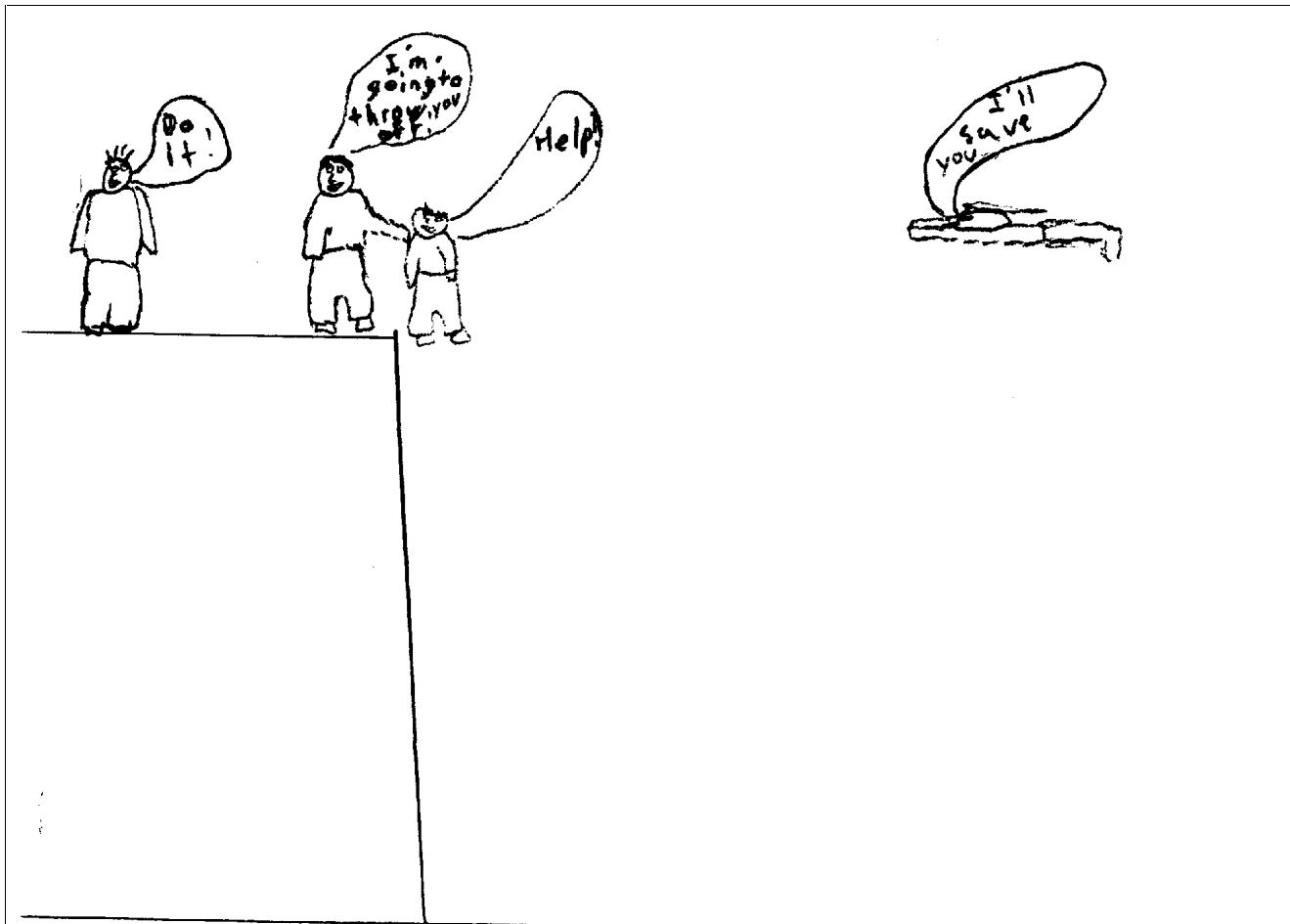


Graham wasn't a very smart kid, he  
came out of the class and Patrick chased him.  
Patrick caught him and punched him in the arm  
really hard. It hurt Graham really bad and he  
started crying.

