

Functional Writing 1-6

Functional writing is primarily non-fiction, although some of the samples included in this document contain fictional content. Examples of functional writing include posters, advertisements, brochures, lists, letters, charts, instructions, recipes, rules, signs, postcards, notes, graphs, responses to literature, and information collected in graphic organizers, to name but a few.

These writing samples are intended to show how student writing can be assessed using the NWT-ELA writing standards. The samples were selected from student writing from across the NWT. No one sample can accurately match every writing standard, so a number of samples have been included. When assessing student writing (either for or of learning) it is important to remember to use a variety of samples. The more samples you use, the more you can be confident in your observations.



Government of
Northwest Territories

Grade One Writing

Students begin with simple drawings and labels then move to written descriptions and stories. By the end of grade one, students are able to write in several genres (narrative, expository, letters, and poetry). They use previously modeled forms, and often follow familiar sentence patterns. Although conventions are still not consolidated (there will still be approximated spelling and other errors), the intent to communicate should be clear. Content usually is focused on personal experiences, as well as areas of personal interest. Students begin to make connections between their own prior knowledge and experiences and new learning. They also begin to paraphrase information found in texts, as well as beginning to put ideas and information into sequential formats. Beginning writers will use initial/final consonant combinations along with some medial vowels, expand their sight word base, and use classroom environmental print. Word walls, posted charts and poems, big books, familiar texts, name cards, theme words, and other sources of text all contribute to the development of independent writers in Grade One. Students also need lots of opportunity to write – shared and interactive writing, guided writing, and independent writing time. It is also important for students to have choice in their writing – in topic, in genre, or both. They also begin to expand their ability to sort ideas and information, and begin to use graphic organizers such as K-W-L, RANN, and “beginning-middle-end” charts.

MILK Meat
Fruit vegetables
junk food
Grain

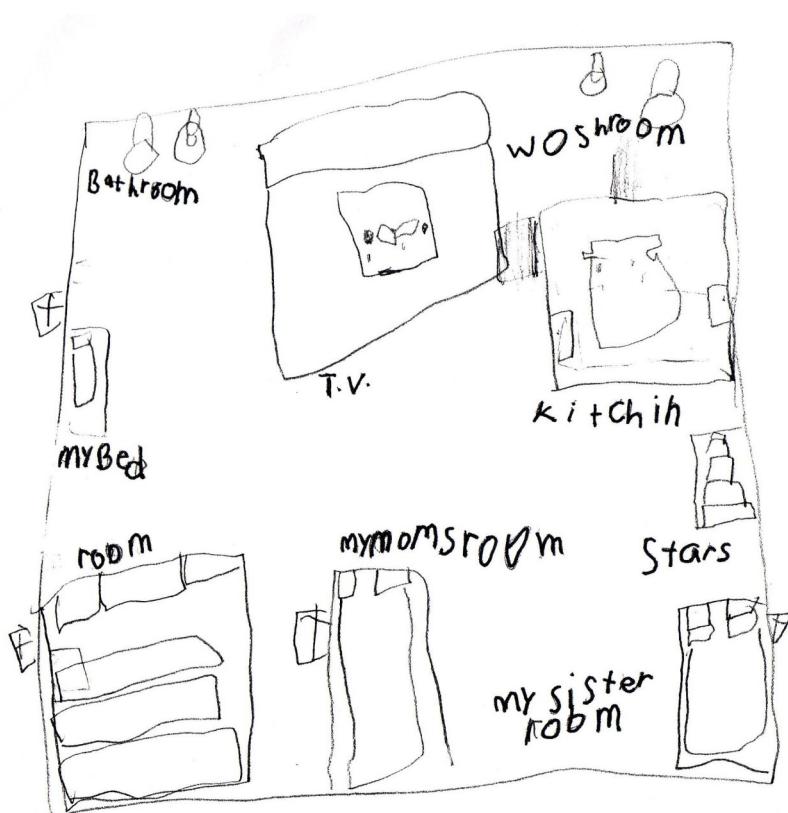
Description: This sample is a basic list. It would appear that the author has used a Word Wall or other environmental print to create the list. This is a common self-directed writing activity in Kindergarten and early grade 1.

APPROACHING STANDARDS

Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic

- writing makes sense independent of context-setting illustration
- writing is modeled on familiar organizational structure (list)
- uses words related to topic
- maintains phrase format
- errors may be distracting but basic communication is understandable



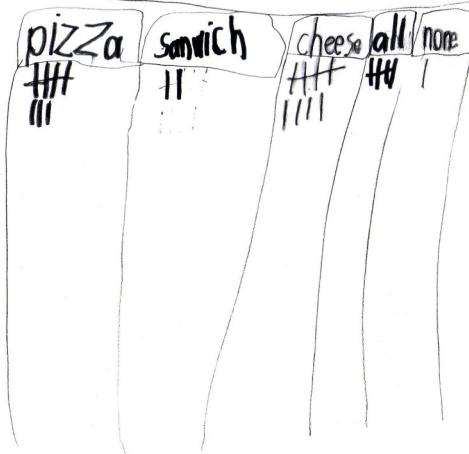
Description: This sample shows a diagram and labels representing the author's house plan. The labels show a mixture of approximated and conventional spelling. It shows a good understanding of the use of illustrations and captions/labels to convey information.

APPROACHING STANDARDS

Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- writing is modeled on familiar organizational structure
- uses words related to topic
- maintains phrase format
- uses a mixture of approximated and conventional spelling
- errors may be distracting but basic communication is understandable

What's your favourite food



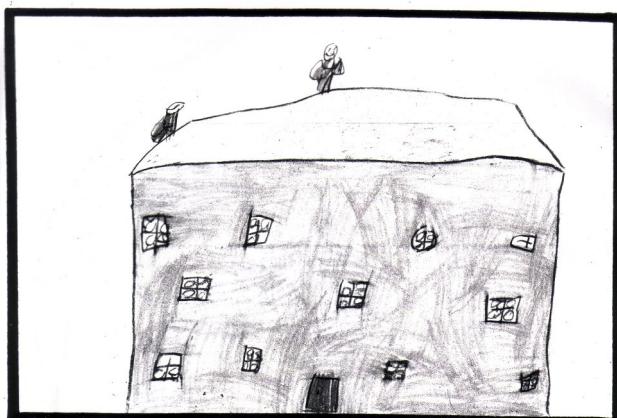
Most people like cheese.

Description: This sample shows a survey, with a question, collected data, and a concluding statement. The data collection shows an understanding of setting up a chart and using tally marks. The concluding statement also shows an understanding of the purpose of a survey—drawing a conclusion from the collected data.

APPROACHING STANDARDS

Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- writing makes sense independent of context-setting illustration
- writing is modeled on familiar organizational structure
- uses words related to topic
- uses simple declarative sentences
- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, “I”, and the beginning of sentences
- errors may be distracting but basic communication is understandable



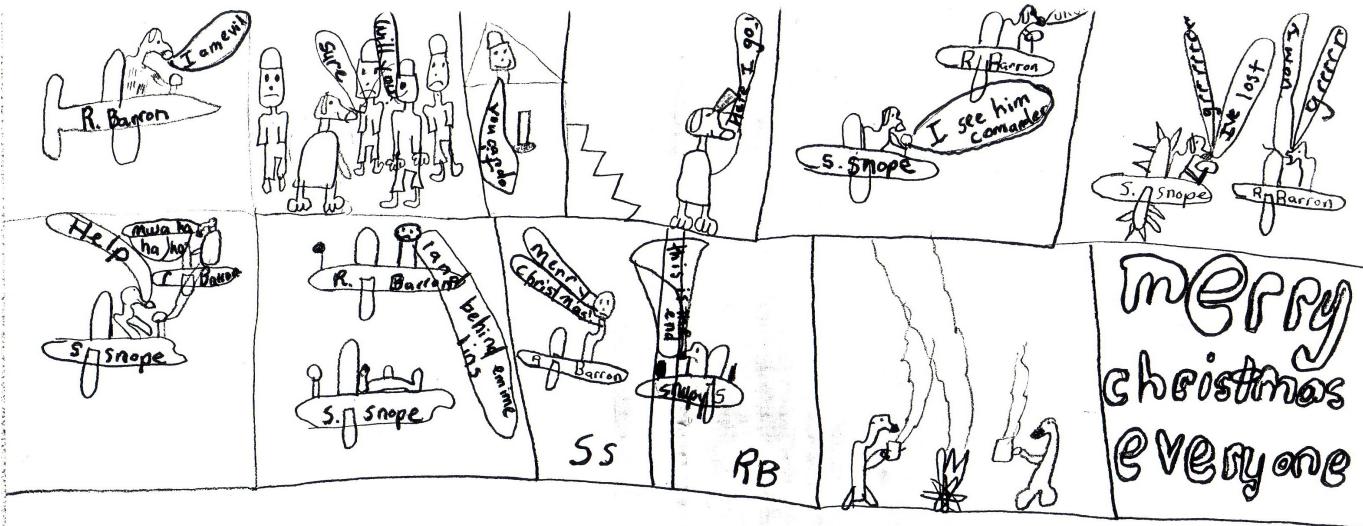
My favorite part of Moira's birthday was when Moira got all of the presents. My favorite part of Moira's birthday is when 200 kid come to her party.

Discussion: This sample is a response to the picture book *Moira's Birthday*. It uses a standard sentence stem to start each sentence (“My favourite part...”). The two sentences are not connected in any way, but stand as two separate ideas. The illustration supports the response but is not necessary to make sense of the response.

APPROACHING STANDARDS

Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- content is a simple description
- writing makes sense independent of context-setting illustration
- writing is modeled on familiar organizational structure
- uses words related to topic
- uses simple declarative sentence patterns
- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, “I”, and the beginning of sentences
- uses periods at the end of sentences.
- errors may be distracting but basic communication is understandable.



Description: This sample is a comic strip interpretation of the song "Snoopy's Christmas". Some parts are taken from the song ("land behind enemy lines", "this is the end"), and some are inserted by the author. The use of expressions such as "mwa ha ha" and the growling "grrrr" add interesting detail and voice to the piece. The illustrations are an integral part of the piece; the sample also assumes some background knowledge of the song itself, otherwise the piece is hard to comprehend.

MEETING STANDARDS

Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- content is a simple sequence of events
- writing includes a few details
- writing is modeled on a familiar organizational structure (comic strip)
- uses words related to topic
- uses descriptive words to create an image
- maintains phrase format and tense
- writing is individual
- writing engages audience
- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, "I", and beginning of sentences
- errors may be distracting but basic communication is understandable

February 11 - 2002

Dear Mrs. Lock,

Hello! How are you? in Saturday I went to grocery with my mom and dad we bought some food and in Saturday we had to go my mom friend for vietname new year party

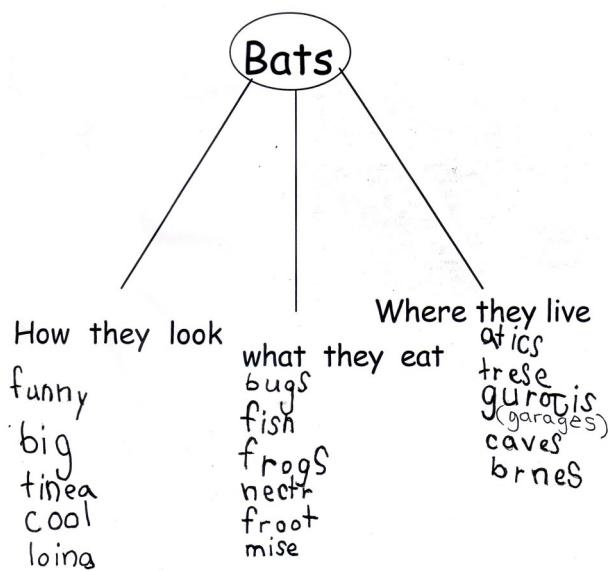
Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- content is a simple description

Description: This sample is a note to a teacher. It is somewhat different in tone from a regular journal entry because it includes a greeting and question for the teacher, as well as information that the author wishes to share. This author is learning English as a second language, which explains the inaccurate preposition use as well as missing words and other errors. The conventions (other than grammar) are strong, and the message is understandable.

MEETING STANDARDS

- writing makes sense independent of context-setting illustration
- writing is modeled on familiar organizational structure (note)
- uses words related to topic
- uses simple declarative sentence patterns
- writing is individual
- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, "I", and beginning of sentences
- uses periods at the end of sentences
- errors may be distracting but basic communication is understandable



Discussion: This sample is a graphic organizer; it is a combination of computer work (creating the graphic organizer) and filling in the information by hand. It is likely that the categories (How they look, What they eat, Where they live) were either given by the teacher or developed together by the class. The approximated spelling in this piece shows interesting application of both phonics skills ("nectr", "atic", "trese" and an awareness of certain spelling rules ("froot", "trese", "tinea")

MEETING STANDARDS

Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- writing includes a few details
- writing makes sense independent of context-setting illustration
- writing is modeled on a familiar organizational structure (graphic organizer)

- uses words related to topic
- maintains phrase format
- writing is individual
- uses a mixture of approximated and conventional spelling
- errors may be distracting but basic communication is understandable

Grandfather made Joseph a blue blanket.

Grandfather made Joseph a wonderful jacket.

Grandfather made Joseph a vest.

Grandfather made Joseph a wonderful tie.

Grandfather made a handkerchief.

Grandfather made Joseph a wonderful button.

Joseph lost the button.

Joseph made a story.

Discussion: This sample is a summary of the picture book Something From Nothing. The response follows a consistent sentence stem pattern ("Grandfather made...") with some variation in the predicates (using "Joseph" and "wonderful" in different sentences). The conclusion is basic, but does reflect the events in the story. The conventions in this sample are strong.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- content is a sequence of events
- writing includes a few details
- writing makes sense independent of context-setting illustration
- writing is modeled on familiar organizational structure
- uses words related to topic
- uses descriptive words
- uses simple declarative sentence patterns
- writing is individual
- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, "I", and beginning of sentences
- uses periods at the end of sentences
- errors may be distracting but basic communication is understandable

The Book of OWLS.

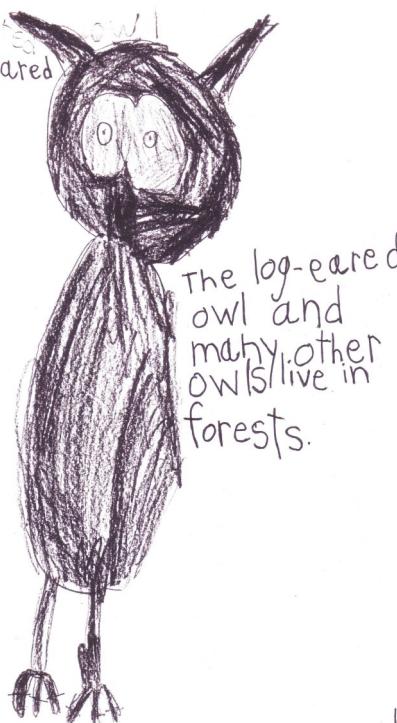
by S
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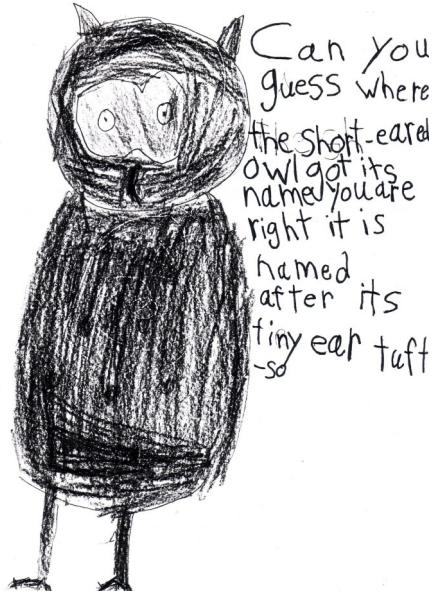
- 1----- Long eared owl
- 2----- Short eared owl
- 3----- Grat horned owl
- 4----- baybie Snowy owls
- 5----- Eif owl

Ditickatid to MS,D

Long eared owl
Longeared owl



Short eared owl



Continued on next page

Grat horned owl

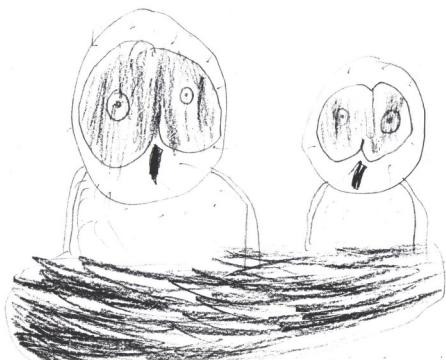


Grat horned owl
eats rabbits,
small animals, birds
and other owls.

baybie snowx owls
Baby owls are coldowlets.

