

Our Leaders of the Future

On the news, people only talk about the negative happenings in the world. The same things happen for teens. Nobody thinks about the positive, but the truth is teens have a lot of responsibility.

They help out a lot with the community. They do carwashes for fundraisers. They babysit to help families. They help with younger students in elementary and middle schools. They also usually get part-time jobs for after school to raise money.

Teenagers have a big responsibility to keep the members of the community safe. They have to ensure that their driving is safe enough not to cause an accident. They have to be mature and not vandalize and they have to obey all laws of their society.

These young people of the community are our future leaders. They have to carry on and pass down traditions. They are the role models to kids and they influence younger siblings.

Teens have a lot of responsibilities and are positive people with fresh ideas about the future.

Discussion: This is an opinion piece. The introduction tries to hook the reader with a broad statement “people only talk about the negative” and then tries to link that with the idea that teenagers have many responsibilities. The connection is not made clearly. The author goes on to list several responsibilities that teenagers have (fundraising, part-time jobs, babysitting, and safe driving, along with being good citizens). None of these are connected to the opening statement. The concluding paragraph does try to link back to the opening statement, as well as the title (Leaders of the Future) which is not brought into the essay until the second last paragraph. The content in the body of the piece is satisfactory. The points are connected to one another within the body of the piece. The introduction and conclusion are the weakest points.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content clearly conveyed
- Supporting details enhance the piece
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Uses varied sentence lengths
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct end punctuation
- Spells most words correctly, errors do not significantly impede meaning

What excites Me

There are a lot of things that make me excited. Some of the things that make me excited are: Biking, Snowmobiling, Quadring, ~~softer~~ fighting, ~~fighting~~ Hockey, and dirt biking.

Biking makes me excited when I jump because of the fear of crashing like if you are scared and you think If you should take the jump or not and you do and it feels good.

Snowmobiling excites me from the risk because when you take jumps and go fast and some times its exciting to do something Risky.

Quadring Is exciting because you can go out and see cool stuff it is kind of adventurous.

Fighting excites me because you

feel pumped and just wanna fight.
 Hockey excites me because it feels good
 when it is a close game and you try really
 hard to win.

These things excite me because it
 feels good to fear something, take
 a risk, do some thing adventures, feel
 pumped and nervous.

Discussion: The introduction to this piece is a list. It does not explain why the author wants to tell you about the things that excite him or how they do; it is just a list. The paragraph that is the body of the piece addresses different sports and why the author finds each exciting. There aren't clear transitions from one sport to the next, but the reader can see the pattern. The conclusion is also a list; this time it tells why the activities are exciting. Little effort has been made to connect the introduction and the conclusion with the middle. There is over use of the word "excites", and the descriptive details are quite general. There are numerous convention errors; most are minor but there are quite a few of them.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Topic is focused and maintained
- Word choice is appropriate for intended audience
- Uses varied sentence lengths
- Voice is evident

On a Team...

In today's society, we often see how a group can influence an individual. On a team, the individuals must think like a group. Being in a group can help build self esteem, improves team work skills and maybe they have a few common goals.

Being on a team can build self esteem. Being accepted by a team can gain you more self esteem because the other players will support you in most cases. You can also make friends on a team which is always good for self esteem.

Being on a team can also boost your team work skills and/or your leadership skills. Team work improves team moral and encourages the other players to keep there heads high and better as a team. For example, when somebody scores, we all huddle up and pat each other on the helmets and after the game, we always cheer for the goalie.

When on a team, there are chances that you have a few common goals with someone. Sometimes those goals can be as simple as attending practices or just to have fun and win the games.

Discussion: This piece follows an organizational frame for essay writing, except that it is missing the concluding paragraph. The introduction has a good first line to hook the reader, then goes on to list the three major points. Each paragraph develops one of those points, enlarging on it and providing an example. Unfortunately, there is no conclusion, which weakens the piece. There is some variety in the transitions between paragraphs, but for the most part the piece sticks to the organizational frame. There are a few noticeable convention errors (moral, there heads) and some awkward sentence construction, but generally the piece is easy to follow.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre (except for conclusion)
- Word choice is appropriate for intended audience
- Uses varied sentence lengths
- Uses correct capitalization

How does media influence us?



"To lose confidence in one's beauty is lose confidence in one's self".

"Oh my gosh have you seen the new girl Sarah? Have you seen how fat she is? She must have eaten a whole lot of McDonalds she needs liposuction a.s.a.p. "As Sarah heard this she hung her head low, disappointed in herself.

Have you ever felt like this? Have people ever judge you by your looks? In sure we've all felt like this. Most of the time we change ourselves to be someone we are not, just so we can fit in. We get this idea from the media.

Media influences us in how we live eat, how were suppose to look, dress, act. Media pretty much says that if you don't look like this than you are not considered beautiful.