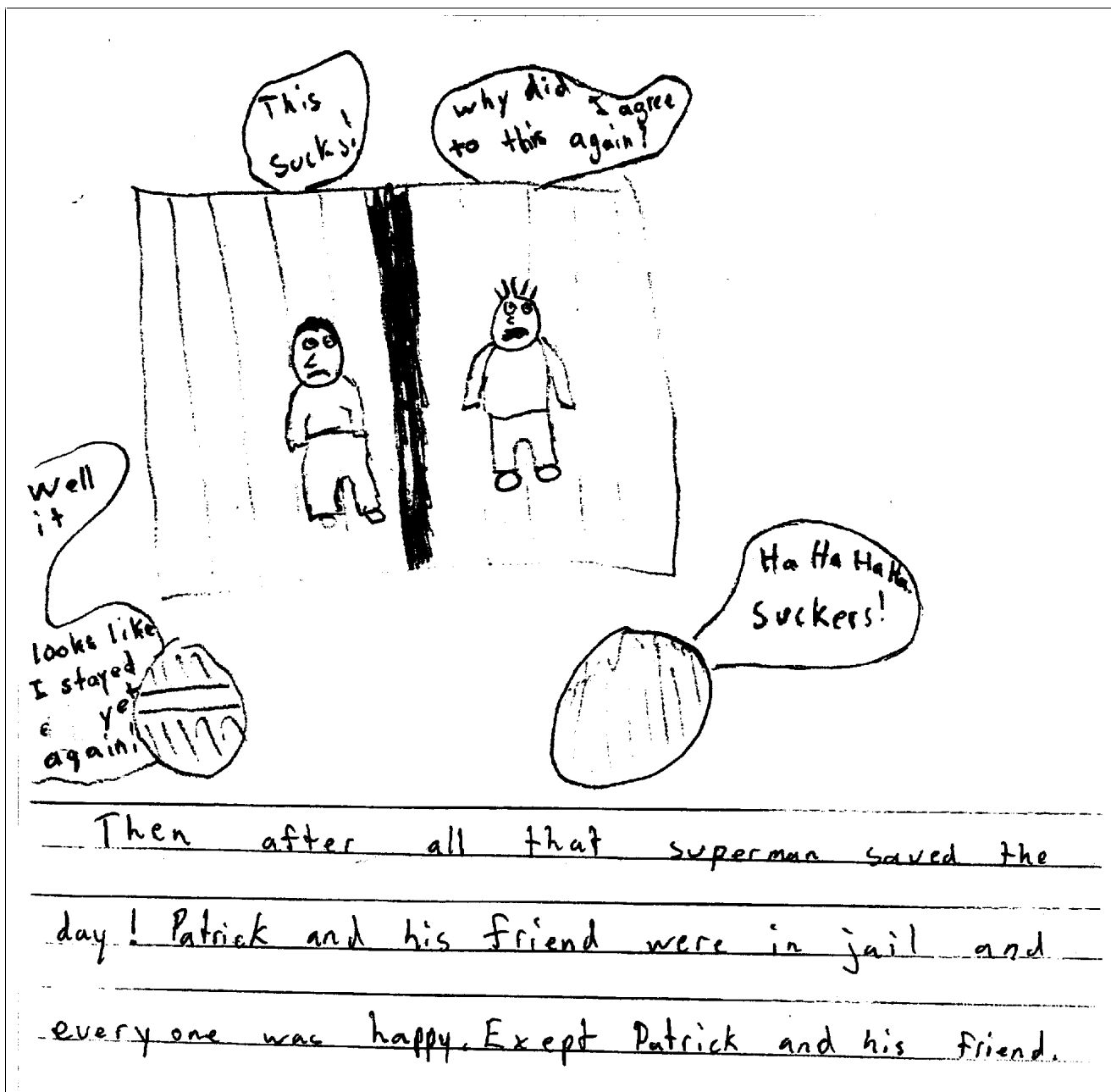


Graham and Patrick started exchanging insults.

Graham was very angry Patrick hit his arm.



Patrick was very happy he and a friend  
got Graham and took him to the top of a  
very tall building and threatend to throw  
him off. But then superman came to the  
rescve.



## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

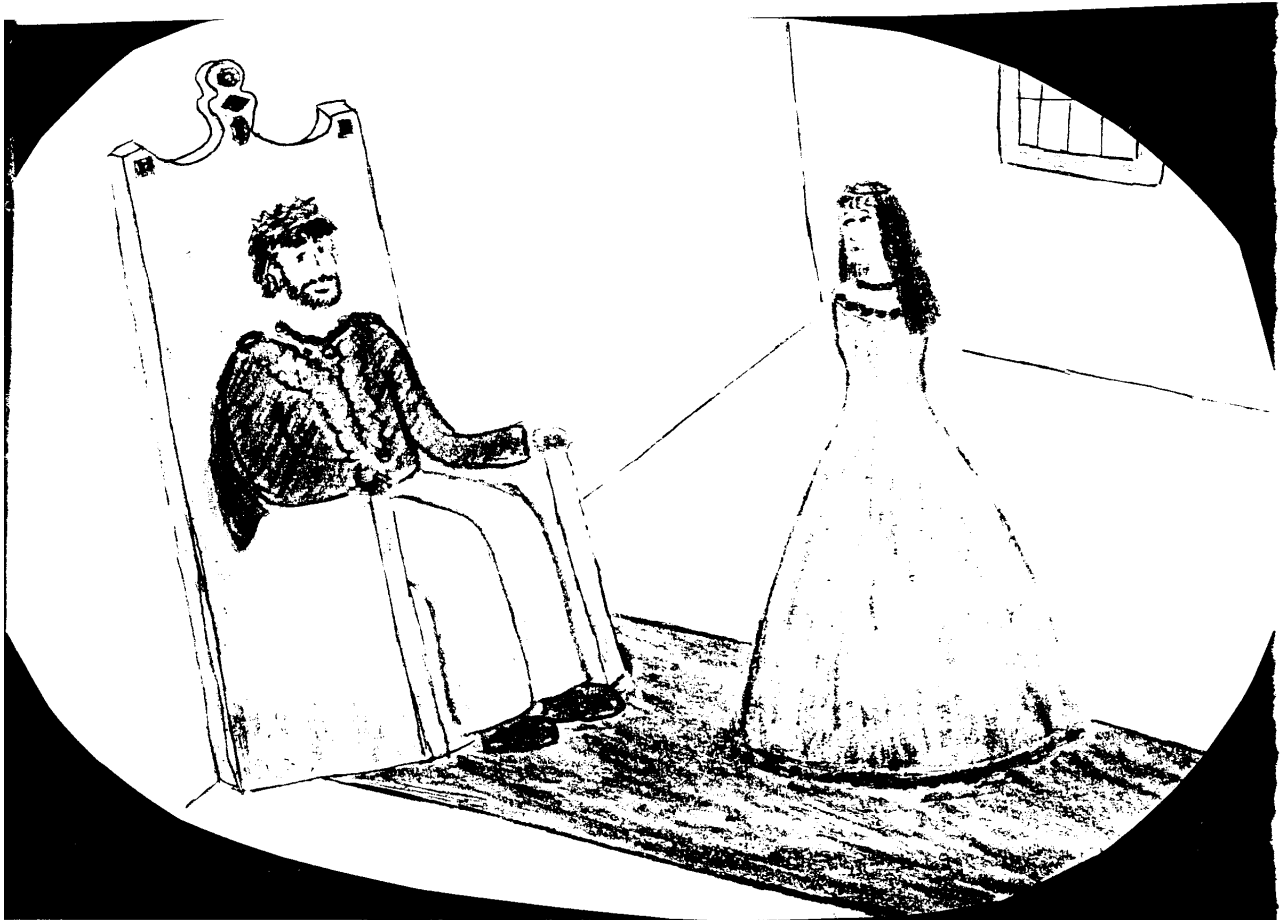
### **Teacher's Observations**

Although this story is modelled on countless other works, it is well written and was favourably received by younger children.

- creates a story that is generally straightforward, but features some originality
- uses detail and description to develop characters
- sentences generally flow smoothly with a variety of patterns and lengths (attempts at complex structures may be awkward)
- beginning introduces the main characters
- develops through believable and generally predictable events
- ending is logical
- follows basic rules for sentence construction
- punctuation is generally correct, including commas and parentheses

This Book is Dedacated  
to:  
Kelsi Jones and  
Amanda Yunker

1. Once, in about 1660, in England, there lived a king (called Bob), and his daughter, Princess Anna. It had come time for King Bob to choose a husband for Anna, for that was the tradition in those days. He was a good king, though, and wanted Anna to be happy. So he asked her who she wanted to marry.