Discussion: This sample is an independently written "picture book", based on the familiar format of a picture and accompanying one or two sentences of text on each page. Each page tells about a different aspect of the topic. Some of the information sounds like it has been copied from another source, however the spelling and layout seem to indicate that the text is being written independently. This sample shows good understanding of the text features in this kind of text—table of contents, page numbers, and page layout and organization. Spelling shows use of phonics ("grat"), as well as spelling patterns ("baybie", "colde"); most of the text uses conventional spelling. The vocabulary is quite sophisticated, as is some of the sentence structure, including the use of a question ("Can you guess...?") and incorporated lists.

EXCELLING AT MEETING STANDARDS



Elf owl
is as small

The elf owl lives in
a cactus



Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- content is a simple description
- writing includes a few details
- writing makes sense independent of context-setting illustration
- writing is modeled on familiar organizational structure (picture book)
- uses words related to topic
- uses descriptive words
- uses simple declarative sentences
- writing is individual
- writing engages audience
- uses a mixture of approximated and conventional spelling
- uses periods at the end of sentences
- errors may be distracting but basic communication is understandable

Grade Two Writing

Students in Grade Two begin to expand their audiences and learn to use writing in varied ways, including sharing information and ideas, telling stories, persuading others, and using language to create images for others. Drama and readers' theatre are popular choices with grade two students. Content begins to extend beyond self and family, to include things from the community, as well as ideas and extensions of modeled text (books, films, TV, and other sources of text), memories, and opinions. Students experiment with a wider variety of modeled forms and genres. There is usually a logical organizational sequence to the piece. Teachers need to continue to model through shared and guided writing. Grade Two's can sustain longer periods of writing, and need longer, uninterrupted blocks of time to work on projects. As in previous years, students continue to need choices in topic, genre, or both. Grade Two writing becomes easier to read throughout the year as students gain further control over writing conventions, however it is important to remember that some approximated spelling is still to be expected. Continued time for reading aloud each day to students is also very important. Teachers can create mini-lessons using material taken from favourite read-alouds to illustrate such concepts as descriptive language, compound sentences, showing rather than telling details, etc. Students begin to experiment with new vocabulary, sentence patterns, and organizational sequences.

Telephone Book	
Name	Phone
JAKE	370-4725
JAKE	370-3925
ERIC	370-3131
ERIC	370-2222
School	370-5031
School	370-3121
Rcmp	370-3127
Rcmp	370-3824
Band Office	
Ban OFFice	
Co-op	
co-09	
Gizmo	
Gizmo	
Principal	

Telephone Book	
Name	Phone Number
JAKE	370-3121 370-3344
ERIC	370-4725
School	370-3131
Rcmp	2222-1111
Band OFFice	370-5031
co-op	370-3127
principal	370-3824

Discussion: This sample shows a telephone list—a first draft that includes spelling corrections and then a final draft that has the information in an easier-to-read set of columns. The final draft shows an understanding of some of the text features that are important to this kind of list (straight lines, aligned columns). A more developed piece might also have included spacing between lines to make the information easier to read, as well as listing the names in alphabetical order.

APPROACHING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- title gives topic
- follows organizational structure appropriate to form (telephone list)
- word choice is appropriate for intended audience
- maintains phrase format appropriate to organizational pattern
- errors may be distracting but basic communication is understandable

1. get your dog.
2. get a tub.
3. fill it up with soap and water.
4. put your dog in the tub.
5. Sab your dog.
6. dry your dog.

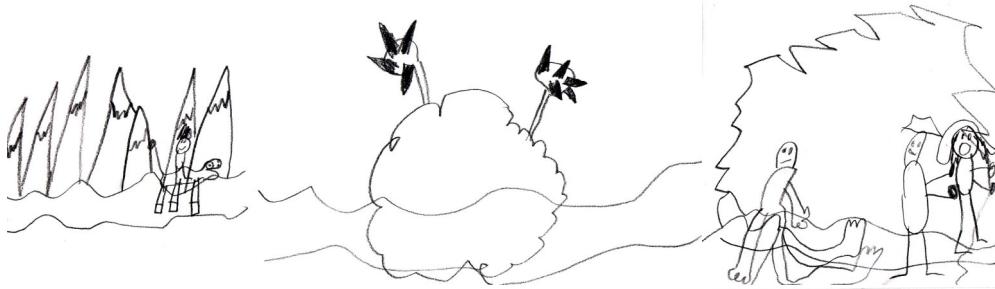


Discussion: This sample is an example of a set of “How TO” instructions, with accompanying illustrations. There are good examples of text features, including numbering the steps and then also numbering the illustrations that match each instruction. Some of the approximated spelling is unclear on its own, but when matched to the illustration and to the context of the piece, it becomes easier to decode.

APPROACHING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- middle follows topic
- follows organizational structure appropriate to form (“How To”)
- may have conclusion
- word choice is appropriate for intended audience
- maintains phrase format appropriate to organizational pattern
- writing engages audience
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable



A merchant was walking to Jericho.

But there was robbers hiding behind some rocks.

then they beat him up with clubs. then a priest came and he did not help. then a Levite came and he did not help but the Samaritan helped.

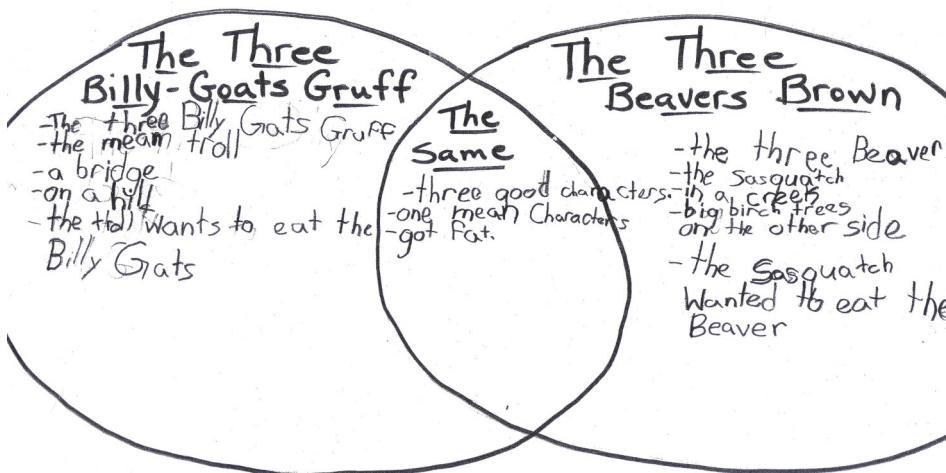
Rubric qualities:

- topic is clear
- writing stays on topic

APPROACHING STANDARDS

- content is a collection of ideas
- writing includes simple details
- middle follows topic
- follows organizational structure appropriate to form
- word choice is appropriate for intended audience
- uses words related to topic
- uses conventional spelling for most familiar or high frequency words
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable

Sample 4

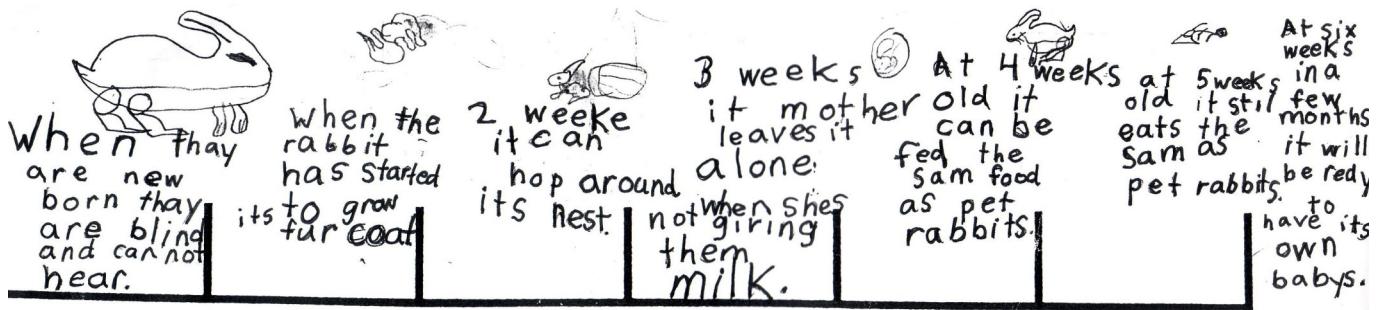


Discussion: This sample is a comparison using a Venn diagram. The items in each circle are basic, but do offer a comparison between the two tales. The structure of the notes is inconsistent; some are in point form and some are in sentences. This is not uncommon in Grade 2.

APPROACHING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- title gives topic
- follows organizational structure appropriate to form
- word choice is appropriate for intended audience
- uses conventional spelling for most familiar or high frequency words
- errors may be distracting but basic communication is understandable



Discussion This sample is a timeline showing the development of baby rabbits. The timeline is meant to reflect the first 6 weeks of development, but it appears the author struggled a bit with what were perhaps arbitrary time categories (weeks 4 & 5 say basically the same thing, and week 6 moves ahead by several months). This may reflect a lack of knowledge on the part of the author (being unable to record specifics for each week) or a wish to make the timeline run from "baby" to "adult". The illustrations support the notes for each category to begin with, but then taper off as the information becomes more vague. This difficulty in sustaining focus throughout the piece is not uncommon in Grade 2—many pieces start strongly but weaken by the end.

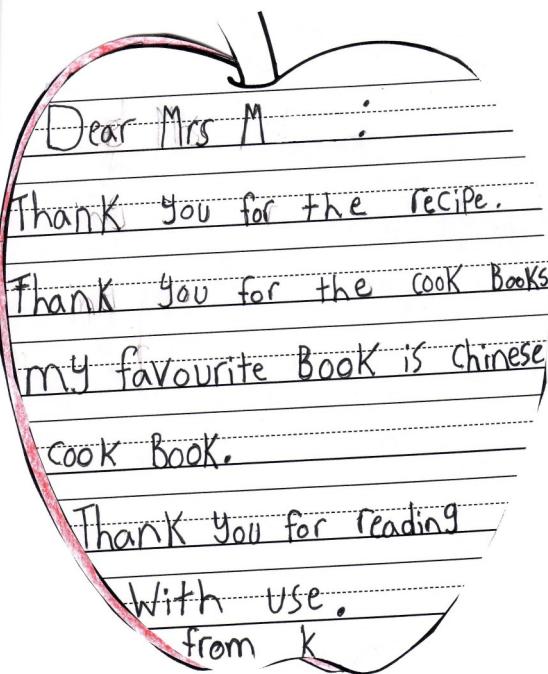
APPROACHING STANDARDS

Rubric qualities:

- writing stays on topic
- content is a collection of ideas
- middle follows topic
- follows organizational structure appropriate to form (timeline)
- word choice is appropriate for intended audience

- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- sometimes uses periods, question marks and exclamation marks
- errors may be distracting but basic communication is understandable

Sample 6



Discussion: This sample is a thank-you note. It uses a standard greeting and closure, and lists several ideas in the body. The writing sounds somewhat stilted, possibly because of the sentence stems being used ("Thank you for...", "My favourite..."). Many students still rely on sentence stems in Grade 2, until they become more familiar with a specific format for writing. There is evidence of some understanding of letter conventions (greeting with end punctuation, information in body, final idea, and closure on a separate line).

MEETING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- title or opening sentence gives topic
- middle follows topic
- follows organizational structure appropriate to form (letter)
- may have conclusion
- word choice is appropriate for intended audience

- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- sometimes uses periods, question marks, and exclamation marks

- errors may be distracting but basic communication is understandable

Dear
 You and tires is just
 too much. We don't think
 we are going play with
 you if your going to
 be bossy. But if
 you stop then we'll
 really want to play
 with you. You still
 our friend but sometimes
 you get a bit
 bossy.

From: Your friends

Discussion: This sample is a note to a student, intended to address a behavior issue on the playground equipment.. It clearly states the issue, offers a suggestion, and provides an incentive for the requested behavior. The note also uses a salutation and closing. There is original vocabulary ("just too much", "You're our friend but sometimes you get a bit bossy") and clear voice. The opening sentence may be confusing to anyone not familiar with primary playground equipment (tire swings), but the confusion is cleared up by the second sentence.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- middle follows topic
- follows organizational structure appropriate to form (letter)
- may have conclusion
- word choice is appropriate for intended audience
- uses words related to topic
- uses a variety of simple sentence patterns
- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable



Discussion: This sample is a response to the picture book Murmel, Murmel, Murmel. It provides the title, author, and illustrator on one side, and a brief "teaser" about the book on the other. This demonstrates a deeper level comprehension than a retelling or summary; it also requires a strong understanding of the process of "show not tell" in writing. The back of the postcard also shows an understanding of the format requirements of this specific structure.

MEETING STANDARDS

Rubric qualities:

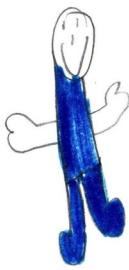
- topic is clear
- writing stays on topic
- content is a collection of ideas
- middle follows topic
- follows organizational structure appropriate to form (post card)
- word choice is appropriate for intended audience
- uses a variety of simple sentence patterns
- writing is engaging
- uses conventional spelling for most familiar or high frequency words
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable

Dear Ms. M.,
 Here I am outside and there's a hole in my sandbox. It looks scary and the weird thing is that it's talking to me! I'll tell you all about it when I get back.

Ms. M.
 Range Lake 16th
 School
 10 Borden Dr.
 X/A 3R1



From:



Jack
Jack is 8. He
likes reading.
He has brown hair.

Annie
She has blonde hair.
She likes magic.
She is 7.

Knight
The knight has a
horse. He has armor.
He is secret.

Discussion: This sample is a response to one of the books in the "Magic Treehouse" series. It is a description of each of the three main characters. Each section is titled and has three simple statements. The content is factual, and while it is basic, it does tell key ideas about each character. The sentence structure is very basic.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- writing includes simple details
- title gives topic
- middle follows topic

- follows organizational structure appropriate to form
- word choice is appropriate for intended audience
- uses words related to topic
- writing engages audiences
- uses conventional spelling for most familiar or high frequency words
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable

Polar Bear	Grizzly	Black Bear
arctic	barnen land	forest
white	Brown	Black
Seals fish	berries animals	berries garbage honey
web feet	long claws	fish hut fruit
medium	Biggest	Small medium claws
		small/less

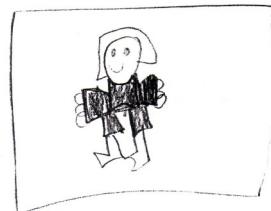
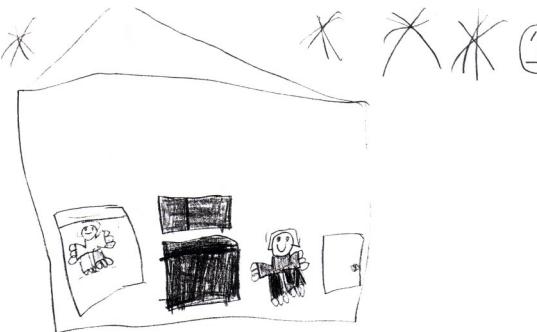
Discussion: This sample shows a comparison chart with information on three different bear species. Each entry in each column is connected to the parallel ones in the other two columns, although this organizational strategy becomes confused when the food entry for the black bear takes up two lines. To be really effective, the chart should also have categories down the left margin, to clarify the information, but since this appears to be a self-generated chart, it's very well done for Grade 2.

MEETING STANDARDS

Rubric qualities:

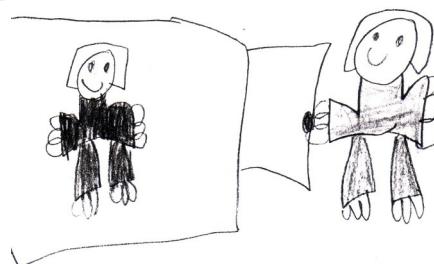
- topic is clear
- writing stays on topic
- content is a collection of ideas
- title gives topic (chart headings)
- middle follows topic
- follows organizational structure appropriate to form
- word choice is appropriate for intended audience
- uses words related to topic
- maintains phrase format appropriate to organizational pattern

- uses conventional spelling for most familiar or high frequency words
- errors may be distracting but basic communication is



First everyone went out. I was in Ethna's room.

Next I hid in the closet. I was locked in the closet.



Then I tried to open the door. I yelled for help.

Finally my Auntie heard me. She opened the door.