Every single day we see media across buses, telephone booths, benches, newspapers, tv and magazines. You name it; in media the ideal

perfect woman has long luscious hair, Blemish free skin and a super thin body that would fit in a bendy straw.

Media has huge amount of pressure on the society, especially on younger girls stereotyped as skinny blonde hair, toned blue eyes and high cheekbones. Let's not forget you have to look amazing in a bikini or your not considered beautiful with these high standards.

Media has a bad influence on girls they say to be successful in anything you do, you have to look a certain way this means changing yourself they want us girls and woman to degrade ourselves to their ideal perfect woman standards. Woman's magazines are full of articles urging that if you lose those last twenty

pounds they'll have it all, the perfect marriage, Loving children also a rewarding career.

Images of female models are everywhere female also male models and their body parts sell everything from food to cars. Popular film television actresses are becoming younger taller thinner. Some have even been known to faint on set from lack of eating. It's a shame that media makes girls feel like there nothing.

To sum it all up you were born for a reason. Do not try to fit in when really you were born to stand out. God made you, for a reason, life is way to short to be worry about your looks twenty four seven .At the end of the day you

have to accept yourself for who you are not for anybody.

Bibliography

<http://www.kff.org/entmedia/entmedia012010nr.cfm>

<http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&page=fastfacts>

Discussion: This essay attempts to explain the role media plays in the pressure young women feel to be thin and attractive. The introduction (with the uncredited quote from Simone de Beauvoir) sets up the argument that women should be able to feel beautiful no matter what they look like. This is reiterated in the conclusion as well. The main body of the piece presents several variations on media pressure to be blonde and thin. The ideas are sound, but there are some serious flaws in sentence structure and conventions that make the piece difficult to read. Additionally, there is really only one supporting idea that runs through the piece, with minor variations, rather than the two or three strong arguments we would expect. The internal organization lacks clarity. However, the piece has strong voice and the descriptions do keep the reader engaged.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Beginning of piece establishes key ideas
- Conclusion is a summary of main ideas, points, arguments
- Word choice is appropriate for intended audience
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic

Girls and Boys Should Have Separate Gym Classes

In professional teams the woman and men are separate. This is because woman and men have different personalities and bodies. So why is it that in gym class girls and boys play together? Girls and boys should not be together in gym because when playing the boys don't look where they are kicking and kick too hard, hitting someone. They hog the ball which leaves the girls out and boys fight a lot in gym with each other.

Bam! You got the ball in your face again. Another boy kicked it too hard leaving you with a bloody nose. It's not just that the boys kick too hard but they also don't look where they're kicking. Boys seem to think that kicking hard makes them cool, it doesn't matter where the ball goes or if someone gets hurt. But the truth is that girls don't like it at all. Hurting others with carelessness is not acceptable.

"Pass," you call, but he doesn't and the other team gets the ball. By being ball hogs boys don't let the girls improve their skills, it also doesn't let girls participate. This makes gym very boring and frustrating for the girls. Many girls say that being a ball hog doesn't make you good at sports because to be good at sports you need sportsmanship. So if the boys can't stop ball hogging they shouldn't play with the girls.

Two hot heads start yelling over a goal that just got scored. You feel like just telling them to shut up and play the game. It also makes gym feel →

unsafe. Many girls say they don't like it when boys fight about a game. Boys get to compete in gym and forget that they are playing for fun. Nobody shouldn't feel unsafe in school, so the fighting has to stop.

When interviewing the grade 7 girls they agreed that they liked playing without the boys because they don't look where they are kicking and kick too hard, hitting someone. They hog the ball which leaves the girls out and boys fight a lot in gym with each other. If girls can't play to their full ability and feel safe when playing with boys in gym, girls and boys should have separate gym classes.

Discussion: This essay presents an argument for separate gym classes for boys and girls. There are three reasons given to support the argument, along with a reference to segregated professional sports teams. The piece clearly follows the five-paragraph essay format. It has an introduction that states the topic and gives the arguments. Each point is discussed in a paragraph, and then the conclusion reiterates the points already made and ties them back to the introduction. It is evident that the author feels strongly about the topic, and has good voice. There are some convention errors and some minor difficulties with sentence structure. The piece is good in terms of content but still needs work with craft.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, points, arguments
- Word choice is appropriate for intended audience
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic

Doing What It Takes to Survive on the Land

In order to survive, we aboriginals have to hunt for our food, (caribou or moose) in the past and still to this day. I am going to tell you about the past. Firstly, we follow our food source, where it goes. We go in large numbers or groups to get our food, and fur and skin for other purposes. Secondly, we have to walk back to the main camp and then set up a feast. Thirdly, we eat, dance and give thanks to God.