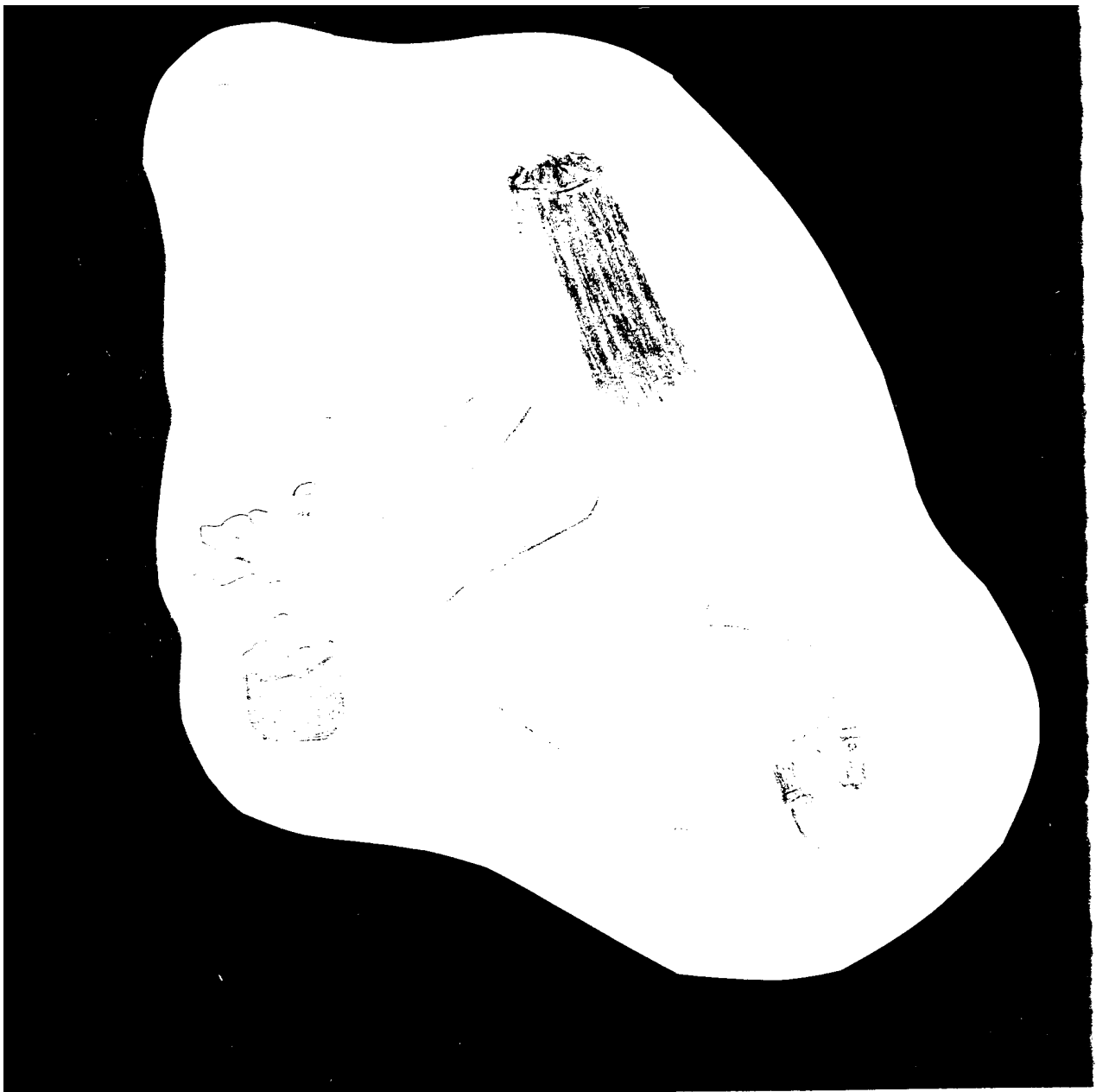




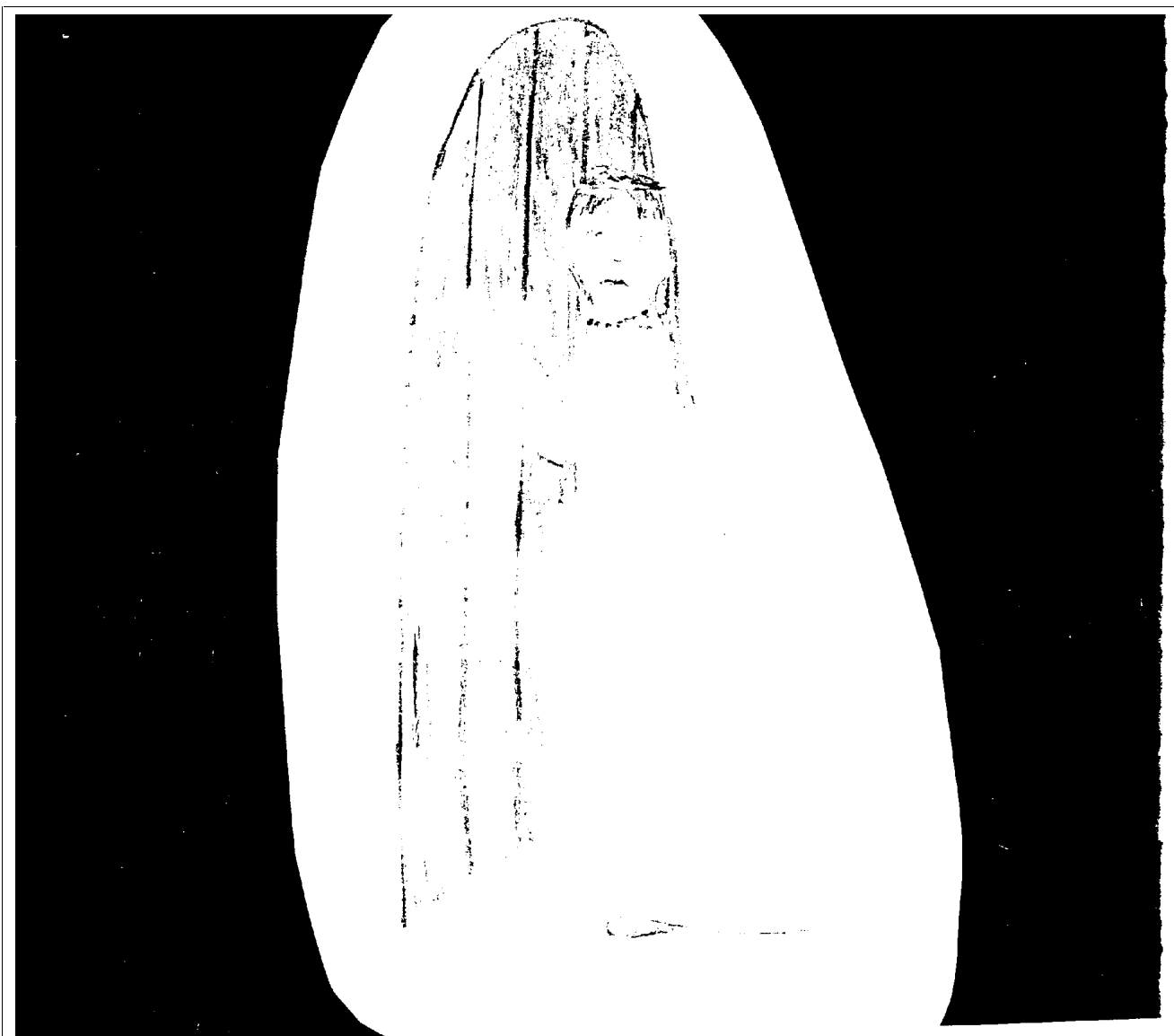
2. She told him that she wanted to marry Lord Wilson Ruffle, of France. (she had only seen him once before, but had thought that he was handsome). The king agreed with this, and a message was sent to Lord Ruffle, who consented right away.