Discussion: This sample uses a specific structure (First, Next, Then, Finally) to sequence an event. It focuses on sharing the facts of an experience with the audience, and does a good job of that. The details support the events ("I was in Ethna's room", "I was locked in the closet", "I yelled for help") but keep the 'reporting' viewpoint of the piece. The illustrations are also specific and closely linked to each section. The sentence structure is basic, but again is consistent with the format, as is the word choice.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- writing includes simple details
- title or opening sentence gives topic
- middle follows topic
- follows organizational structure appropriate to form (reporting an event)
- may have conclusion
- word choice is appropriate for intended audience
- uses words related to topic
- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- uses spelling generalizations, patterns, and structural analysis (Auntie)
- sometimes uses periods, question marks and exclamation marks
- errors may be distracting but basic communication is understandable

title:

Junie B. Jones and the big argue.

characters: Junie B, Jim, Grace, Mrs. Lucile, and Sam.

setting: playground and classroom

plot: Junie B gets in a fight with Jim because they bump into each other on the playground. They keep on argueing of who should have watched were they were going. Then other characters in the story try to stop the argument but end up argueing themselves.

Ending: The day after the arguement a new kid called Sam comes. As you might expect he is very shy. Although he stops the argument.

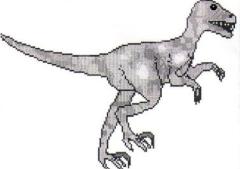
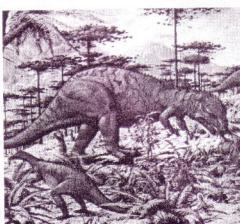
Discussion: This sample shows a summary response to a short chapter book (from the "Junie B. Jones" series). It identifies the title (but not the author), characters, setting, and provides a plot summary. The conclusion provided seems incomplete due to the incorrect use of "as you might expect" and "although" as transition words. These are sophisticated word choices for Grade 2; sometimes such choices are not used correctly. There is also an awkward phrasing with the use of "of" instead of "about" in the summary. This kind of error is also not uncommon in Grade 2.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- title gives topic
- middle follows topic
- follows organizational structure appropriate to form
- may have conclusion
- word choice is appropriate for intended audience
- uses words related to topic
- uses a variety of simple sentence patterns
- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable

Name	Ankylosaurus
Time Period	Cretaceous
Diet	It eats plants leaves and other veges.
Size	It is a small and big Dinosaur.
Interesting facts	The Ankylosaurus can run 30 miles per hour. An Ankylosaurus can break a bone in a Dinosaur's body. An Ankylosaurus is safe if a T rex wants him for dinner.
Name	ALLOSAURUS
Time Period	Jurassic
Diet	It ate meat.
Size	It was thirty five feet long.
Interesting facts	It had two arms. It was built to hunt. It used claws and teeth to rip other dinosaurs apart.
Name	It is a velociraptor
Time Period	Jurassic
Diet	It ate small dinosaurs
Size	It was 6-7 feet tall and 2.6-2.9m.
Interesting facts	It had a huge claw. They travel in pods. They communicate by a bone in their throat.



Discussion: This sample is a set of information cards. It combines pictures, headings and small amounts of information. The information is vague in places ("it is small and big", "communicate by a bone") and not all of it seems to be clearly understood by the author ("it was 6-7 feet tall and 2.6-2.9m"). The phrase format is not consistent; some parts are written in sentences and other parts are in point form. The format helps the author organize the information and present it in a way that is easy to read. It shows good use of technology.

MEETING STANDARDS

Rubric qualities:
- topic is clear
- writing stays on topic
- content is a collection of ideas
- writing includes simple details
- title gives topic
- middle follows topic
- follows organizational structure appropriate to form (information card)
- word choice is appropriate for intended audience
- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- errors may be distracting but basic communication is understandable

Dear Mr. Cain,

I enjoyed your slide presentation last week. I liked the part when you ran away from the snake. That made me laugh. In Nepal how much money would this be 200 rupees?

Could you show us what Nepalese Money looks like? I thought that it was interesting how they would stick the cow poop on the wall for it to be used for stuff. I would like to go to Nepal for a visit someday.

Your friend

Your friend.

Discussion: This sample shows a thank you note. It has a greeting and a closing. The body of the letter talks about the presentation and shows that the author has thought about the content. The body also flows well, through statements, questions, and a summary statement.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- writing is a collection of ideas
- writing includes simple details
- opening sentence gives topic
- middle follows topic
- follows organizational structure appropriate to form (letters)
- may have conclusion
- word choice is appropriate for intended audience
- uses words related to topic
- uses a variety of simple sentence patterns
- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- uses spelling generalizations, patterns, and structural analysis
- sometimes uses periods and question marks
- errors may be distracting but basic communication is understandable

A Recipe for a Garden

Ingredients

Your favorite flower seeds

Soil and dirt

A hole in the ground

Smooth stones or rocks

Water and sunshine

A watering can

Directions

1. Dig a hole in the ground.

2. Place soil and dirt in
the hole.

3. Stir up dirt and soil.

4. Dig tiny holes and place
flower seeds in.

Discussion: This sample is a set of instructions written as a recipe. It is well formatted, the information is clear, The steps in the "Directions" section flow well, and the "TIP" at the end provides a good conclusion. The word choice is clear and the sentence structure is consistent.

EXCELLING AT MEETING STANDARDS

5. Cover up the seeds with dirt.

6. Place the smooth stones around the hole until no
gravel or grass shows.

7. Water the flower seeds.

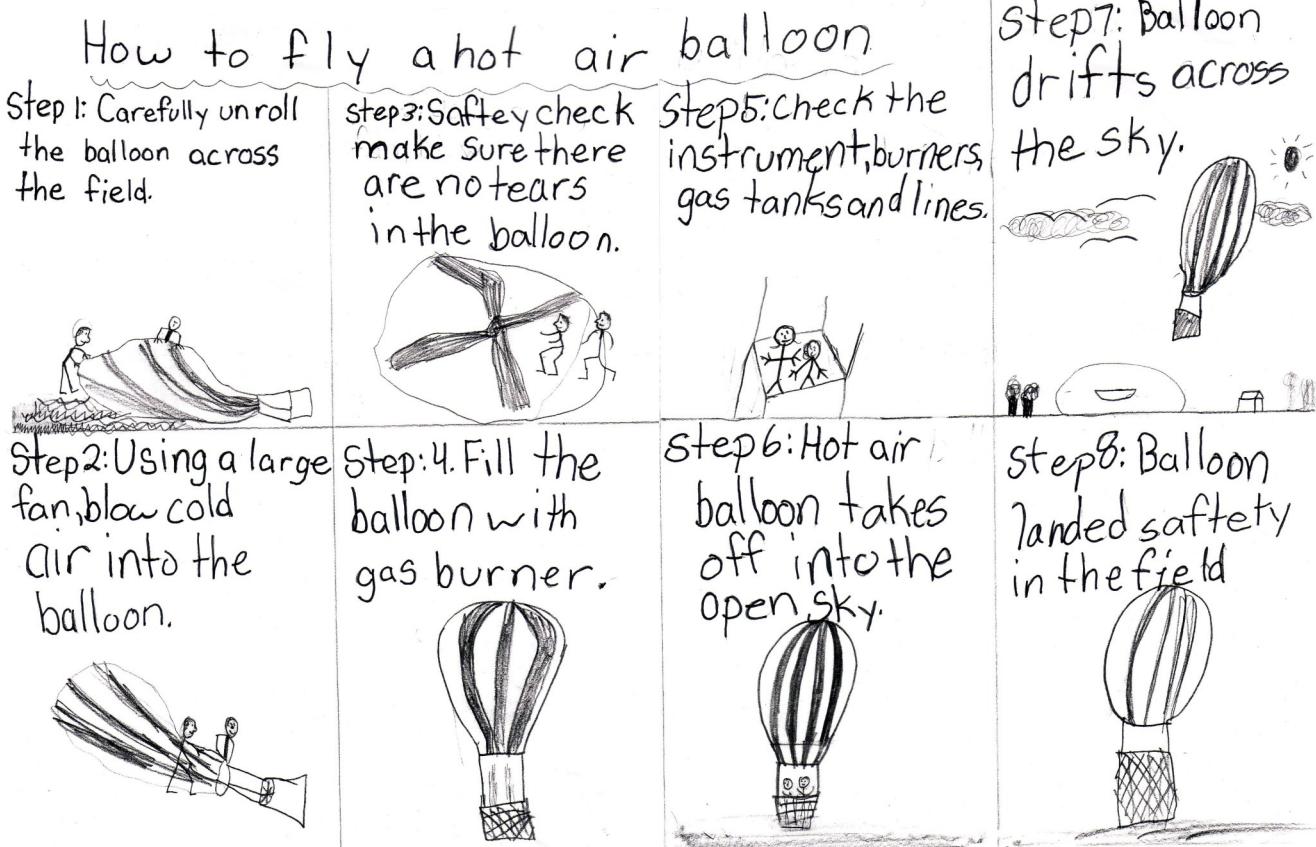
8. Make sure sunlight can get to the flower seeds.

9. Make sure you take care of your garden.

TIP: You can plant other seeds like vegetable and fruit seeds.

Rubric qualities:

- topic is clear
- writing stays on topic
- writing is a collection of ideas
- writing includes simple details
- title gives topic
- middle follows topic
- follows organizational structure appropriate to form (recipe)
- may have conclusion
- word choice is appropriate for intended audience
- uses words related to topic
- maintains format/tense appropriate to organizational pattern
- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- errors may be distracting but basic communication is understandable



Discussion: This sample is a "How To" sequence that uses illustrations combined with captions to explain a procedure. The captions give instructions and some basic explanation. Each step is consistent in phrasing and tense until Step 8, when the tense switches. The structure of Step 3 is also a bit unclear. The author chose vocabulary that is clear and that is specific to the topic.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- writing includes simple details
- title gives topic
- middle follows topic
- follows organizational structure appropriate to form ("How To")
- may have conclusion
- word choice is appropriate for intended audience
- uses words related to topic
- uses some descriptive words to create image
- maintains phrase format/tense appropriate to organizational pattern
- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- errors may be distracting but basic communication is understandable

By Grade Three, most students are consolidating their writing skills. They are able to use their growing competencies in speaking, writing, and representing to communicate ideas and information or to persuade others to a particular point of view. Students experiment with new vocabulary and sentence structure and try out different ways to organize and present their material. They also may use dialogue as a way to advance the plot. Generally, Grade Three students do not have good control over the use of quotation marks and other dialogue conventions, and it is often difficult to follow the plot unless the student reads the piece aloud. This can be opportunity for a small-group mini-lesson on keeping the audience in mind when writing, and the strategies authors use to make it clear who is talking, and when the speakers change. Although quotation marks are not expected to be mastered until Grade Four they can certainly be introduced at this level because so many students begin to use dialogue. Writing has a clear introduction and follows a logical sequence. Students begin to write for a wider variety of audiences. Students are now able to do some self- and peer editing, checking for errors in conventions. Students can also edit for completeness of thoughts and basic sentence structure. Teachers need to continue to model a variety of writing genres, stressing the connections between receptive and expressive language. Mini-lessons to teach author's craft also help to expand the grade three student's growing repertoire of skills. Students are becoming more aware of traditional story patterns and are trying to incorporate those in their own writing. Oral discussion now includes sharing opinions as well as information, and students are able to support their opinions with supporting details and "evidence". These supporting details also start to appear in writing, giving more depth to stories and descriptions.

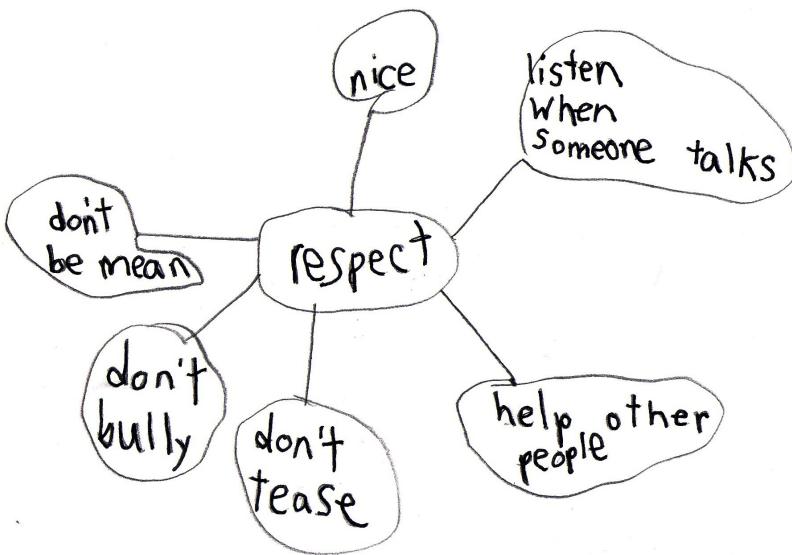
Dear mrs. Mckth can I have a
copy of the school song guitar
musick my unkel wuld like
to lean it
thanks. (PS can it be back by friday)

Rubric qualities:

- topic is clear
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to the writing purpose (request)
- word choice is appropriate for intended audience
- writing engages audience
- writing creates tone that is consistent with the content
- uses own words
- errors do not interfere with communication

Discussion: This sample is a request note. The author understands the purpose of a written request (as well as the idea that “putting it in writing” will help the recipient remember). The conventions reflect the fact that this is an informal communication. However, despite the errors, the intent of the communication is clear. The body of the message makes the request and provides a reason. The postscript gives a specific time frame.

APPROACHING STANDARDS



Discussion: This sample is an organizing web, giving supporting details around the topic of respect. The details are generally consistent in form.

APPROACHING STANDARDS

- writing creates a tone that is consistent with the content
- uses own words
- spells most high-frequency words correctly
- errors do not interfere with communication

Rubric qualities:

- topic is clear
- main ideas are supported with opinions
- topic is stated in the beginning (in centre of web)
- word choice is appropriate for intended audience

Recipe

3 ripe bananas
2 eggs
2 Cup flour
3/4 cup chopped nuts
pinch of salt
1 tsp baking soda

method:

add all ingredients
in or c der into a bowl
stir and Bake 15 mins. at 350°

Discussion: This sample is a simple recipe. It is missing both a title and the "Ingredients" heading; it does have a "Method" heading. The information is not complete (no mention of a pan in which to bake the bread, possibly missing some ingredients), and not always accurate (unlikely to be completely baked in 15 minutes). However, as an independent effort, it is well done. The phrasing is consistent throughout, and the word choice is adequate.

APPROACHING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported with facts
- information is organized in a meaningful way that is connected to writing purpose (recipe)

- word choice is appropriate for intended audience
- writing creates a tone that is consistent with content
- uses own words
- spells most high-frequency words correctly
- uses end punctuation correctly

Dear Mrs. Krause

3B studentes are wondering where
we play for Reces. Mrs a.... would
not let Breana play on the
piret ship toys. What acuit mint do we
yoos? sincerely 3B

Discussion: This sample is a request for information. The author understands the purpose of a written request for information. It contains a greeting and closure. The note states an issue and requests clarification. Although the conventions in this piece are weak (spelling in particular) but the word choice (wondering, equipment, sincerely) and sentence structure are more sophisticated.

Rubric qualities:

- topic is clear
- includes descriptive details
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to the writing purpose
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses a variety of simple and some compound sentences
- writing engages audience
- writing creates tone that is consistent with the content
- uses own words
- uses end punctuation correctly
- errors do not interfere with communication

Dear Mr Norris

I'm glad you made it yesterday. I needed that advice because I always wanted to be a cop when I grow up. Thank you very much for the spectacular day.

Your friend,
6

- uses a variety of simple and some compound sentences
- writing engages audience
- writing creates tone that is consistent with content
- uses own words

Uses capitalization correctly

- spells most high-frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

Discussion: This sample is a thank you letter, written to a guest presenter. It has both a greeting and a closure. The body gives a personal response to the presentation. The sentence structure is varied, including a compound sentence using "because" as the conjunction. The format of the letter has the greeting in the correct place and with correct spacing, and the closure with correct spacing. There is an attempt ("spectacular") to use descriptive language.

APPROACHING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported with some evidence (opinion)
- information is organized in meaningful way that is connected to the writing purpose (letter)
- word choice is appropriate for intended audience

$$\begin{array}{r}
 810 \\
 - 90 \\
 \hline
 46
 \end{array}$$

$$\begin{array}{r}
 44 + 3 = 47
 \end{array}$$

I rounded 93 to the nearest tens and it was 90 then I subtract it to 46 and add the 3 ones.