I am going to tell you about what we had to do in the past in order to survive. Hunters had to leave the main village for a while in order to support the people by hunting caribou and moose for food. Some of our people – Elders, children, and the ill or injured – were not able to provide food for themselves so it was up to the hunters to help. Hunters had to have good skills; they needed good eyesight and had to move fast and quietly. We needed to go in groups to hunt a big herd of caribou or moose. We surround the herd so it does not escape. We move in quickly and quietly and only take the marked ones, being very careful not to harm the cows and calves. We skin the animals and keep everything. It is important to use every part of the animal and not to leave anything behind. The hunters will meet at a certain place and that is when the meat is divided. Every person gets some meat, skin and fur to carry on the long walk home.

On the long walk home we have a lot to carry and it is tiring. We walk to our main village to bring support to those who are weak and ill and everyone who needs food. But as we walk, we have to watch for wolves, bears, and thieves. When we arrive home, people come out and pay their respect to us for getting the food. We cook all day and by the evening we are ready to set up a feast. Word spreads fast and people come from all over to join the feast. We make sure the Elders receive food first. After the feast, we will clean up and tell people there is going to be a dance. Tea is made and we together pray for our ancestors. We let the drum pray for us and we give thanks for the food. We are grateful that we have survived to see another day. After giving thanks, let us dance!

In order to survive, Aboriginal people have endured the coldest winters, followed our food source over hundreds of miles, hunted for food, skins and fur, and have always taken care of those who are weak. We have survived because our culture is strong and gives us the knowledge to survive on the land.

Discussion: This piece is a brief overview of traditional practices around hunting. The author has used chronological order (first, second, third) to organize the piece. The introduction explains what three things will be described. Unfortunately, the author then has only two paragraphs in the body of the piece. The first one does a good job of describing how the animals were hunted, who went and why, and how the labour was divided. The second paragraph combines the transport back to camp and the feasting and dancing. The paragraph works the way it is written; it just is not consistent with what was set out in the introduction. The conclusion introduces some new information, but generally does a good job of summing up the main ideas. There is voice in the piece, and the descriptions are good. There are no sources cited for this piece.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, points, arguments
- Word choice is appropriate for intended audience
- Uses interesting language to clearly convey information
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct capitalization
- Uses correct punctuation
- Spells most words correctly, errors do not significantly impede meaning

Biofuel

Feb, 1, 12

During this essay, we will be reading about "Biofuel", and what it does. Biofuel is basically a renewable energy from vegetable oil. Biodiesel is a biodegradable, nontoxic, and clean burning fuel that can be made from animal fat or vegetable oil. Including recycled oil. Biofuel is good because it is safe for the environment, it is cheap to produce, and it is sustainable.

Did you know Biofuel is good for the environment? The reason it is renewable is because we can always grow more. Biofuel is a recycled vegetable oil, so no mining is needed. Biofuel is not poisonous to the environment. Overall biofuel is the best for the environment.

Fortunately biofuel is cheap. The cost of biofuel is only \$0.068 per liter. The first cost is the oil. Usually home biodiesel producers use old cooking oil. If you have to pay for the oil (which is common in certain countries) then you need to make sure that once you add the cost of the chemicals it is still cost effective.

However, there are arguments against using biofuel. Biofuel does make air pollution, and can be bad for the environment! you don't need special machinery or equipment to produce biofuel.

after burning there is a waste products.

I Biofuel is a sustainable sources energy. It is also a renewable sources. Biofuel is made from fat or vegetable oil. We can always grow more. In other words biofuel will NEVER run out.

I So why is biofuel a good sources of energy? It is clear to me that biofuel is good because it is safe for the environment cheap to produce, and it is sustainable. You should try the renewable vegetable oil. If you wanna just consider using renewable vegetable oil, that would be a good choice. Biofuel is better.

Discussion: This piece starts well, with a good introduction and the three key points the author wants to make. The conclusion sums up those three points, but the author does not really clarify those three points in the body of the piece. The first paragraph is supposed to talk about biofuel being good for the environment, and does that but really is more about sustainability than environmental impact. The second paragraph works until the last sentence when it becomes a bit confusing. By putting in the counter-argument in the third paragraph, it draws the reader off the original organization and becomes somewhat confusing. By the time the author gets to discussing sustainability of biofuel, the arguments have already been made earlier in the paper. Although the piece starts out well, it lacks organizational coherence. The piece also suffers from the odd formatting, with the line in front of each new paragraph. There are good word choices and strong voice.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Conclusion is a summary of main ideas, points, arguments
- Word choice is appropriate for intended audience
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic
- Spells most words correctly, errors do not significantly impede meaning

Fly, Strange?

3

Writing

If you ask somebody, "What talent would you want to have?", They would probably say something like, "I want to be good at basketball" or "I want to play drums." But for me, I want to be able to fly like one of those superheroes you see on television or one of the vampires in movies like Twilight or the show Vampire Diaries. These things fascinate me.

You ask why? Well first of all, who wouldn't want to fly? You can go anywhere anytime you want without paying for gas or plane tickets. You wouldn't even have to worry about traffic!