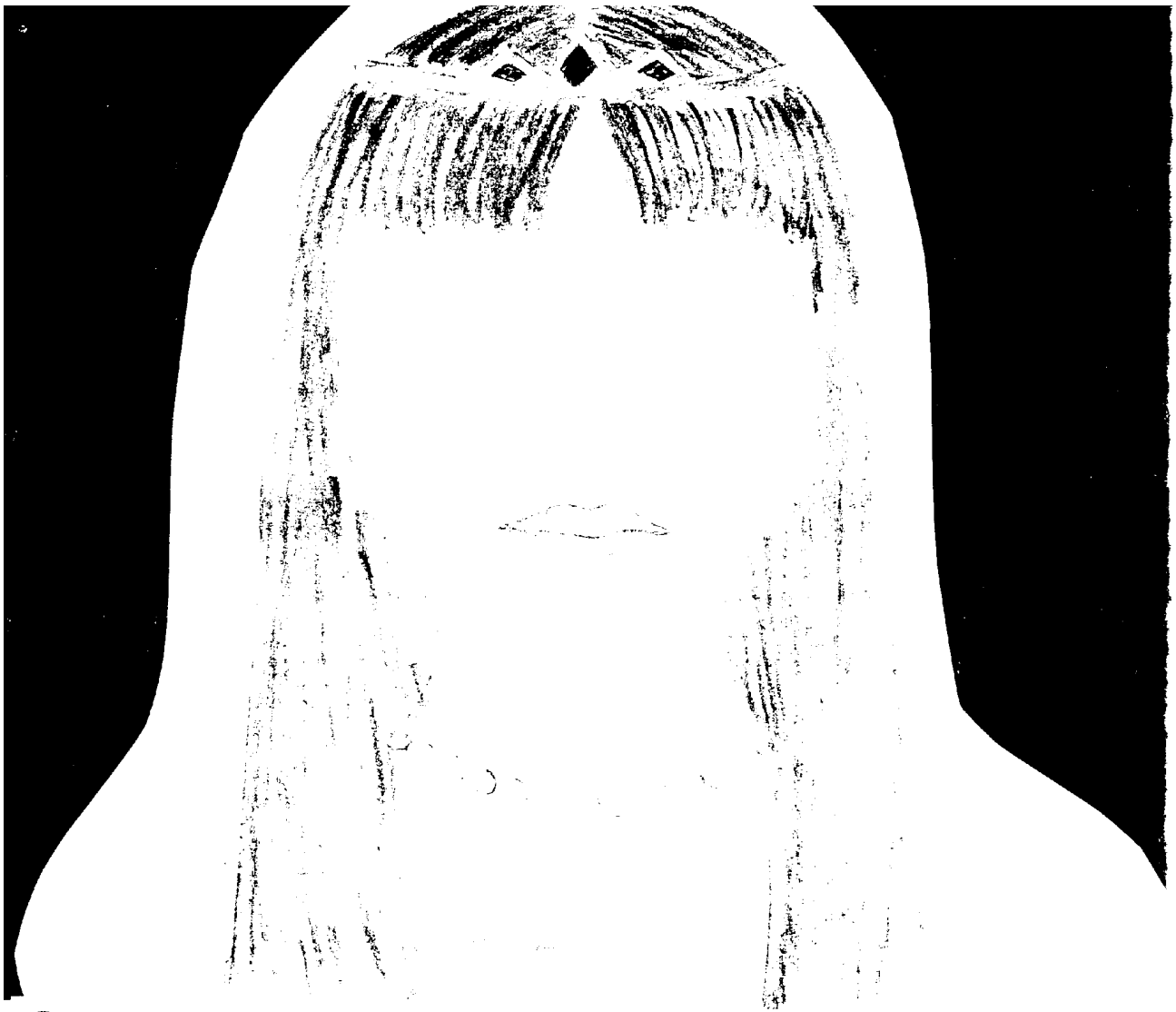




3. I guess she made a wrong disicion, though. I mean, he seemed alright at first, but as soon as there was no one watching he had her working for him like a slave.