Discussion: This sample is an explanation of thinking about solving a math computation. The symbolic representation with the numbers helps to explain the thinking. There is some confusion in the statement "subtract it to 46" (46 is subtracted from 90); this could indicate some misunderstanding with the process, or it may be some difficulty with how to explain it correctly.

APPROACHING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported with some evidence
- information is organized in a meaningful way that is connected to the writing purpose
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses own words

- uses capitalization correctly
- spells most high-frequency words correctly
- uses end punctuation correctly
- errors do not interfere with communication

Questionnaire

1. What's your favorite show?**2. Why do you like it?****3. Do you know all the names of characters?****4. Which one is your favorite?****5. What other shows do you like?****6. Which one is your second favorite?**

Discussion: This sample is a set of questions intended for a survey. The questions drift slightly off topic at the end. The questions will not give easy-to-record results, but that should be a learning experience that can be discussed in a conference. However, the questions are clear and the flow well from beginning to end.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- includes descriptive details
- topic is stated at beginning
- information is organized in a meaningful way that is connected to the writing purpose (survey)
- word choice is appropriate for intended audience
- writing creates tone that is consistent with content
- uses own words

- uses capitalization correctly
- spells most high-frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

Sample 8



Description: This sample is a list; it can be presented this way or could also be reformatted as a poem. The nine supporting details are consistent in phrasing structure and format. The word choice is good, although there are two places where the word choices are not used correctly ("giving presents to relatives and receiving", "Christmas turkey and servings"). The final item on the list is used as a conclusion, and uses an exclamation point to emphasize it.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- includes descriptive details
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to the writing purpose (survey)
- word choice is appropriate for intended audience
- uses precise vocabulary related to topic
- writing engages audience
- writing creates tone that is consistent with content
- uses own words
- spells most high-frequency words correctly
- uses end punctuation correctly
- errors do not interfere with communication

Sept. 27, 06

Dear Ms Lee,

I finished reading a book called The Gruesome Guide to World Monsters. It is about fake information for monsters like in the book there was a monsters that challenge you to a wrestling match and tickles you to death, and to survive it you touch its left arm pit.

From,
J

- writing engages audience
- voice is evident
- writing creates a tone that is consistent with content
- uses own words

Discussion: This sample is a response to a book, written as a note to the teacher. It includes the date, a greeting, and a closing. The page is set up with visual prompts to remind the author to use those features correctly. The body of the letter introduces the book, giving the title, and then tells what the book is about and gives an example. There is some difficulty with the sentence structure in the explanation section ("...fake information for monsters like in the book..."). This kind of difficulty is not uncommon in Grade 3.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported with some evidence
- includes descriptive details
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to writing purpose (letter)
- word choice is appropriate for intended audience
- uses precise vocabulary related to topic
- uses a variety of simple and some compound sentences

- uses capitalization correctly
- spells most high-frequency words correctly
- uses end punctuation correctly
- errors do not interfere with communication

Responsibilities In My Family Outline

All Kids

I clean, up, room, takeout
2. home, work, lunch
3. making, bed
4. listening
5. going, to, bed, 8:00

II Mommy

1. making, breakfast, lunch, supper
2. washing, clothes
3. asking, kids, what they, want, take, keep, and, not, keep
4. buying, clothes
2. reading, to, kid, taking, care, of, kids
5. clean, table, helping, kids, read
6. wash, dishes
6. square, for, a, house, every, month

Daddy

III

1. waking, up, 6:30, to, get, ready, for
2. washing, dishes
3. cheering, up, family, members
4. driving, to, work
5. making, snacks
6. keeping, family, safe
7. helping, kids, read
8. buying, clothes
9. wash, table

Discussion: This sample is an outline. It is a way to provide supporting details for key ideas. It uses a combination of numbering and formatting to keep the ideas organized. This piece shows an over-generalization of the use of commas; instead of being used to separate ideas, they are used to separate each word. The phrasing is consistent throughout the piece, and the key ideas are clearly linked to the topic.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported with some evidence
- includes descriptive details
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to writing purpose (outline)
- word choice is appropriate for intended audience
- uses precise vocabulary related to topic
- writing creates a tone that is consistent with content
- uses own words
- spells most high-frequency words correctly
- errors do not interfere with communication

NJ Macpherson School
525 Range Lake Road
Yellowknife NT
X1A 3X1

November 12, 2002

Dear Saint Nick,

I hope you think I've been good this year because I have a big list of things but not as many things as last year. I have a question did Rudolph get a bleeding nose or is it just shiny red. Let's get to the presents I want a Game Cube and Game for the Game Cube a remote control truck a bey blade stadium a portable shock rezistens Cd player and you'll probably not get this for me but I want a puppy dog please

from your friend



NJ Macpherson School
525 Range Lake Road
Yellowknife NT
X1A 3X1

November 13th 2002

Dear Saint Nick,

I hope you think I've been good this year because I have a big list of things but not as many things as last year. I have a question did Rudolph get a bleeding nose or is it just shiny red. Let's get to the presents I want a Game Cube and a Game for the Game Cube a remote control truck a bey blade stadium a portable shock rezistens Cd player a you'll probly not get me this but I want a pupie dog. From your friend T.



Discussion: This sample is a "letter to Santa" (a common activity in grade 3 and 4), showing both a first and second draft. The letter shows good structure (return address, date, greeting, body, and closure). The body includes a nice opening sentence, setting the context and adding a bit of humour. This is followed by a small joke, and then the list of requested presents. The content is actually quite clever, and the piece is well organized. There is also a strong sense of the author's voice. The most noticeable difference between the two drafts is spelling corrections. There is no evidence of revision of content or crafting of the piece. Despite the corrections done to the first draft, there are still a lot of convention errors (end and internal punctuation, and capitalization of toy names). There are also some problems with run-on sentences; this may be due to poor punctuation and capitalization control, but it should have been corrected during the editing conference.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported by opinions
- includes descriptive details
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to the writing purpose (letter)
- simple conclusion is stated
- word choice is appropriate for intended audience
- uses some descriptive language to create an image
- uses a variety of simple and some compound sentences

- writing engages audience
- voice is evident
- writing creates a tone that is consistent with the content
- uses own words
- spells most high frequency words correctly; unfamiliar words are spelled phonetically
- errors do not interfere with communication

Producers & Consumers

1. Producers produce their own food.
 2. Consumers eat other living things. There are 3 kinds: carnivores, herbivores, and omnivores.
 3.

- Wolf owl Caibou
 - deer raccoon beavers
 - human moose pigs

4. Carnivores eat only meat
 5. herbivores eat only plants
 6. Omnivores eat both plants and meat.

Discussion: This sample is a summary of science information. It uses jot notes as well as a Venn diagram. The content is clear, and there is an attempt to use a numbering structure (although the period is incorrectly placed before the number). The author also has recognized that the information in the Venn diagram is not readable, so it is listed more clearly underneath.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported by some evidence
- includes descriptive details
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to the writing purpose
- word choice is appropriate for intended audience
- uses a variety of simple and some compound sentences
- writing creates tone that is consistent with the content
- uses own words
- spells most high-frequency words correctly
- errors do not interfere with communication

Harry Potter and the Philosopher's Stone Novel Review

Harry Potter was an ok book. My favorite part was Quidditch. I like it because it is a fun rough sport. My favorite character is Ron and how he plays chess a lot. Some things about Harry Potter I dislike are how they have to use wands and they have potions and charms. I would really like more monsters and more attacking with curses. I wish they had some more duels and more bad guys. I like how they've got houses at Hogwarts. They need more humour. That's what I think.

- topic is stated in the beginning
- information is organized in a logical way that is connected to the writing purpose
- simple conclusion is stated
- word choice is appropriate for the intended audience
- uses precise vocabulary related to the topic
- uses a variety of simple and some compound sentences
- writing engages audience
- voice is evident
- writing creates a tone that is consistent with content

Discussion: This sample is presented as a book review, although it is more of a personal response to the novel than an actual review. It offers key ideas (likes and dislikes), with some supporting details. The details are general ("I like it because it is a fun rough sport", "how he plays chess a lot") but they are connected to the key points. The piece is generally well organized, listing the positive points first, then the negatives, and finally, the suggestions for improvements. There is one misplaced sentence, possibly included to extend the length of the piece, or else as an afterthought.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported with some evidence

- uses capitalization correctly
- spells most high-frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

Heidi

Heidi is a 5 year old Girl who is right now living with her Aunt but set out on an enormous adventure up the mountains to her Grandfathers. Heidi's parents died in a terrible forest fire when Heidi was just a baby. Heidi is also very excited to see her Grandfather for the first time. Heidi saw her Grandfather before but was so young that she doesn't remember a thing. They eventually got there and oh he recognized her all right. He was a very grumpy man and as soon as he saw her he went inside and slammed the door right behind him. When they got right up to the house Heidi opened the door and asked her Grandfather is he remembered her and he said no get out of here. When Heidi got outside her aunt was gone half way down the mountain Heidi announced where are you going? Her aunt

answered back "I am leaving now so have a nice time with your grandfather." A couple minutes later Heidi went back to the house and her Grandfather asked her where she wanted her bed to be and he was even making her a chair for the table. After that they were happy together and got used to it so Heidi stayed there.

Discussion: The sample is a book summary. It focuses on the beginning of the book, with a very quick summary at the end. This organization issue is still common in Grade 3. The summary is not completely accurate, but is a close approximation. The tense switches from present to past and back again several times, but this is not uncommon for Grade 3. There is also a developing voice in the piece, coming through in comments such as "oh he recognized her all right", and "After that they were happy together and got used to it". The sentence structure in this piece is more advanced than is usual in a Grade 3 piece, although it is not always well-controlled. There is some strong word choice (enormous adventure, eventually, recognized, excited) but not all are used appropriately (announced). There are some capitalization errors (Girl, Aunt, Grandfathers) that could have been corrected through an editing conference. There are also a number of errors with internal punctuation (commas, quotation marks, and apostrophes); these skills are beyond the Grade 3 curriculum and so are not considered as errors.

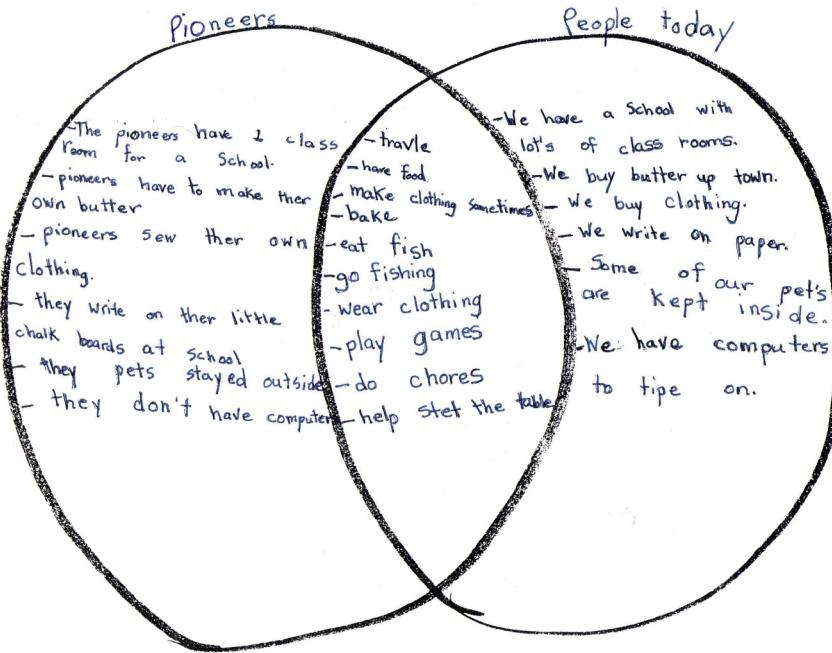
EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported by some evidence; may include unnecessary information
- includes descriptive details
- topic is stated in the beginning

- information is organized in a logical way that is connected to the writing purpose (summary)
- simple conclusion is stated
- word choice is appropriate for intended audience
- uses some descriptive language to create an image
- uses a variety of simple and some compound sentences
- uses some transition words
- writing engages audience
- voice is evident
- writing creates tone that is consistent with content
- uses own words
- spells most high-frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

Students in Grade Four write for a variety of purposes and audiences and are able to set more specific purposes for writing. They are expanding their informational writing, including information from a variety of sources and looking at different techniques and forms to convey their meaning. Narrative writing uses dialogue and description to show action; the content expands to include imagination and fantasy. In Grade Four, students begin to organize their writing in paragraphs. Students continue to require focused mini-lessons on the author's craft to develop their skills; they understand how visuals can help to focus the attention of the reader or to emphasize ideas. They also are able to adapt their language use to particular audiences and purposes and begin to use resources such as dictionaries, a thesaurus, or a spell checker to support conventions. Shared, guided, and independent writing time continue to be important within the class schedule. Students in grade four continue to need opportunities to share their work with others, and to write for real audiences and purposes.



Discussion: This sample uses a Venn diagram to compare two time periods. The overlapping section uses jot notes to record the information, while the two circles use full sentences (in the "People Today" section) and sentences and phrases (in the "Pioneers" section). The content is quite basic, as are the descriptions.

APPROACHING STANDARDS

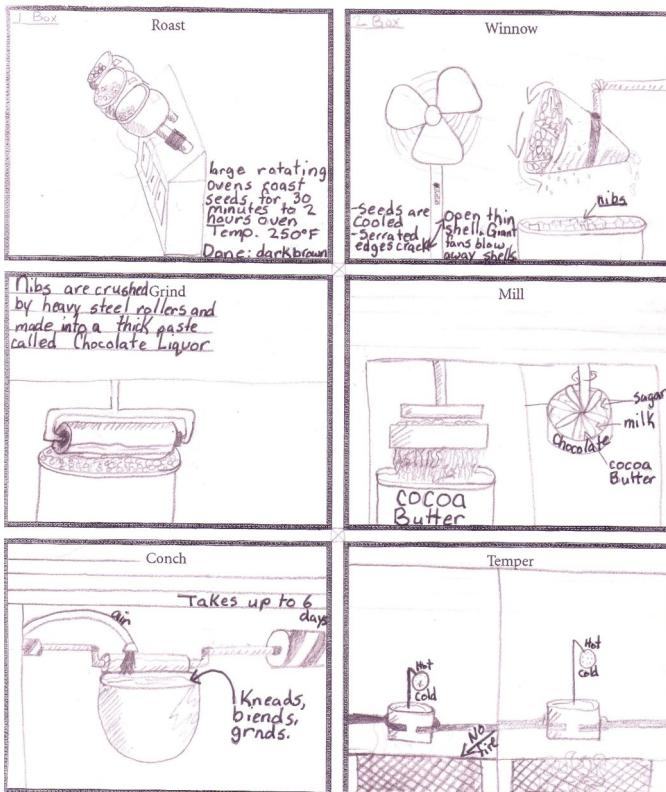
Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- main ideas are supported with evidence

- topic is stated in the beginning
- information is organized in a logical way that is connected to the writing purpose
- word choice is appropriate for intended audience
- writing creates a tone that is consistent with the content
- errors do not interfere with communication

Sample 2

Steps in Chocolate Making

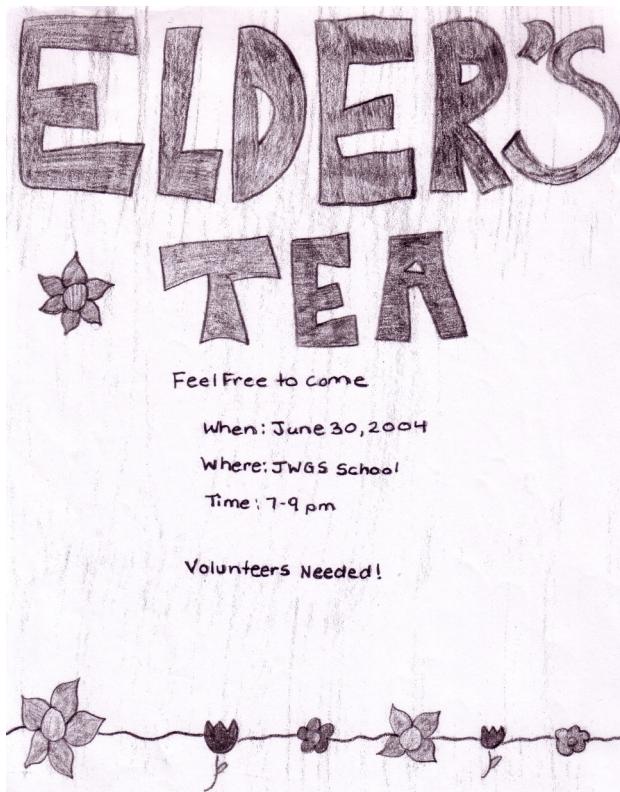


Discussion: This sample is a summary of information. The categories are pre-determined; the author has created the diagrams and the captions. There is labeling as well as the captioning. The format of the captions is not consistent; some are written as sentences and some are jot notes. While the steps in the process are shown, not all are very well explained.