Second, if I had the ability to fly, I would finally see the countries I've been dying to see from the top view! Countries such as Paris, France where the incredible Eiffel Tower is built or like China where the Great Wall is still standing strong today.

And finally, I want to be able to visit my grandparents in Philippines as much as I can. They have grown too close to me during my childhood years for me to forget about them. I rarely see them anymore since my mom, sister and I moved to a new country. So if it takes just one flight to Philippines, I wouldn't want to miss the chance.

I know there's probably only one percent chance that I can get this talent. Actually, there probably isn't even any chance. Although, stranger things have happened, right?

Discussion: This is an opinion piece. The author presents the main idea in the introduction, then has three supporting reasons. Each reason has an example and uses some good description to enhance it. The piece is short, but tightly crafted. It has specific transitions, and engages the audience with questions in both the introduction and conclusion. Voice is evident throughout.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, points, arguments
- Word choice is appropriate for intended audience
- Uses interesting language to clearly convey information
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Uses varied transition words
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct capitalization
- Uses correct punctuation
- Spells most words correctly, errors do not significantly impede meaning

Type one diabetes is an autoimmune disease that is caused by a deficiency of insulin.

Insulin is a hormone created by the pancreas that lowers the blood sugar in the body; there are many different types of insulin. Some different types are; Humalog, Humulin N, Humulin R, Lantus and Lantus solo star these are just the different types of insulin I took over the years. There are also pills the only kind I took was metformin 80mg. Metformin 80mg is a medication that will help reduce hunger.

Needles are a big part of diabetes. Needles are what distributes the insulin in the form of a syringe. There are also pens, which are pretty much the same thing but the only difference is that it is more accurate and looks like a pen. An insulin pump is a high tech version of a syringe. They go on the side of your belly for 3 days and distribute the insulin. Some pumps have the ability to check your blood glucose as well.

Blood glucose is your blood sugar. A good blood sugar is between 4 and 8. A low blood sugar or hypoglycemia is any number under 4. There are many complications with low blood sugar such as seizures, coma, or even death. A high blood sugar or hyperglycemia is any number above 8. There are also many complications with hyperglycemia some of the more major ones are coma or death. Diabetes can also cause liver and kidney disease.

Food is probably the most important part of diabetes. In order to get good blood glucose you

have to eat healthy food. This doesn't mean you can't eat junk food you just have to eat it in modification and give yourself the proper amount of units.

A cure for diabetes is probably the most meaningful thing to any diabetic. They have been testing a potential cure on mice by removing the glucagon glands, they are finding that there are no side effects. They are going to be testing this potential cure on humans in the future. Glucagon is a hormone produced by the pancreas. In a healthy human it is so they do not have to have low blood sugars. In a diabetic glucagon acts like the opposite of insulin, so they would have high blood sugars because they have little or no insulin.

In conclusion type one diabetes can be a very serious disease with many other problems that follow, but with the proper medication and health care you can take control of diabetes.

Discussion: This paper tackles a very complicated topic, one that is difficult to condense into six paragraphs. The introduction gives us very little structure for the information that follows. While the information in each paragraph is well presented, the "body" pieces are not connected to one another very well. The piece lacks transitions. The conclusion is short and basic, but does tie back to what was discussed. The piece has strong voice, and the author uses very specific and precise vocabulary. Despite the scientific nature of this writing, it is based on personal experience, and no sources are cited.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, points, arguments
- Word choice is appropriate for intended audience

Rubric qualities (cont'd):

- Uses precise vocabulary according to context
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct capitalization
- Uses correct punctuation
- Spells most words correctly, errors do not significantly im-

Spiderman and Superman

June 16th

A Compare and Contrast Essay

Have you ever wondered who is the most powerful superhero, Whether massive brawn beat web slinging and wall crawling. Obviously anybody who is familiar with superheros knows who I am talking about. They are Spiderman and Superman of course , i am going to compare and contrast them with regards to: Starting Point, TV shows, Motivation, Powers, Age, Creator and Species.

As most people know Superman and Spiderman both started in comic books because there wasn't any TV at their earliest point of their existence and of course, they were both a hit! (Or else i wouldn't be talking about then !) And this is just what they needed to get a kick-start into the world .

With them both having remakes almost constantly being made, it really isn't that hard to find decedents of the original comic book heroes in our modern world, and as it happens i have a few examples on hand: For Spiderman the jump from the printed pages to the silver

screen was done with ease and done in many TV shows, I have one called, "The Spectacular Spiderman" right here. And as for Superman flying into our TV's wasn't that challenging, as an example i picked up a show called "The Legion Of Superheros". One more similarity between the shows even, is the coincidence that they both happen to be animated, Who knew ?