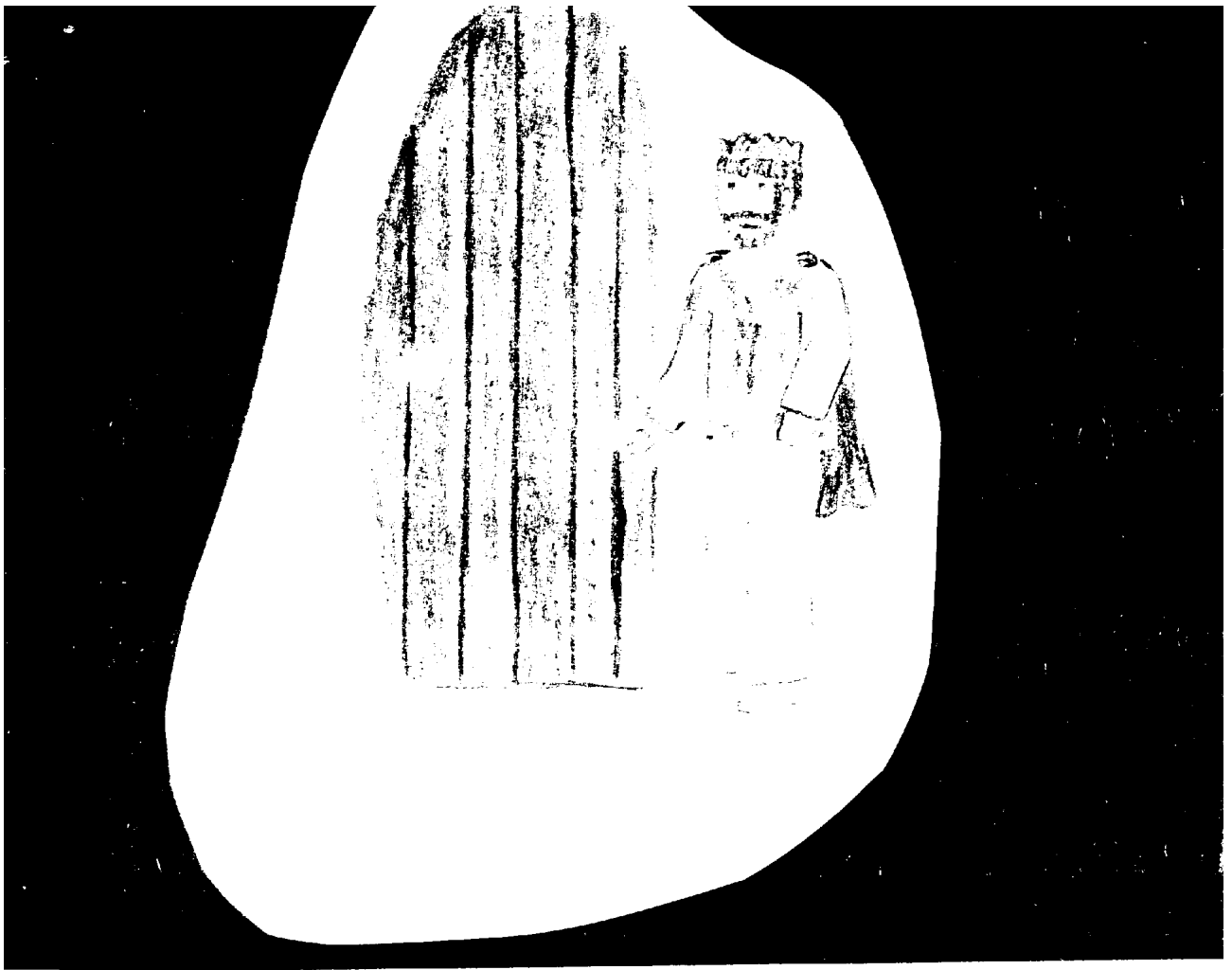


4. If that wasn't enough, while Anna was taking a walk, she heard voices in a room. So, she listened at the door and heard her husband plotting with some guards to overthrow her father the king so that Lord Rufle could rule!

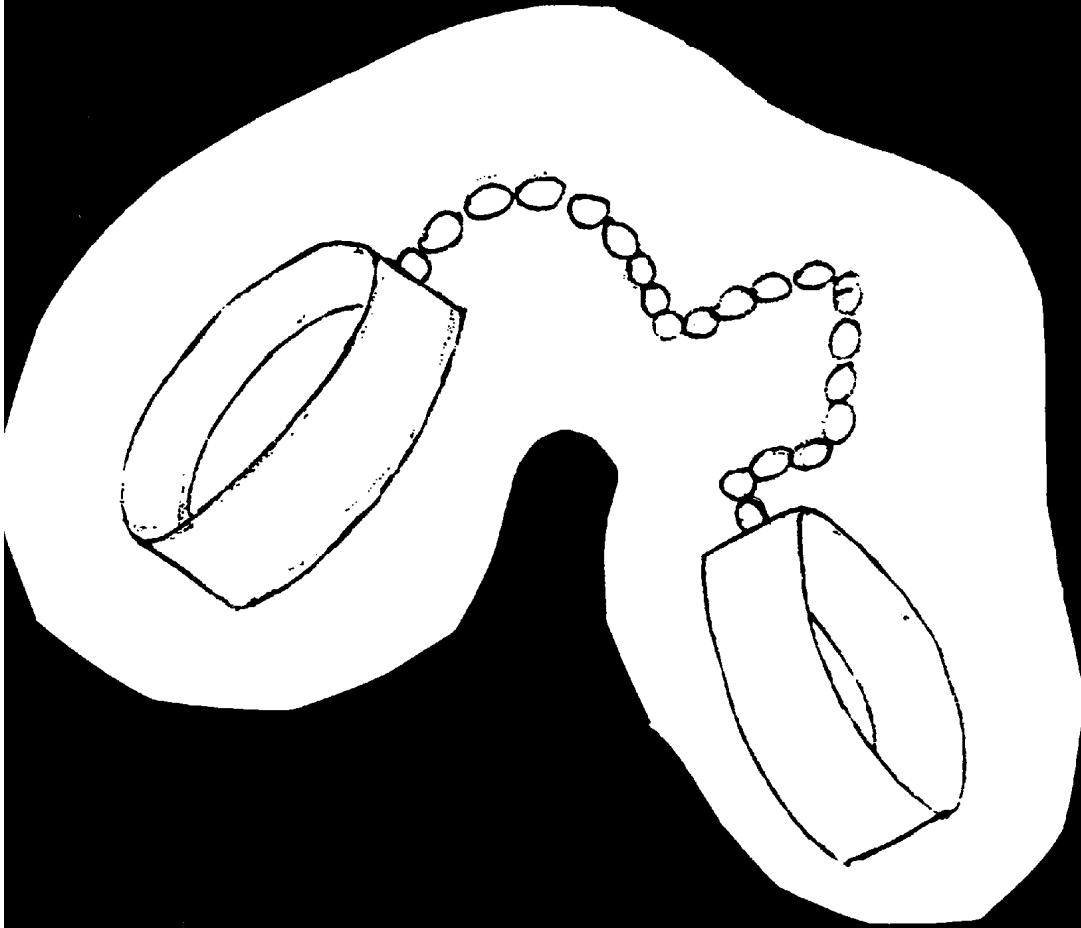


5.

The King, however, didn't believe her because Lord Rufle had been so nice in court that King Bob couldn't help but trust him. Fortunately, Anna knew exactly how she could prove to her father that Lord Wilson Rufle was a traitor.