APPROACHING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are supported by evidence
- topic is stated in the beginning
- information is organized in a logical way that is connected to the writing purpose; uses diagrams, captions
- word choice is appropriate for intended audience
- uses precise vocabulary related to topic
- writing creates tone that is consistent with content
- spells most words correctly; unfamiliar words are spelled phonetically
- errors do not interfere with communication



Discussion: This sample is an advertising poster. It presents the information clearly, and the layout is effective.

APPROACHING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to the writing purpose (advertising poster)
- word choice is appropriate for intended audience
- writing engages audience
- writing creates tone that is consistent with content
- uses capitalization correctly
- spells most words correctly
- uses end punctuation correctly
- errors do not interfere with communication

I really liked the book Harry Potter and the Philosopher's Stone by J.K. Rowling. I really liked it because it was really funny and there was so many surprises. When I read the book I thought it was so cool that they used wands and spells. I liked the characters. I think Professor Flitwick was funny. I didn't like Professor Snape. He seemed really mean. When I read the book I thought of how fun it would be to be a witch or a wizard. My favourite part of the book was when Harry played at the Quidditch Match. I think J.K. Rowling is a very creative writer.

Discussion: This sample is a simple book review. It lists likes and dislikes, as well as personal connections and opinions. The statements are quite general; the opinions are not supported with specific examples or facts from the book. The sentence structure is controlled and the word choice is general (cool, funny, surprises), but adequate. The conventions in the piece are strong.

APPROACHING STANDARDS

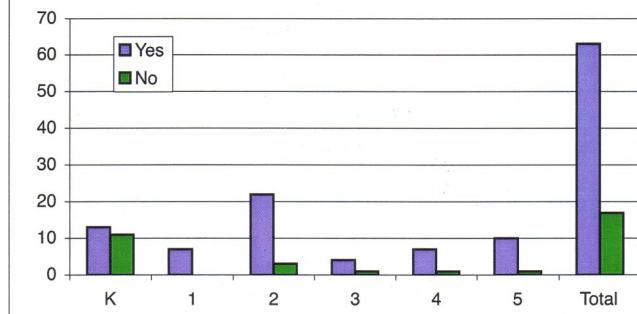
Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- includes descriptive details
- topic is stated in the beginning
- information is organized in a logical way that is connected to the writing purpose
- conclusion is stated
- word choice is appropriate for intended audience

- writing creates tone that is consistent with content
- uses capitalization correctly
- spells most words correctly
- uses end punctuation correctly
- uses apostrophes correctly
- errors do not interfere with communication

Do NJ MacPherson Students Want a Talent Show?

	Yes	No	Total
K	13	11	24
1	7	0	7
2	22	3	25
3	4	1	5
4	7	1	8
5	10	1	11
Total	63	17	80



Discussion: This sample shows a survey and accompanying graph which translates the survey results. The information is clearly presented and the layout makes it easy to read and understand.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- topic is stated in the beginning (title)
- information is organized in a meaningful way that is connected to the writing purpose
- word choice is appropriate for intended audience
- writing engages audience
- writing creates a tone that is consistent with content
- uses capitalization correctly
- spells most words correctly
- uses end punctuation correctly
- errors do not interfere with communication

Sample 6



PO Box
Ft Simpson NWT
XOE OnD

Tuesday Dec 16, 2003

Dear Santa,

My name is G and I am 10 years old. I go to Bempas Elementary School. Christmas is my favorite time of year. I like Christmas because I get to go to Mornville and Edmonton to see my aunts, uncles, and cousins. I have 1 Aunt, 1 uncle and 6 cousins in Mornville. I have 1 aunt and 1 uncle in Edmonton. I am adopted so I have 5 sisters. My real sisters are A and C. My 2 adopted family sister are E and J. My other sister is my foster sister named R. I have 2 dogs, 1 cat, 3 birds, 1 fish and 3 hamsters.

For Christmas I would love a GameBoy SP. I would also love a very cute baby girl bunny. I have always wanted one. I want a Million Dollar Check for Christmas so I can buy my pets stuff.

Sincerely,

P.S. I will have a lot of Egg Nog and cookies out for you!!

Discussion: This sample is a letter. It uses a standard letter format, with return address, date, greeting, body, closing, and post-script. The format is supported by the layout on the page. The content is conversational, sharing information that is not particularly connected to the topic, but the piece does flow. There is voice evident in the personal information and the gift requests and post-script.

MEETING STANDARDS

Rubrics qualities:

- topic is focused and maintained
- includes sufficient information to explain topic
- may include unnecessary information
- topic is stated in the beginning
- information is organized in a logical way that is connected to the writing purpose (letter)
- word choice is appropriate for intended audience

- voice is evident
- writing creates a tone that is consistent with content
- uses capitalization correctly
- spells most words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

Character Description
 Stone Fox who was an aborigine and entered the race so he could get his land back from the White men. He would buy his land back. His tribe was peaceful seed gatherers. Stone Fox wanted the money as bad as Willy.

Stone Fox has a dark colored headband he was tall and dark face and hair. He had moccasins that came all the way to his knee. His eyes sparkled in the sunlight. His face was as hard as stone. Luckily Willy wasn't scared of Stone Fox.

Fortunately Stone Fox is very unbeatable in races. Cool!

I think Stone Fox feels sad because the White men stole his property. Poor Stone Fox!

Character Description of Stone Fox

Stone Fox was an aborigine and from the Shoshone tribe, who entered the race so he could get his land back from the White-men. With the money he won, he would buy his land back. His tribe were peaceful seed gatherers.

Stone Fox wanted the money as bad as Willy.

Stone Fox had a dark colored headband. He was tall with a dark face and dark hair. He had moccasins that went all the way to his knees. His eyes sparkled in the sunlight. His face was as hard as stone.

Lucky Willy wasn't scared of Stone Fox. Fortunately, Stone Fox was very unbeatable in races. Cool! I think Stone Fox Stone feels sad because the White men Stole his property. Poor Stone Fox!

Discussion: This sample shows a first and second draft of a character sketch from the novel Stone Fox. There are a few revisions in the second draft, but the differences are primarily editing changes. The description of Stone Fox is primarily his physical appearance, but there are a few character elements, too. There is an attempt to use some descriptive language ("his eyes sparkled in the sunlight", "his face was as hard as stone"). There is some variety in sentence structure, but not all the sentences show good control. The second draft shows better structure than the first.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain topic
- main ideas are supported with evidence; explains opinions and ideas
- includes descriptive details
- topic is stated in the beginning
- conclusion is stated
- word choice is appropriate for intended audience
- uses a variety of simple and compound sentences
- writing creates tone that is consistent with content
- uses words that add clarity and detail
- spells most words correctly
- uses end punctuation correctly
- errors do not interfere with communication

Dear Mr. O

Hello, How are you? I am good. Are you married? Do you have any brothers or sisters? Where did you live before you move to Norman Wells? Where do your parents live?

I have a little brother, his name is J and he is 4 years old and I have a big sister named R, she is 22 years old. My mom's name is J my dad's name is J. My favorite color is blue, and my favorite cartoon is the Simpsons

I might move to Yellowknife because my mom wants to go back to school. I really like Yellowknife because Uncle L, Auntie J, J, H, and B live there. I love being around my Uncle.

I really enjoy being your student, you are an awesome teacher.

Your friend,
J

Box
Norman Wells N.W.

XOE-QUA
October 6, 2004

Description: This sample is a friendly letter. It uses correct formatting (return address, date, greeting, body, and closing) and is organized in paragraphs. The content is general, but the author's voice is evident in the questions being asked and in the information chosen to be shared. Control of sentence structure is generally good, although it does falter in a few places. These are longer, more complex sentences, so that is not uncommon at this grade level. The word choice in this piece is basic but effective.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- topic is stated in the beginning
- information is organized in a meaningful way that is connected to the writing purpose (letter)
- conclusion is stated
- word choice is appropriate for intended audience
- uses a variety of simple and compound sentences
- writing engages audience
- writing creates tone that is consistent with content
- uses capitalization correctly
- spells most words correctly
- uses end punctuation correctly
- errors do not interfere with communication

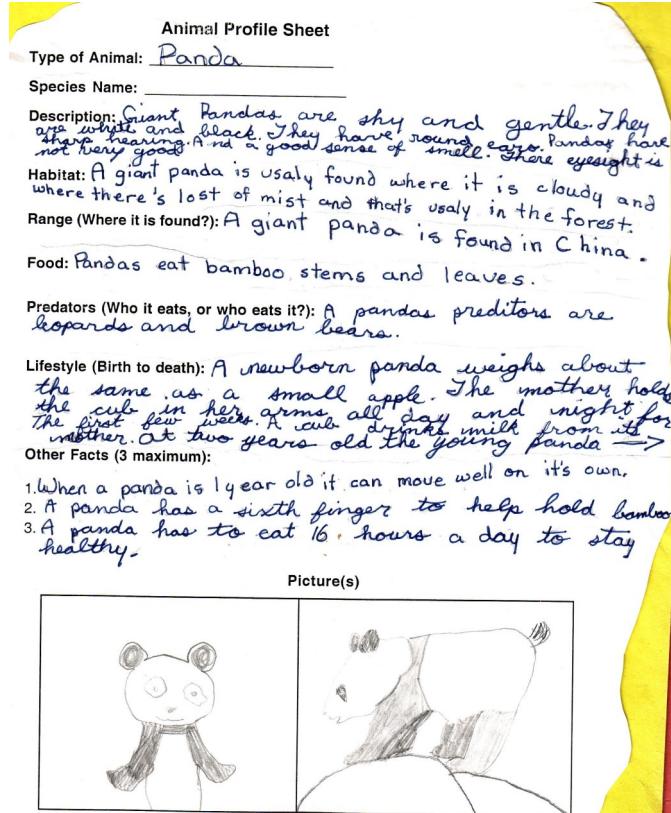
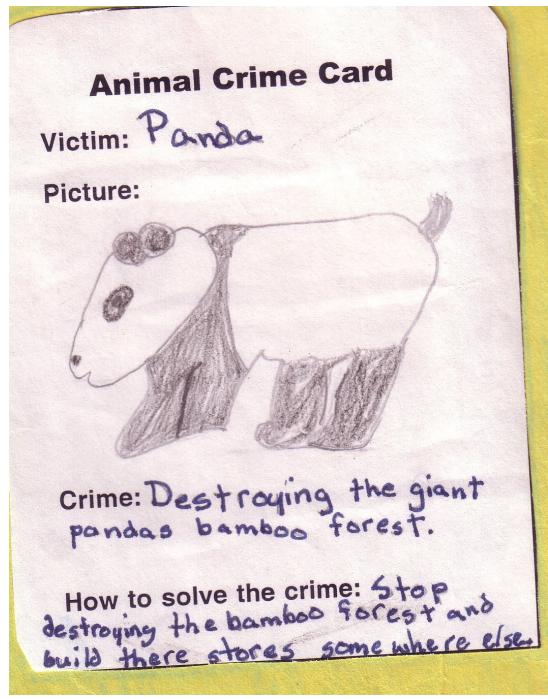


Discussion: This sample is written as a comic strip, with captions explaining the illustrations. It is intended to explain a process of good decision-making, as well as to deliver an anti-smoking message. There is an effort to have the comic strip be able to convey the message on its own, although the captioning does make it much clearer. There is some awkwardness in the sentence structure in the captions ("Jade is telling Lil if she wants to play...") and some switching of tenses, but the message is generally clear. There are some convention errors, but they do not interfere with the communication.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain topic
- main ideas are supported with evidence
- topic is stated in the beginning
- information is organized in a meaningful/logical way that is connected to the topic (includes captions)
- conclusion is stated
- word choice is appropriate for intended audience
- uses a variety of simple and compound sentences
- writing engages audience
- voice is evident
- writing creates a tone that is consistent with the content
- spells most words correctly
- errors do not interfere with communication



Discussion: This sample is the data collection for a research project. The connection between the "crime card" and the animal profile sheet is not clear, nor is the information on the crime card. The information on the profile sheet is written in sentences, which is not a common format for notes. However, the information is clear, and generally connected to the category headings.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to maintain topic
- main ideas are supported by evidence; information is factual
- word choice is appropriate for intended audience
- uses precise vocabulary related to topic
- follows format-appropriate phrase structure
- writing engages audience
- writing creates tone that is consistent with content
- uses words that add clarity and detail
- uses capitalization correctly
- spells most words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

leaves its mother, at five or six years it will start a family of its own. They live by themselves in their own small area of bamboo forest.

The Saviour Is Born

I'm scared; we haven't done this before. I hope the baby is OK. He's a good one. Joseph is gone to get the donkey. I'm getting the hay. It's pretty easy, but it's heavy. I have a boy offered to help me get it to the stable. Joseph came back and then we started on our journey. A few days ago, an angel named Gabriel came and said that I'm going to have God's baby.

We're still on the hot trail in the desert. Poor Joseph's feet are aching. Oh, how nice it would be if we saw a little fountain and could put our feet

good thing that Joseph was on the donkey too. In Bethlehem we searched for a place to stay. We walked from door to

door. "No, no" they said. Finally, we found a place. One person said, "We have one place, but it's a stable, so it's not fit for a pregnant woman." We said, "It's not fit for a king, but it's good for us." In the stable that night I gave birth to a handsome, young boy named Jesus. Joseph made a bed for him in the manger. He ripped a piece of his shirt and unwrapped it around the baby as a blanket. The angel Gabriel appeared and began to sing, "Kings, bring your gold and pray. Shepherds, bring a sheep and pray. Drummer boy, drum, drum drum on your drum and pray." The whole world celebrates Christmas to remember Jesus' birthday.

in it. After a few days of travel, we saw a shepherd boy. He asked us why we were out here - I said we were going to Bethlehem. He said he could help us because he lives close to Bethlehem, so we walked a long, long way. When the boy got to his home, he offered us a place to stay for the night. We said yes and we went in and went to sleep right away because we were so hungry, thirsty and especially tired.

We woke up very early and we went out to say good-bye. I'm a little while we finally saw Bethlehem. The donkey ran faster and faster. It was a

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to maintain topic

Discussion: This is a retelling of a biblical story, from a first-person point of view. It is written like a diary or travelogue entry, although there are no "dates" included to indicate separate days. The focus and point of view are maintained throughout the piece, which is significant given its length. There are details that have been added that are apparently taken from the author's own imagination ("how nice it would be if we saw a little fountain"; "went to sleep right away"; "it was a good thing that Joseph was on the donkey too") but which add good voice to the piece. The dialogue formatting is

incomplete - although the quotation marks are correct, the internal punctuation is missing and each section of dialogue should be a new paragraph.

However, despite those errors, the communication is clear.

EXCELLING AT MEETING STANDARDS

- main ideas are supported with evidence; may include unnecessary information
- includes descriptive details
- topic is stated in beginning
- information is arranged in a logical/meaningful way that is connected to the writing purpose
- conclusion is stated
- word choice is appropriate for intended audience
- uses precise vocabulary related to topic
- uses descriptive language to create an image
- uses a variety of simple and compound sentences
- uses some transition words
- writing engages audience
- voice is evident; states information in a unique manner
- writing creates tone that is consistent with content
- uses words that add clarity and detail
- uses capitalization correctly
- spells most words correctly
- uses end punctuation correctly
- uses apostrophes
- errors do not interfere with communication

WANTED !!



Discussion: This sample uses the format of a "wanted" poster, although it adds extra information categories near the end. The piece makes good use of colour and layout features, including punctuation, block letters for headings, and design elements. It also uses an inserted definition (short three coloured horn (alicorn)) and then uses the term later in the piece. There are some minor errors in tense and number agreement, as well as some spelling errors, but none interfere with the overall communication.

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain topic

WHO: Original Unicorn (Rose)

APPEARANCE: Short three colored horn (alicorn), white bodies, white heads, silky beard, and hoofs like a goat.

TRAITS: Playful, silly, frisky, old, beautiful, magical, graceful, powerful, mysterious, healer, wisdom.

HABITS: Likes pure young maidens, likes to goat of & be silly, likes to lay under apple trees, likes maidens voice.

WHERE: Under an apple tree at night.

WHY: I want it for a pet.