Another thing that makes these two heroes similar is their motivation. Justice, Defending the weak and Eliminating crime, these are the goals that drive the hearts of these heroes. Even though they both have the same responsibilities and such, they both turned evil at one point in their lives.

Now for the qualities that separate Spiderman and Superman! First of all, Their powers, it's really easy to see and hard to miss. They have different abilities. Superman is equipped with super strength, speed, X-ray and heat vision icy breath while Spiderman on the other hand can crawl on walls and shoot webs with a little bit of super strength. So they definitely are different in the powers department.

If somebody were to name all of the things that make Spider man and Superman different age would

defiantly be on that list. Have you ever looked at them closely ? Spider man appears to be in his 20's, and Superman looks like he is in his 40's. Don't think that their styles don't reflect their age ! Superman is wearing a 50's or 60's style suit while Spider man is in more of a 70's or 80's fashion.

Another thing to add to the difference list is their creator, Spider man was created by Marvel , And Superman is by D.C comics. And honestly there were a lot of cat fights between these two companies and their ~prized creations~. They had serious rivalry issues! Another difference is the species that they belong to. Superman, as most people would guess isn't a human, he is actually an alien from the planet krypton. And Spider man on the other hand is completely human, he was just bitten by a radioactive spider and given spider powers.

Discussion: This sample uses the organizational framework of compare/contrast quite well, even though there are some flaws in the piece. The piece starts with how the characters are the same, and then moves on to their differences. There is a lot of information contained in the writing, and some of it assumes that the reader has some specific background knowledge about the characters, as there is a lack of explanation around a number of statements. There are statements made as fact that have no sources cited. The author seems to have made an effort to engage the reader with details and descriptions; there is a tendency to overuse the transition "another". The piece also has no conclusion, which leaves the reader looking for the rest. It has strong voice though, and despite major convention errors it is an interesting piece to read.

EXCELLING AT
MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
 - Appropriate transitions between paragraphs/sections
- Word choice is appropriate for intended audience
- Uses precise vocabulary according to context
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Uses varied transition words
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic

See You In The Future

16 NOV 2007

You could say that I don't really know what I'm going to be when I grow up. But I'm still 12 years old, and I guess it's not completely important that I have my future plans all laid out. I still have a few ideas and I'm sure something is going to work out just perfectly.

Some people would say "accounting, why would anyone do that?" Well it's a 'pretty good job for me. I'm not quite sure but I'm thinking I would like to be an accountant. I would type, work with numbers, talk on the phone, and help people in a few different ways. I would like to have my own quiet office. I like this job because I like working with numbers, calculators, and I think it would be interesting to have no boss. This job would be important and helpful to others because they wouldn't have to do that work. I don't really think it's necessary to know for sure what I'm going to do. Other related jobs would be fine too.

I know that some training is required to become an accountant. You need at least your bachelors in accounting and possibly more. Grade school is defiantly required to be an accountant. You can go to university or college to become an accountant, but I would prefer University. I think that I would like to go to the University of Calgary, Alberta. My Auntie Lou and Uncle Guy who are very close to my family live in Calgary and I would have my accommodations looked after. It would be anywhere from a 3-5 year program.

Everyone, well mostly everyone has a dream home right? Well mine is just perfect for me. I would prefer to live in a prairie province in Canada course. Preferably Alberta but I'm not fussy. I would like to be in a quiet location. The weather wouldn't be too different from the weather here and if it is I'm sure it would be better most of the time. I'd like to live at the edge of town or on the country side. My house would be big and white with green or black windows. I would also have two door wide entries and a huge patio. There would be five bedrooms and three bathrooms with a living room, family room, a huge, beautiful kitchen and a built on garage on the left side.

I also have some other plans and dreams for my future. I would like to have a Jeep or a Hummer, preferably black or silver. Two or three kids would be fine for me and I guess that could mean marriage..... I've always wanted to go on a cruise and I wouldn't mind going to Aruba or Jamaica. Baking sounds fun, entertaining and delicious so I'd like to do that in my spare time (if I have any). I really do enjoy scrapbooking and crafts and I would like to keep doing them when I grow up. I have a dog but he won't always be around so I'd have to get another. Bigger dogs have always been my preference so I would like a Lab or a German Sheppard.

So hopefully, well I'm pretty sure, that my life will be good. But we'll just have to wait and see won't we.

Discussion: This is an opinion piece with no need for sources. It presents the author's vision of what his/her future is going to be like. The piece is organized by topics - job, house, car, etc. The introduction is a bit confusing, and does not help to give structure to the piece, but there is definitely an effort made to engage the reader. Each topic is discussed in the following paragraphs, and the author adds detail and variation to keep it interesting. The final paragraph does not sum up the information in any way, but again it works to hold the reader's interest. The variation in sentence length and structure also help to keep the piece interesting.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
 - Appropriate transitions between paragraphs/sections
- Word choice is appropriate for intended audience
- Uses interesting language to clearly convey information
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Uses varied transition words
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct capitalization
- Uses correct punctuation
- Spells most words correctly, errors do not significantly impede meaning

We get at least seven months of winter here in Yellowknife. What are you going to do with all that extra time? Well, here are two great ideas. Snowshoeing and skating are good exercise, fun and a great way to get fresh air outside. Yes, they are the sports for you! As you read on, you will learn about how they are different and the same regarding, environment, equipment and exercise.