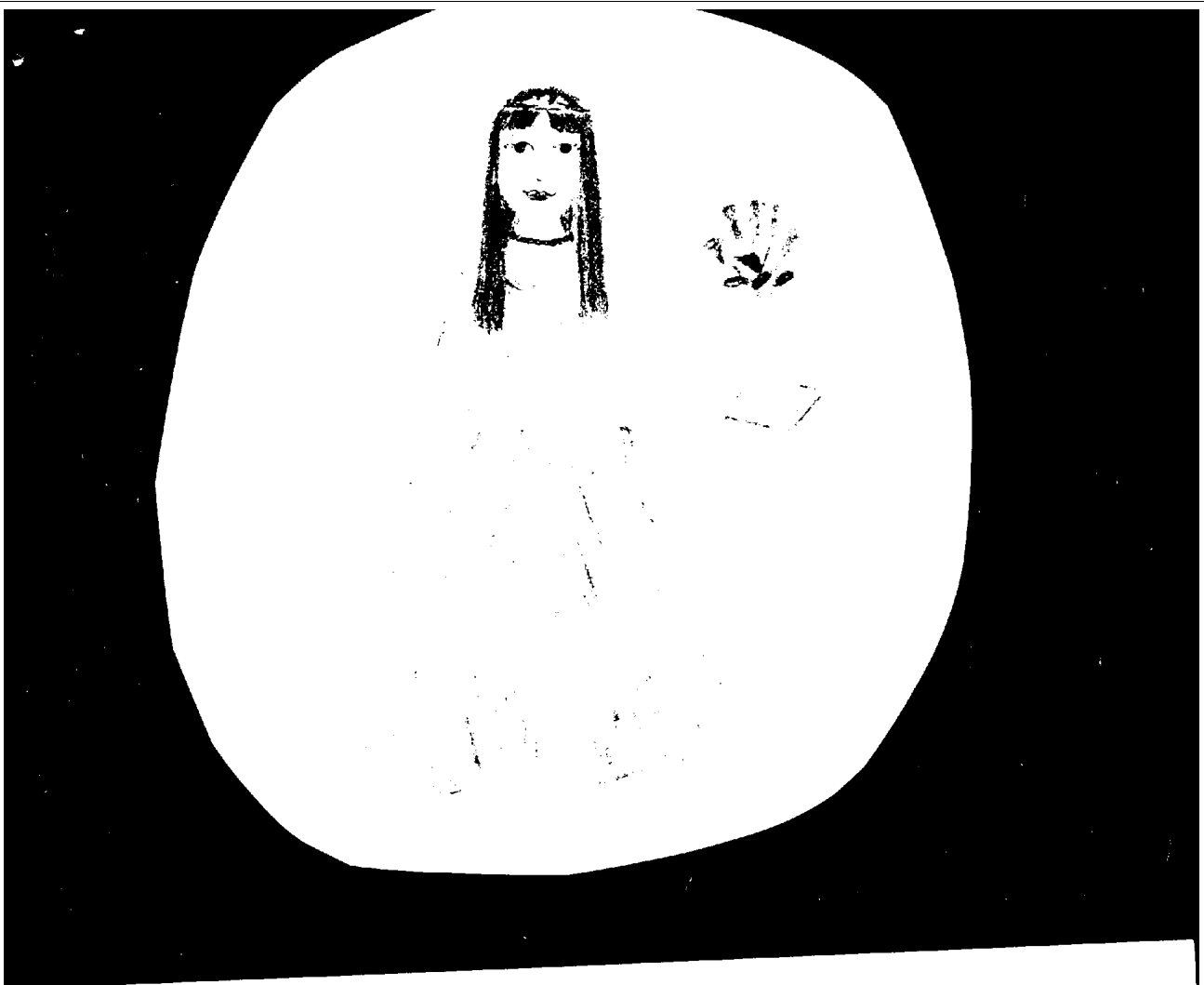


That same day, the Princess led King Bob and a few of his men up to her (and her husbands) chamber, and told them to Listen at the door. She went in and told Lord Rufe how she was tired of her father being King and that she would be so much happier if he were ruling (all part of the plan).



70

Thinking it was safe, Wilson told Anna his plan. The king (who had been listening the whole time) then burst in with his men, and with hardly any trouble, arrested Lord Ruffle, who had married the princess only so he could be king.



8.

Anna, who had been allowed to re-marry decided to stay single. Most stories end with "and they lived happily ever after", but I can't say that because even though they did live very happily for years to come, neither Anna, or her father lived forever after that, so it wouldn't be true!