I do not want to cut off its alicorn. I will train it to know where its home is and I will let it run free when it wants, but it will come back when it wants.

REWARD: Your reward is immortality or \$100,000,000.

WHY: I want to keep the unicorn safe incase they get in stinked I will still have saved one.

IF FOUND: I will keep

it for a pet. I will feed it and take very, very good care of it.

- main ideas are supported with evidence
- includes descriptive details
- topic is stated in the beginning

- information is organized in a meaningful/ logical way that is connected to the writing purpose; includes headings
- conclusion is stated
- word choice is appropriate for intended audience

- uses precise vocabulary related to topic
- uses descriptive language to create an image
- writing engages audience
- voice is evident
- writing creates tone that is consistent with content
- uses words that add clarity and detail
- uses end punctuation correctly
- uses commas
- errors do not interfere with communication

Students in Grade Five continue to refine their writing skills in multiple genres. They are able to make notes (with guidance) and integrate into their writing ideas and information from several sources. They are able to experiment with different organizational formats and genres to share their ideas and information. Grade Five students are becoming more aware of their own voices when they write, and begin to try to develop their uniqueness. They become better able to structure their writing in paragraphs using a logical plot sequence (for narrative) and different organizational formats (compare/contrast, cause and effect, etc.) for informational text. The actions and/or events are often structured to advance the plot, and the ending is often contrived to fit the actions and the story problem. As the middle of the piece becomes more complex, it may be harder to tie up all the loose ends. They develop more control over conventions including tense and spelling. Students use expanded vocabulary in their writing, and are becoming more able to match word choice to audience and purpose for writing. They pay more attention to the connections between form, purpose, and audience, and begin to apply the “writing process” in different situations (video production, slide shows, drama, music, etc.). Time to work on self-selected pieces, with lots of opportunity and support to craft and refine them, continues to be important.

A FRIEND SHOULD HAVE THESE QUALITIES...

MY TOP TEN LIST

- 1) RESPECT
- 2) ALWAYS THERE FOR YOU
- 3) LOYAL
- 4) honest
- 5) CONSIDERATE
- 6) FUNNY
- 7) TRUSTING
- 8) SOMETHING IN COMMON
- 9) HELPFUL
- 10) COMMUNICATE WELL!!!

Sample 2

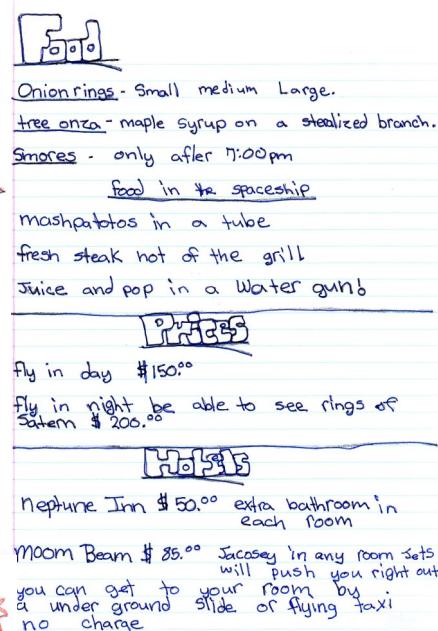


Discussion: This sample is modeled on a "Top Ten" list. It contains good ideas, but there are some structural problems with the piece. Generally, a list like this should follow a consistent pattern (all adverbs, each one to start with a verb, etc.). The computer formatting is inconsistent (change of font for #4) and the having it all centred makes it more difficult to read.

APPROACHING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- beginning states topic
- information is organized in a meaningful/logical way that is connected to writing purpose
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- follows format appropriate phrasing
- writing engages audience for specific purpose
- writing creates a tone that is consistent with content
- spells most words correctly; errors do not significantly impede meaning



Discussion: This sample is a brochure, advertising the rollercoaster on the rings of Saturn. The layout is generally effective, although the headings on the centre page vary in placement, which makes it harder to follow. The front and back pages are consistent in focus, but the centre information page is not clearly connected to the topic. The ideas on the centre page are engaging individually, but they do not flow together. This lack of focus makes the piece seem disjointed and unclear.

APPROACHING STANDARDS

- topic is focused and maintained
- main ideas are expanded through examples
- includes descriptive details
- content is developed with audience purpose in mind
- beginning states topic and may introduce supporting details and ideas
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses varied sentence lengths
- writing creates a tone that is consistent with the content

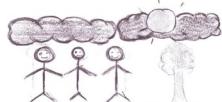
Youth Gathering

When: May 13 / 2004

Time: 6:00pm - 8:00pm

Where: Band Office

Why: To help kids and listen to what they have to say



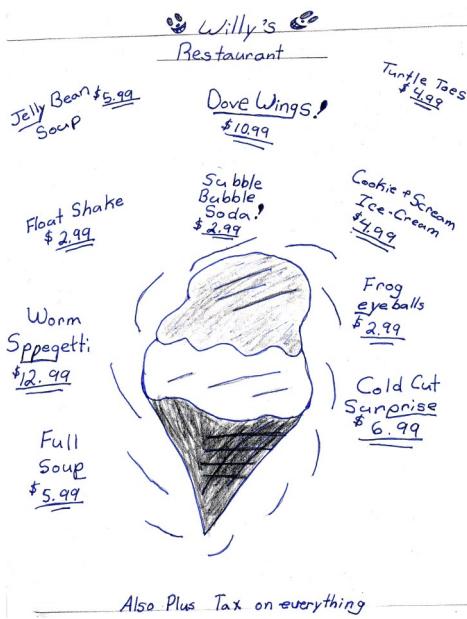
HELP Kids Feel
Better ☺

Discussion: This sample is an advertisement. It uses good layout strategies (strong title at top and closure at bottom; information clearly stated in the middle; good spacing). The information is presented in categories, using headings

APPROACHING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are supported with evidence
- content is developed with audience/purpose in mind
- beginning states topic
- information is organized in a logical/meaningful way that is connected to the writing purpose
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- follows format-appropriate phrasing
- writing engages audience for specific purpose
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning



Discussion: This sample is a menu. It does not follow a standard menu format but presents the information more like an advertisement. It also appears to be trying to incorporate a Hallowe'en theme ("Cookie and Scream", "Frog eyeballs", "Worm Spaghetti"). The format is not particularly effective; the title (the name of the restaurant) does not stand out from the rest of the information, and the illustration that dominates the piece does not have a strong connection to the content. There are spelling errors that do make the piece more difficult to understand, and capitalization conventions are not applied consistently.

APPROACHING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic (title)
- information is organized in a meaningful/logical way connected to writing purpose

- word choice is appropriate for intended audience
- follows format-appropriate phrasing
- writing engages audience for a specific purpose
- writing creates a tone that is consistent with content
- uses correct capitalization
- spells most words correctly; errors do not significantly impede meaning

Literacy

Dear Editor,

I am writing today about literacy. I feel that kids should learn how to read better. So I think it would be good to have more challenging books for schools. Also, it would be good to have more books so that kids have more opportunities to read.

Fundraising and money from the government can help get more math books, reading books, spelling books and many more books for schools.

It's amazing that in some countries some families do not have enough money to send their kids to school.

Everyday, parents should read with their kids at home for at least half an hour. We should all do our part so kids can have a better future.

C... M..., Tulita

Discussion: This sample is an opinion piece, written as a letter to the editor of a newspaper. The piece starts with a strong opening, with two supporting details. The second paragraph is not clearly connected to the first, and the third is not connected at all. However, the final paragraph does a good job of summing up the original idea, and offering a suggestion. Despite the gaps in content, the letter does follow the general format for a letter to the editor. There is an attempt to use transition words within the first paragraph ("So", "Also").

MEETING STANDARDS

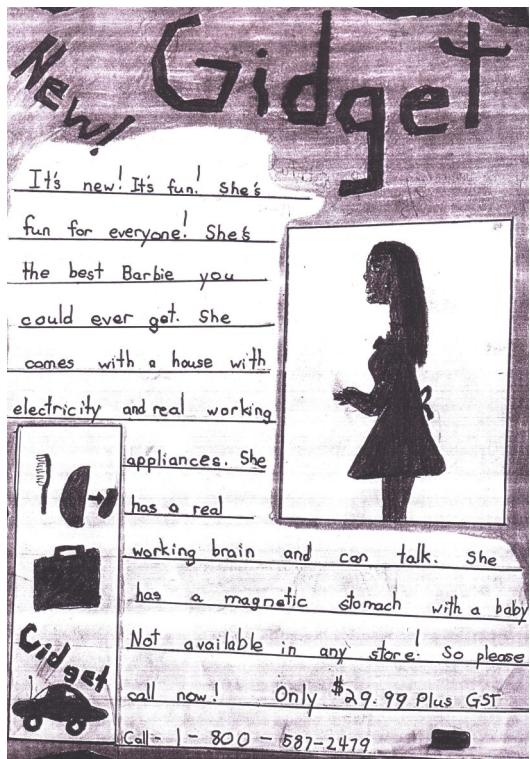
Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- main ideas are supported with evidence
- may include some unnecessary information
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas

- information is organized in a meaningful/logical way that is connected to writing purpose
- conclusion, though brief, is supported by information in content
- follows organizational structure of specific format

- word choice is appropriate for intended audience
- writing creates a tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Sample 6



Discussion: This sample is an advertisement. It starts with an attempt to persuade the reader that the new doll is "the best you could ever get", then goes on to list its key features. The piece ends with the price and ordering information. The sample follows the general format for a persuasive advertisement. The illustrations support the content. The word choice and sentence structure are adequate, and the tone is typical of the genre.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses a variety of simple, compound, and some complex sentences
- uses varied sentence lengths

- writing engages audience for specific purpose
- voice is evident
- writing creates tone that is consistent with content

- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Spring Dance

No Alcohol

No Drugs

No Kids after 9:00 pm

When: May/01/2004

Where: Pool-Hall

Time: 7:00-11:00 pm

Everyone is welcome to attend the dance.
Vote for King and Queen.

Names: James - Lisa
Floyd - Leah
Shane - Freda

Adults may attend the dance.

Discussion: This sample is a notice, advertising a dance. The key information (when and where) is in the middle of the page and an attempt has been made to centre it. Other important information (regarding alcohol and drugs) is at the top, underlined and in bold print to add emphasis. Information of lesser importance (who can attend, King and Queen contest and contestants) is included at the bottom. Centering the contestants' names at the bottom helps them to stand out from the rest of the information.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes descriptive details
- may include unnecessary information
- content is developed with audience/purpose in mind
- beginning stated topic and may introduce supporting details and ideas
- follows organizational structure of specific format
- word choice is appropriate for intended audience

- uses a variety of simple, compound, and some complex sentences
- writing engages audience for a specific purpose
- writing creates a tone that is consistent with content

- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Sample 8



Discussion: This sample is a "top ten" list. It uses a clear numbering system, the ten items are all on topic (although Smarties, M&Ms, Skittles, and gummy bears may not be specifically tied to Christmas), and the format is consistent. The illustrations support the content.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- content is developed with audience/purpose in mind
- beginning states topic
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- follows format appropriate phrasing
- writing engages audience for specific purpose
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation (including commas)
- spells most words correctly; errors do not significantly impede meaning

Child Poverty

Dear Editor,

I am writing to you about concerns I have with child poverty. In Guatemala, kids and their families don't have homes to stay in. They don't have enough money to buy food for their kids. They don't have enough money to put their kids in school to learn to read and write.

In Guatemala, little boys and girls pick up food from the dump and they look for other things too. They don't have clean water to drink.

You know when you watch television, you see people talking about these kids? They want you to help them, to care of them and love them as if they were your own kids. Some kids don't have a mom or a dad to love. Is there anyone out there who cares for these kids?

I am very sad that I am too young to help them with food and clothes, but maybe I can help by writing to you and we can get the message out through the newspaper.

P... T... , Tulita

Discussion: This sample is a letter to the editor of a newspaper. The topic is clearly introduced in the first paragraph. The following paragraphs add further information and supporting details, including examples. The conclusion is simple, but effective. The sentence structure is varied and uses some repetition and comparison to add emphasis ("They don't have...", "...as if they were your own kids").

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- main ideas are supported with evidence
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- information is organized in a meaningful/logical way that is connected to the writing purpose; weak transitions between paragraphs/sections
- Conclusion, though brief, is supported by the information in the content
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses a variety of simple, compound, and some complex sentences
- uses varied sentence lengths
- writing engages audience for a specific purpose
- voice is evident
- writing creates tone that is consistent with the content
- uses correct capitalization
- uses correct end punctuation and commas
- spells most words correctly; errors do not significantly impede meaning

All About Me!! 2001-02

Name: S A M

Birthday: 1991/10th monthly/30th

Age: 10

Favorite Saying: Yo, sue, peace.

Pet Peeve: I get blamed for stuff I didn't do.

Nickname: S, S

Future Plans: To be famous.

Hobbies: trampoline, video games, exercise

Favorite Foods: French Fries

Favorite Movies: Jackie Chan and killing Movies.

Favorite T.V. Programs: Simpsons, cartoons etc.

Things that bug me: My brothers and bugs

Best subjects: Story writing - Worst subjects: Math?

Favorite Car: Fararie, semi truck, convertible and mustang

Favorite Colors: All the light colors and black.

Discussion: This sample is a categorized list, similar to a graphic organizer. It lists information related to specific categories all connected to a particular topic (a specific student, in this case). The format is consistent, and the word choice is basic but appropriate for other students in this age group. The author's voice does come through in some of the statements.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic
- information is organized in a meaningful/logical way
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- follows format-appropriate phrasing
- writing engages audience for specific purpose
- voice is evident
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation

Bridge to Tarabithia

Everyone would like a Magical Kingdom.

In the Story bridge to Tarabithia two kids have a magical kingdom in the forest. They have to cross a creek using a rope to swing across. Leslie is a girl and Jess is a boy. Jess is scared of the water. Leslie is good at swimming. Jess and Leslie are good runners. When Jess and his Teacher went to Washington, Leslie went to their kingdom. Then she went on the rope. It broke! Then she hit her head on a rock. When Jess came back, Jess found out that Leslie died but he didn't believe them. My feeling about the story are good and sad. It was good at the beginning because they became friends. It was sad when the girl died. Sometimes I am like Jess. I am afraid of Mr. R's dog and darkness. I can't swim like Jess. I would like to be like Leslie and not be afraid. It should be made into a movie. I think it's a good story.

Discussion: This sample is a response to a novel. It provides a brief summary of the key points in the plot, then goes on to make connections between the reader and the novel and to offer an opinion on the novel. The piece starts with a good introduction, including an effective lead. Using correct paragraphing would make the organizational structure clearer and easier to follow. An editing conference would also help with clarity. The word choice and sentence structure are adequate; There is variety in both sentence length and type.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- main ideas are supported with evidence
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- conclusion, though brief, is supported by the information in the content
- word choice is appropriate for intended audience
- uses descriptive language to create an image (comparisons)
- uses a variety of simple, compound, and some complex sentences
- uses varied sentence lengths
- writing engages audience for specific purpose

- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Movie Review: Santa Clause

Characters	Actors
Scott Calvin/Santa Claus	Jim Allen
Charlie (son)	Eric Lloyd
Neil (stepfather)	Judge Reinhold
Gloria (mom)	
Bernard (head elf)	
Judi (Santa's helper)	

Producer: Richard Baker, Rick Messina, James Miller.
 Director: John Pasquin.
 Reviewer: A B

THE STORY: It is about a man named Scott Calvin becoming Santa Clause by putting on a suit. Scott Calvin's life changes a lot. His friendship with his son grows apart.

WHAT'S GOOD ABOUT THE MOVIE:

Some things I like about the movie are the way they act and all of the funny parts I also like how they plan things to happen, the costumes and the make-up.

WHAT'S NOT SO GOOD ABOUT THE MOVIE:

I don't like the graphics.

OVER ALL REVIEW:

I think it's a really good movie. I wish the movie's graphics were better. It's still a good comedy. You will laugh with laughter watching this movie.



I give this movie 4/5 snowmen.

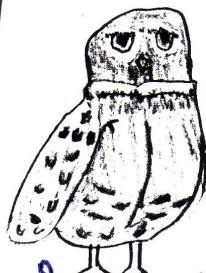
Discussion: Although this sample is labeled a "Movie Review" it is actually a graphic organizer. The information from this organizer could be used to write a review. It is important that students understand that graphic organizers are tools for gathering and organizing information, but are not necessarily the end result. The information in this organizer is recorded in categories. The factual information is clear (characters, actors). The summary is vague ("The Story") and the opinions are not supported by details or examples. However, the "Overall Review" provides a good conclusion to the piece.