Both Skating and snowshoeing, are wintersports. They both can be done outside. A cold environment is needed to play these sports, which means you need snow and ice.

These winter sports are great sources of exercise. Because you use a walking motion in both of them you use your leg muscles a lot. They help you stay fit.

If you are going to be outside, you need to dress warm, so, in order to do these two activities, you need winter clothing. Both snowshoeing and skating also use equipment that straps onto your feet.

Even though, earlier we mentioned they are both outside activities, skating can be done in an inside rink. Snowshoeing, however, needs to have snow, so it has to be outside.

We mentioned before, that snow shoeing and skating both give you lots of exercise, snowshoeing may do the job better. You have to lift your feet more and don't have the option of gliding. But skating can improve muscles if you do jumps and tricks.

Skating and snowshoeing both use equipment that strap onto your feet, but they are entirely different. In skating, you wear skates, which are shoes with blades. When you snowshoe, snowshoes strap onto your feet and make them bigger so you can walk on top of the snow.

Discussion: This piece starts out like a traditional compare/contrast piece, but it loses organization in the middle. The similarities and differences are not clearly explained. The introduction grabs the reader's interest and the author's voice comes through clearly. However, the voice is lost after that, as the author tries to fulfill the requirements of the format and organization. The piece wavers between assuming that the reader already knows quite a bit about the sports ("do jumps and tricks", "you have to lift your feet more") and assuming that the reader knows very little ("shoes with blades"). There is no concluding paragraph in the piece. The word choice is sometimes effective ("cold environment", "great sources of exercise") and sometimes not ("equipment that strap onto your feet"). There are also some serious convention errors.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Introduction establishes key ideas
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Writing creates a tone that reflects feelings/emotions consistent with topic

Assignment I: Planning

Use this page to plan in whatever way you choose.

Motivator: What makes you want to follow someone?

Blueprint/thesis: A leader is someone who is intelligent, has generosity, and shows strength.

Para #1: Topic Sentence: Intelligence is one of the most important skills to have and is essential for being a leader.

Para # 2: Topic Sentence: A leader that is generous is someone that everyone will look up to.

Para # 3 Topic Sentence: Strength is one of the key components for being a leader

Leading

(Title)

What makes you want to follow someone? Is it how they look? Or maybe even how they dress? Well it shouldn't be. A leader is someone who is intelligent, has generosity, and shows strength. Anyone who displays these traits and can use them correctly has the potential to be a leader.

Intelligence is one of the most important skills to have and is essential for being a leader. Without this, he or she wouldn't know how to do something efficiently and probably ending up looking pretty stupid. Teachers can be leaders. But what good is a teacher that isn't intelligent? The students don't learn anything from this teacher because they actually know more than them already. Then, along comes next year, higher grade, harder work. Since the teacher lacked intelligence, the students do as well and now will not have the abilities to keep up with the harder work. For a leader, intelligence is so important. For if this person lacks intelligence, his leading capabilities will diminish quickly and he will find himself following other people.

A leader that is generous is someone that

everybody will look up to. Generosity can be from helping someone across the street from giving someone a hand when in trouble. For example, you and four friends are on a mountain climbing expedition. Everything is ready, including the guide. Two hours later the six of you are at an altitude of 2000 feet and the ground is as slippery as a skating rink. The guide is ahead of everyone but you are competitive and have passed all your friends. While attempting to pass the guide, you slip. You close your eyes because you're so sure that you are going to die. Then you realise the guide has your hand clasped in his and you're dangling in mid air 2100 feet above the ground. When back on the ground you keep telling yourself that you're glad you and your friends picked the right leader. For if it had been some other guy, he might not have been so generous and you could easily have been dead right now. This is why generosity is so important. You could find yourself in a life or death situation and the only thing that could save you is the generosity of a companion.

Strength is one of the key components for being a leader. Without it, the person wanting to be a leader will never accomplish it. Strength is

not only being big and muscular, it is also how strong your will power is. For example, there is a national swim race. The winner will be named "Best Swimmer in the world". There is one guy who wants that really bad. He wants to win it and become a leader for swimmers across the world. In the end, he won, and it wasn't because he was big and strong, it was because he had lots of will power and wanted it so bad. To become a leader, you have to want to be a leader and be able to influence people to follow you. To be able to influence someone, it takes a lot of strength.

Being a leader isn't about how you look or dress. It is if you have intelligence, generosity, and strength. Anyone can be a leader, you just have to want to and have to be able to these three abilities with strength.

Discussion: This is an example of a five-paragraph essay. The introduction identifies the topic and the three key points and then the next three paragraph each elaborate on one of the key points. Each of the three paragraphs contains an explanation and an example. However, the content used is a bit off the key ideas (generosity is not usually associated with being caught before you fall off a glacier) and the examples are outside most readers' experiences. The conclusion uses a nice tie back into the key points, but the last sentence doesn't fit. There are also several sentence structure errors, and some incorrect word usage.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Topic is focused and maintained
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, key points, and/or arguments
- Writing creates a tone that reflects feelings/emotions consistent with topic

Turtles and Tortoises.

For a long time, among many people, the difference between a turtle and a tortoise was nonexistent, mostly because of their very similar appearances, in this essay I plan to distinguish one from the other.

One of the more noticeable similarities between a tortoise and a turtle is that they are both reptiles, and fall into the same classification of animal, and the fact that all turtles and tortoises have hard, protective shells, which they can retract inside to for better protection. In both cases they use this retraction as a defense against predators they are too slow to outrun. Another example would be that they both have scales and are egg-layers. A more unknown fact that turtles and tortoises share is that they are ectothermic, meaning that they warm their bodies from the outside, using sources like the sun.

Turtles primarily live in water, and have webbed feet or flipper-like fins to make swimming easier, with more of a flatter shell. They can be omnivorous, eating both plants and insects, and can migrate from one place to another by swimming oceans. On the other hand, tortoises live almost exclusively on land, only entering water to drink or bathe, leading to normal feet with claws used for digging in the sand and domed shells, in fact, they can even be drowned by strong currents. Tortoises live on a diet mostly of

plants and other vegetation, preferably damp or moistened things. Tortoises tend to stay in one place most of their lives.

So while it easy to see why someone may confuse a turtle with a tortoise, or a tortoise with a turtle they do have their tell-tale signs that can be used to determine one from the other.

Discussion: This sample is a compare/contrast piece; it uses a shorter format than most, noting all the similarities in one paragraph and the differences in another. It still keeps the parallel structure, though, so it is technically correct. The introduction is basic, as it simply states the topic. There are no key ideas listed there. The conclusion is simple a restatement of the introduction—that they are different animals and there are ways to tell them apart. There is little voice in the piece, even though the content is interesting. The author uses technical terms and precise vocabulary. There are a couple of awkward phrasing points (“hard protective shells that they can retract inside to”), but generally the sentence structure is fine.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Sustains connections between key ideas and supporting details; structure is consistent
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Uses clear and interesting language
- Uses precise and effective vocabulary
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Kick Butt or Kick Balls

Soccer has been my main sport since the age of 4, which means I have been playing for the majority of my life – 10 years. The highlight of my playing years will be my journey to travel to Holland, England, Wales and Scotland with my high performance team this summer. I will experience first-hand Dutch soccer; the style of game I have played and practiced the last few years. I have learned the following techniques to perfect my game; warming up, ball control, and passing.

Warming up is very important. You must get a beneficial, vigorous warm up for at least 5-6 minutes. This is mainly done by running. Stretches are equally important. Some good stretches are to extend the calf, hamstring, quad, groin, hips, back and your neck.

Ball control involves perfect dribbling, foot, thigh, chest and head control. With dribbling you need to be comfortable on the ball, have a good change of speed. Foot control consists of using the inside of the foot, inside of your foot across and the outside of your foot. Thigh control is another part of the body to manipulate the ball under control. You can use your chest when the ball is in the air to control it to your feet. Head control is another form of controlling the ball mid air to place shots or to pass, or to bring the ball back to your feet.

Long hard passes are used to reach players at a further distance. Chipped passing is used to get the ball over to another opponent or to avoid using a long pass and having the ball taken away. Back heeled passing is when you use the back of the heel to pass. This tactic is a way to dominate the opponent to think the ball is travelling forward and then you reverse the pass backwards. Finally, the one - two pass. This pass is when you pass to your player and they immediately pass it back when there is a good opportunity. This is used when the opposition is precisely in front of you.

Like the saying goes “practice makes perfect”. If you train regularly by warming up to avoid injuries, practice the techniques I mentioned such as ball control, dribbling, and passing, you will become a strong talented soccer player! Good luck!