MEETING STANDARDS**Rubric qualities:**

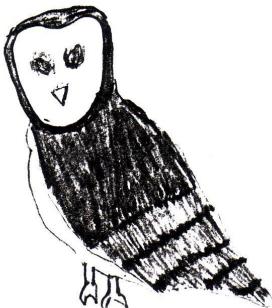
- topic is focused and maintained
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- information is organized in a meaningful/logical way that is connected to the writing purpose (headings)
- conclusion, although brief, is supported by the information in the content
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses varied sentence lengths
- writing engages audience for specific purpose
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impact meaning

Guardians of
Go'hole &
The journey

Digger is a Burrowing owl he has yellow eyes and a brown face and is 1 of the 4 main characters. His body is all brown.



Soren is a Barn Owl, he has a white heart shaped face and is 1 of the 4 main characters. He has a brown body and white chest.

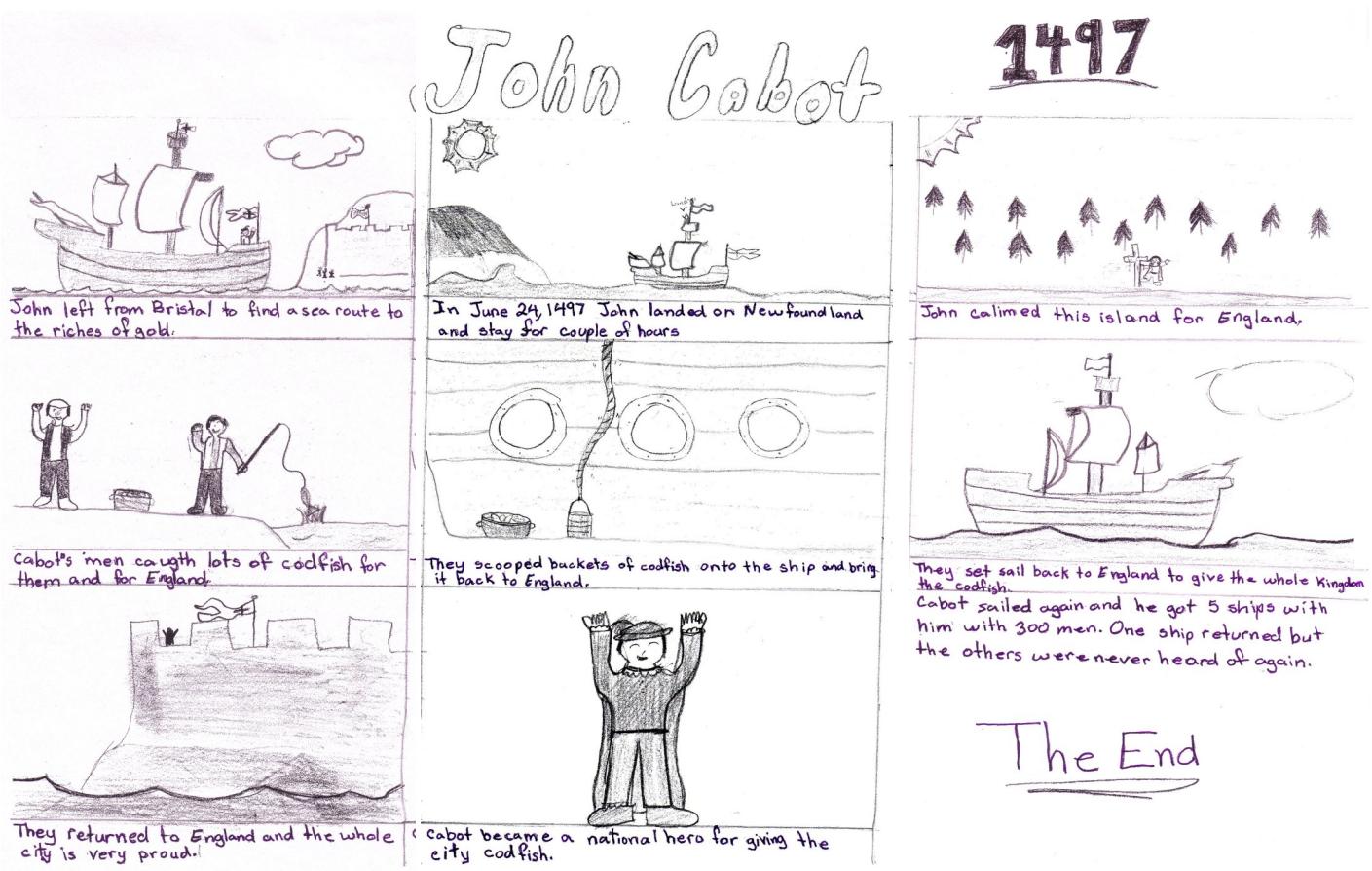


Discussion: This sample is a comparison of two characters in a novel. One half of the comparison lists their physical descriptions, and the other half looks at their personal characteristics. Although the four paragraphs are brief, they do contain specific descriptions. The word choice is good, and the author's voice comes through.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through conclusions
- main ideas are supported with evidence
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses varied sentence lengths
- writing engages audience for a specific purpose
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning



Discussion: This sample uses diagrams and captions to retell an historical sequence. The captions match the illustrations. The captions are somewhat general, but do provide a summary of some of the key aspects of the 1497 expedition. The beginning of the piece states the topic, the middle frames follow a logical sequence, and the conclusion is brief. It extends the topic by talking about other expeditions, but does provide a definite ending ("the others were never heard of again"). The word choice does offer some specific descriptors ("scooped buckets of codfish", "became a national hero") although other choices are very basic. The tense confusion (past and present) interferes with clarity, as do the spelling errors. An editing conference would make this much easier to read.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are supported with evidence
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- information is organized in a meaningful/logical way that is connected to the writing purpose
- conclusion, though brief, is supported by the information in the content
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses a variety of simple, compound, and some complex sentences

- uses varied sentence lengths

- writing engages audience for a specific purpose
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Where the Red Fern Grows

Novel and Movie comparison

The book "where the red fern grows" touched my heart. It was funny, smart, happy and tragic all at the same time. The book is amazing! Where the red fern grows will always be a favorite in my heart.

The movie, though quite disgusted me. As with all movies which are derived from books, Where the Red Fern Grows was off the points on much of the best parts. The minor details, example would be the light when hunting, were totally thrown out of the movie. It was supposed to be dark, and Billy had a lantern, but it looked like daylight.

Not that it didn't have its pros. The actors for Billy and Sara were terrific! The mother was way different from the book. The father was on the right track, but was still not "right". The other characters were different but still believable. All in all, the acting was ok, but the scenes weren't.

In the beginning of the book, Billy has puppy love and is driving his parents crazy. In the movie though, he met Mr. Whateverhnames and asked for dogs. The movie was short and had too much of the good stuff from the book taking out,

In the fighting scenes, it messes everything up. The pitched logs are different. Rubin dies different. The hunt judge was different. The money pool was different. The hunts were short and were different. Basically, the movie was not a very good one comparing to the book.

Discussion: This sample is a response to literature, comparing a book and its movie version. The introduction is strong with a very inviting lead. The second paragraph sets up the contrast between the book and movie well. It shows the author's voice, and makes the author's views on the book and the movie very clear. The last two paragraphs attempt to provide detailed support for the author's viewpoint, but are quite repetitive. There is no real conclusion. The final sentence attempts to wrap up the piece very briefly, but it is not particularly effective. The strong start and weak finish is not uncommon in grade five work, as students still often "run out of steam". The word choice and sentence structure are quite sophisticated ("disgusted", "derived", "off the point", "on the right track", "believable") in the first three paragraphs, but become more basic towards the end.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- main ideas are supported with evidence
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- information is organized in meaningful/logical way that is connected to writing purpose
- conclusion, though brief, is supported by the information in the content
- word choice is appropriate for intended audience

- uses precise vocabulary according to context
- uses descriptive language to create an image
- uses a variety of simple, compound, and complex sentences
- uses varied sentence lengths
- writing engages audience for a specific purpose
- voice is evident
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Grade Six students are becoming more proficient in revising and crafting their representations. They keep their audience and purpose in mind when choosing the genre to use as well as the appropriate language and vocabulary. They understand the power of well-crafted material to move and persuade others, and focus on enhancing their work to improve their communication. They are able to delete irrelevant or unnecessary information as well as adding details. Vocabulary choices reflect an understanding of the ambiguity of language and the ability to convey various shades of meaning. Presentations show evidence of planning and an understanding of organizational formats specific to genres. Students also begin to adapt organizational formats to meet specific needs according to their audience and purpose. Grade Six students write for their own purposes and to express their own messages. They continue to need time to work on pieces that are sustained over a longer period of time. Modeling and mini-lessons continue to be an important part of the learning process for Grade Six students.

Wounded Wolf
 Reflections → I didn't really like the story. I think it's really sad. It makes me feel like we should be aware of what's out there. It makes me feel sad because I like animals and really sad to read a story about an animal dying. I didn't realize that wolves look after each other. I don't really like book because it's so depressing to hear what is happening to the wolf. It is very sad to hear what the other animals did. I think that the book should have a different title. The pictures should have more colour.

Discussion: This sample is a response to a picture book. The author starts with a personal opinion, and then attempts to provide details and examples from the story to support that opinion. The sentence structure is quite repetitive. There is some good word choice ("aware", "realize", "depressing") but some repetition, too ("sad", "like"). There is not much structure to the piece; there is not enough information to put into paragraphs and the only connections between the examples are that they are "sad". There is no conclusion to the piece, and in fact the last two sentences appear to have been tacked on after the fact, to offer some suggestions for improvement. However, they are not connected in any way to the criticisms being offered.

APPROACHING STANDARDS

Rubric qualities:

- word choice is appropriate for intended audience
- uses a variety of sentence lengths
- voice is evident
- writing creates tone that is consistent with content
- uses correct capitalization

- uses correct end punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning

Sample 2

BILBO BAGGINS

Bilbo Baggins is a hobbit and he is the main character of The Hobbit.

A Hobbit is a small critter, and with the exception of their hairy, padded feet, and the fact they are about four feet tall, they look like humans.

Bilbo Baggins is the homely hobbit; that means that he likes home and doesn't go on trips.

Bilbo was a typical hobbit; he loved food and liked visitors. He came from a rich family, he was unambitious and unadventurous and happy to live his quiet life in his luxurious hobbit hole in the Hill.

One day, when he was about 50 years old, all that changed as he found himself on an adventure with a company of dwarves. They were looking for a great treasure guarded by a dragon. Along the way they ran into trolls, giant spiders, goblins and elves.

There goes his quiet life!

Discussion: This sample is a character sketch. It states the topic in the first sentence, then goes on to describe the character's physical appearance and personality traits. The piece is organized in paragraphs; each contains an idea, but some could also easily have been combined to make the piece flow more smoothly. The sentence structure is varied and shows some sophistication, including the use of clauses and compound sentences, as well as semi-colons. The author does a good job of describing the character before his great adventure, but chooses to end the piece with a "tag line" ("there goes his quiet life") rather than describing the changes in his character as a result of the adventure. This leaves the piece feeling unfinished, almost as though the ending was written as a book jacket blurb.

APPROACHING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained

- main and supporting ideas are expanded through details
- descriptive details enhance piece
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing is organized in paragraphs

- word choice is appropriate for intended audience
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- uses correct capitalization
- uses correct punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impact meaning

"On Task"

Task: a piece of work assigned or done as part of ones duties.

"On Task": Doing what you are supposed to be doing and not goofing off. You are not "off task". You are listening to your teacher(s).

Examples of being on task are...

- 1) Being quiet when you're supposed to be quiet and talking when you're allowed to be.
- 2) Doing the work you are assigned to do during class time (not goofing off).
- 3) Doing things that are related to that subject and things that are not related to that subject are put away.
- 4) Listening to others and respecting their ideas.



- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- voice is evident
- writing creates a tone that is consistent with content



Discussion: This sample is a definition and description of a common school concept. It may have been developed from classroom discussion or from a graphic organizer. While it is not written in paragraph form, it demonstrates a clear understanding of the concept being described. It starts with a dictionary definition, adds a student-generated one, and then provides examples. The use of larger fonts and bold print to add emphasis is effective. The illustrations, photos, and clip art make the representation well-balanced and add interest.

APPROACHING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting ideas are expanded through examples
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing follows the appropriate organizational pattern for the genre (uses headings and bullets)
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses descriptive language to create an image

- uses correct capitalization
- uses correct punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning

Sample 4

Dear Grandpa ,

Thank you for the gift certificates from Toad Hall Toys. We found lots of Playmobil there. We are going to put together all our money and order some Playmobil sets.

We like the National Geographic for Kids and the YES magazines. Thank you for sending them. It must have cost lots of money. I always look forward to getting the magazines. I like the YES magazine the best. I like to tear out the collector cards from the N.G. Kids.

We like the calendar we got. It's the best one we got yet! My favourite picture is the cheetah because it's the one for May and my birthday is in May. The picture that's at the month of my mom's birthday is the snake. R _____'s is a humpback whale. Thank you for sending it.

How was your Christmas? Mine was superb. I got lots of awesome stuff. I got a stamp collecting kit that I really like. Now I am collecting stamps. I already have 11 stamps.

Hope you are feeling good.

Love, 

- establishes connections between key ideas and supporting details
- writing is organized in paragraphs
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses descriptive language to create an image (comparisons)

Discussion: This sample is an informal thank you letter. It is organized in paragraphs. It provides opinions that are supported with details and examples. The author's voice comes through in parts (although the format does make it sound a bit silted at times). The sentence structure and vocabulary choices are varied and keep the reader interested.

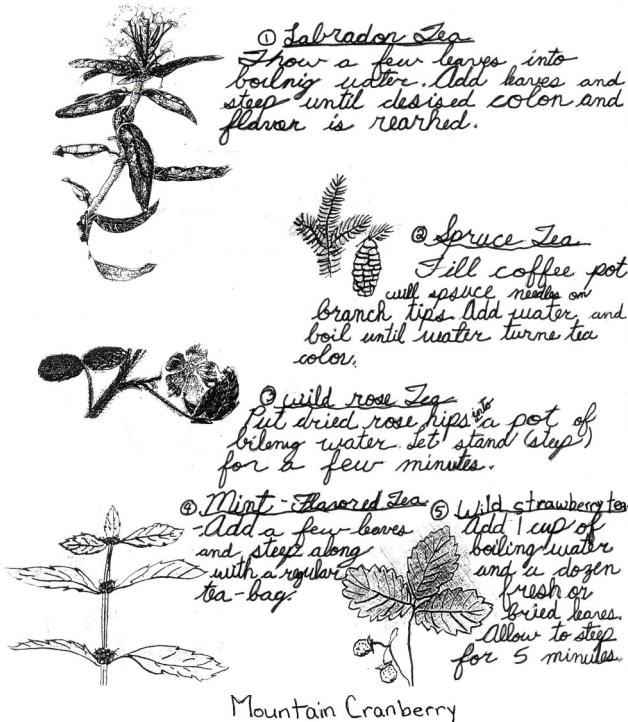
MEETING STANDARDS

Rubric qualities:

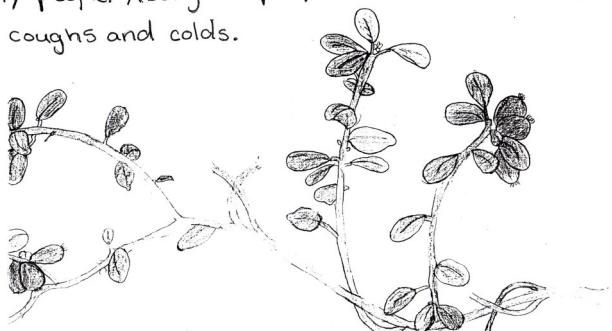
- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting ideas are expanded through examples
- descriptive details enhance the piece
- beginning develops topic with supporting details and ideas

- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- uses correct noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning

Brew Wild Tea



Cranberries are high in Vitamin C. it can be used for jellies, jams, and desserts. The juice of mountain Cranberry is used for kidney problems by many people. Aboriginal peoples used it for medicine for coughs and colds.



Fireweed

The Sahtu Dene use fireweed for rashes and other skin problems. All of the fireweed is edible. The leaves can be dried and used for tea. The young shoots are good in salad. The honey from the fireweed is dark and delicious.

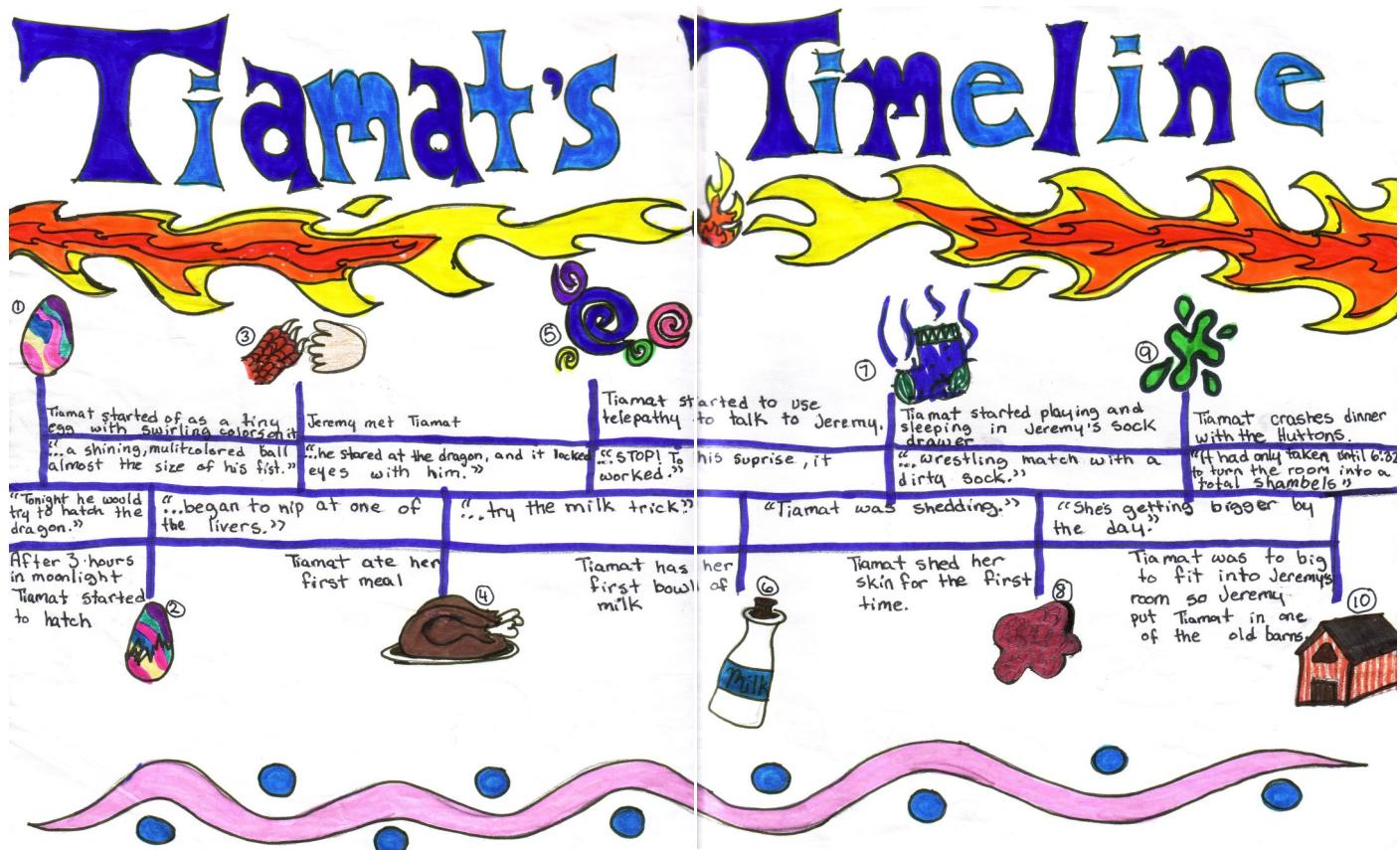


Discussion: This sample presents information on plant use with accompanying diagrams intended to make identifying the plants easier. There is no introduction or conclusion; these could be in the form of field notes, except that the written information is in complete sentences and is written with an intent to inform others, rather than as "notes to the author". The illustrations support the information in the text; they would likely be enhanced by the use of labels or captions to extend the information. The sentence structure is generally well-controlled, although there are a few errors in noun-pronoun agreement ("cranberries/it"). The word choice is specific to the topic, and the tone is appropriate for the format.

MEETING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting ideas are expanded through details
- descriptive details enhance the piece
- establishes connections between key ideas and supporting details
- writing follows appropriate organizational pattern for the genre (illustrations, numbering)
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

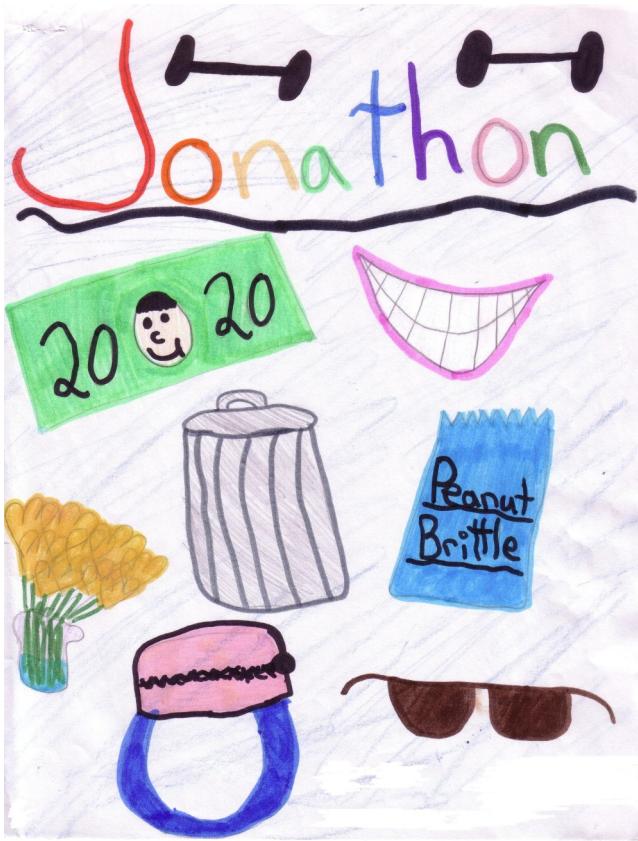


Discussion: This is a plot summary created using a timeline. It includes illustrations, plot events, and quotes from the story that all work together to explain the events. The layout is effective, although the centre line is not well-defined which makes it a bit difficult to figure out the pattern at first. The quotes used to support the plot events are adequate, but do not add any more information to the piece. The illustrations reflect the plot events, but again do not add any information, so the plot events are not enhanced by the additions, even though they make the representation more interesting and engaging for the reader.

MEETING STANDARDS

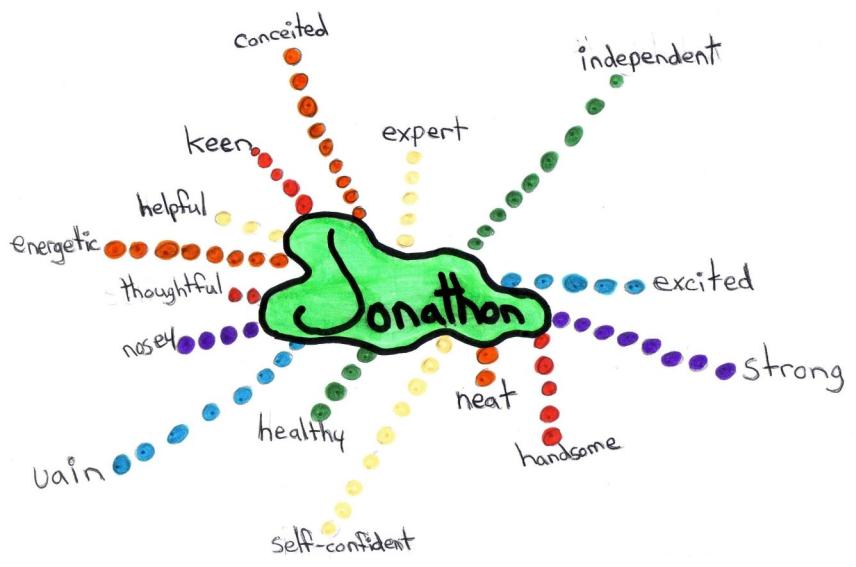
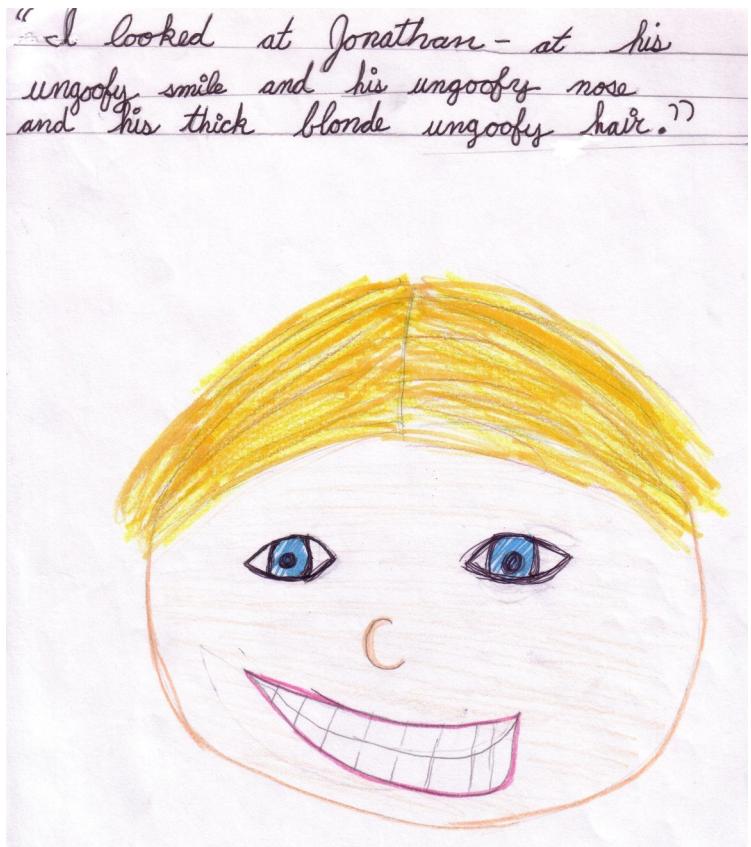
Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting details are expanded through details and examples
- descriptive details enhance piece
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing is organized in paragraphs
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses a variety of sentence lengths
- voice is evident
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning



JONATHON

- erk
- utwardly
- osey
- thletic
- hoaghtful
- andsome
- verdressed
- ice



Discussion: This sample is an extended character description. It includes illustrations, descriptive words, a quote from the story, and an in-depth description of some of the characteristics along with examples from the story. This moves the piece beyond a general description of how the characters looks to deeper look at the character's personality and behaviours, and how the author shows the reader those characteristics. Although much of the material is visual, the content still is meaningful.

EXCELLING AT MEETING STANDARDS

Athletic

Jonathon bikes to Granville Island with Valerie sometimes. Jonathon bikes and jogs to work and all sorts of other places. Jonathon sometimes jogs in the supermarket line while he is waiting. Jonathon lifts all sorts of weights and does all different kinds of stretches. When Jonathon exercising he wears his neon wrist wallet. If he is wearing that wrist wallet that means he is ready to exercise. That is why Jonathon is so athletic.

Handsome

Jonathon is a very handsome guy. He is handsome enough to be a movie star. Jonathon has sparkling white teeth like off of those T.V. commercials. He has huge muscles that you can see through those tight stretchy exercise suits he wears. Stevie's dad is goofy. He is always just throwing on a shirt and just runs his fingers through his hair, he doesn't even brush his hair. Jonathon wears very nice clothes like out of magazines. He always brushes his hair. That is why Jonathon is so handsome.

Helpful

Valerie invited Jonathon over for dinner. After dinner he helped take the dishes to the kitchen and he helped Stevie wash and dry the dishes. Jonathon also helped gather up the bottles and newspapers to take down to the parking garage where the recycling containers were. Jonathon is a volunteer for Garbage Busters. He does all the books and financial stuff. Jonathon puts in a lot of hours, and he is so very helpful. That is why Jonathon is so helpful.

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting details are expanded through details, examples, inferences, and conclusions
- descriptive details enhance piece
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing is organized in paragraphs
- follows organizational structure of specific format
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses descriptive language to create an image (comparisons)
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths

- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning



Author

The author of this book was Frances Hodgson Burnett. She was born in Manchester, England, in 1849. Frances Hodgson lost her father when she was very young. His death was hard on the family and they became quite poor. The family left England when Frances was 16 years of age. The family moved to her uncle's small farm near Knoxville, Tennessee (USA).

Frances knew early in her life that she wanted to be a writer. She began publishing stories in magazines while still in her teens. These sales helped support her family. In 1873, she married Dr. Swan Burnett and lived in Washington, DC, and then in England. They had two sons, Lionel and Vivian.

Frances Hodgson Burnett wrote many plays and more than 40 novels for adults. Her most famous and beloved books, however, were 3 that she wrote for children – Little Lord Fauntleroy (1886), A Little Princess (1905), and A Secret Garden (1911).

In her adult years, Burnett lived mainly in England. Later she moved to Long Island, New York. She died in 1924.

Summary

The main character in this story is Sara Crewe. Sara is seven years old, she has just arrived in England from India. She is kind, generous, loving and is full of imagination. Sara's mother died when she was born, her only living relative is her father. Sara was sent to London to attend boarding school because the climate of India was very bad for children. Sara's father has to return to India, as he is a Captain in the army. Sara and her father love each other very much.

The story takes place at Miss Minchin's Select Seminary for Young Ladies in London, England in the early 1900's. The Seminary is a big brick row-house it is tall, stiff and ugly.

Sara misses her father very much. About two years later she is told that her father has died of jungle fever and that he had lost all of his money in the diamond mine. Miss Minchin does not care about Sara's feelings, she only thinks that now she has been left with a little beggar instead of a rich child. Miss Minchin is very mean to Sara and sends her to live up in the attic. Sara is given chores to do each day and is no longer being taught school. If Sara doesn't complete her chores she doesn't get any food. Her only friends are: Becky, Ermengarde, Lottie and her doll Emily. Sara's imagination and determination keeps her going. She also meets a lot of new people when she is out doing her chores. Sara also helps others less fortunate than her. One evening, while watching the sunset from the attic window, she meets Ram Dass a Lascar, a native Indian manservant and his pet monkey.

One night Sara dreamed that there was a warm fire, hot food and a comfy bed. When suddenly she wakes up late that night and sees a warm fire, a comfy bed and the table that is set and has a hot dinner waiting for her. She invites Becky over to share her meal. Every night after, when she returned from her chores, the fire was roaring and there was a hot dinner for her and Becky. Sara's secret friend provides her with new clothes and warm food each day. This makes Miss Minchin very mad but at the same time scared as Sara might now have another relative other than her father. Miss Minchin allows Sara to return to her schooling. In the end Sara finds out that her secret friend is Ram Dass, a servant who works for Mr. Carrisford. Mr. Carrisford was Captain Crewe's best friend and business partner. Mr. Carrisford had been searching for Captain Crewe's daughter for the last two years, as luck would have it she was living next door. Sara finds out that she has inherited her father's share of the diamond mine. She becomes rich again because her father's share of the diamond mine has become more valuable. Mr. Carrisford and Sara return to India together.

Characters

Main-	Sara Crewe- the little princess Becky- Sara's best friend who lives in the attic Miss Minchin- a cold-hearted woman who runs the seminary Ram Dass- a Lascar from India who lives next door and helps Sara
Secondary-	Ermengarde St. John- Sara's other best friend Lottie Legh- Sara's other best friend Captain Crewe- Sara's handsome father Mr. Carrisford- Captain Crewe's best friend Lavinia Herbert- an older girl who is jealous and attends the Seminary Jessie- Lavinia's best friend The Carmichaels- the 8 happy children, mother and father (Mr. Carrisford's lawyer) whom Sara watches through the window

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting details are expanded through details, examples, inferences, and conclusions
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing is organized in paragraphs
- follows organizational structure of specific format
- word choice is appropriate for intended audience

- uses precise vocabulary according to context
- uses descriptive language to create an image (prepositional phrases)
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- uses a variety of transition words
- voice is evident
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning

Discussion: This sample is a response to the novel A Little Princess. It contains a brief biography of the author, an illustration of the main characters and setting, a character list, and a summary. The summary is well done. It provides some information about the characters and highlights the key events in the plot. Details, such as Sara's daily routine and her room, enhance the piece. Sentence structure is generally well-controlled and the word choice ("little beggar", "determination", "imagination", "less fortunate") is effective.