Discussion: This piece is informational, telling the reader about playing soccer. The title is catchy, but doesn't really link to the topic—it does, however, capture the reader's interest. The author picks three key points to discuss and identifies them in the introduction. The addition of the personal information about travelling with the team helps to hold the reader's interest and gives the piece voice. The three key points are made in separate paragraphs, and the conclusion restates the topic and key ideas. It is a short piece, but well-written. There is not a lot of supporting detail or examples, but enough to keep the piece interesting and keep it moving forward.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, key points, and/or arguments
- Word choice is appropriate for intended audience
- Uses precise and effective vocabulary
- Sentences flow smoothly with a variety of structures and lengths
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Hi, for my topic, I chose teen suicide. The reason why I chose this topic is because words kill too. Did you know that one suicide occurs every forty seconds. More suicides occur because of depression than being afflicted by fatal diseases. And not all teenagers who commit suicide are mentally ill

We all know that when a teen commits suicide, everyone is affected. Family members, friends, and sometimes people who didn't even know the teen might experience feelings of grief, confusion, and felt that they could have prevented it from happening. The suicide rates of youth suicide increased a lot from 2003 to 2004, (from 6.78 to 7.32 every 100,000 people.) This is biggest annual increase that has happened in fifteen years.

Rates rose for fifteen to nineteen year old females and fifteen to nineteen year old males from 2003 to 2004. In 1990, firearms were the most common method for both girls and boys. Girls think about and attempt suicide about twice as often as boys, and tend to attempt suicide by overdosing on drugs or cutting themselves. Yet boys die by committing suicide about four times as often as girls; perhaps because they tend to use more fatal methods, such as guns, hanging themselves, or jumping from heights.

Teens who consider suicide often feel worthless, alone, unloved, and they may believe that they are a burden on their parents. They also might feel misunderstood and judged by adults and their peers. They often get emotional to judgment and other's opinions, scared to make mistakes, and feel unable to cope. At this point they believe that these feelings will last forever and that nobody can help them.

There are no absolute explanations of why more teenagers are committing suicide than ever before.

These are some signs that a teen might attempt suicide:

- They are depressed or feelings of being hopeless
- Changes in appetites, sleeping patterns, or their appearance
- Dramatic changes in behavior, actions, or attitude

- Being unusually quiet or unusually aggressive or angry
- Dropping out of hobbies, sports, school, or job
- Risk taking behavior, for example driving recklessly
- Increase in alcohol or drug use
- Saying good-bye, writing a will, writing farewell letters

In conclusion, we all know that teens suffer from depression and we need to watch for these signs in youth and help them, talk to them, and make them feel needed, loved, and important. So if we take it step by step, we can prevent teen suicide and be very elated, together now and always.

Bibliography

<http://kidshealth.org/parent/emotions/behavior/suicide.html>

http://en.wikipedia.org/wiki/Youth_suicide

<http://publications.gc.ca/Collection-R/LoPBdP/BP/bp236-e.htm>

<http://www.ncsl.org/issues-research/health/teen-suicide-prevention.aspx>

Discussion: This is a research piece, intended to inform the reader/audience. The author attempts to engage the reader in the introduction, but the paragraph is not specific enough to make the points clearly. The mismatching of suicide in the general population (1 suicide every 40 seconds, more suicides related to depression than fatal illnesses) makes the topic of the piece less clear (if not all teenagers who commit suicide are mentally ill, then what are the other causes?) The information in the following paragraphs seems contradictory. On one hand suicide rates are up, and use of guns is up with both boys and girls, but then girls are more likely to use pills or cut themselves. There is a lot of information in the writing, but the pieces aren't clearly connected. The conclusion goes back to teens and depression, which contradicts the last sentence in the introduction. The content in the piece is present, but poorly organized and presented. Sources are cited, but without access dates.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion may have an impact on the reader
- Word choice is appropriate for intended audience
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Applies Canadian spelling conventions to familiar and unfamiliar words
- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates

America v.s Canada

Abdul's family lived in India but were immigrating. They couldn't decide where to immigrate to. So, since Abdul was good at settling things, they let him decide. Abdul had two choices in mind: Canada or America. This was tough, he didn't know anything about the two countries, & this time even he couldn't decide! After thinking about it for a long time, he realized he was wasting time, so he decided to compare the two countries. Abdul compared tourism, laws, second languages and culture.

The similarities between America and Canada are: America and Canada are both in North America. They both have proper laws, civilized lives, (rules: clean up after dog.)

and democracy (government, court, system of law.) They are also both two of the world's top industrial and modern countries (organized cities, inventions, and electronic devices.)

The differences between America and Canada are:
The size (Canada is the largest country in the world, America is smaller, but has more states.)

Tourism (more tourists come to America because of famous landmarks like Hollywood or the statue of liberty.) The two countries have different national animals (Canada's national animal is the beaver, and America's is the eagle.) Both countries have different second languages (America's second language is Spanish, Canada's is French.) Plus Canada is a diverse country and has a mix of different cultures, more than America.

Abdul stared at his comparing notes and decided to go to Canada because it was a diverse country and would respect his indian culture and wouldn't make fun of him. Also because it was a big country, so there would be lots of places to explore.

Therefore, after showing his family his comparing work, Abdul and his family moved to Canada and lived happily ever after.

Discussion: This sample uses a fictional premise to compare and contrast living in Canada and the United States. The piece is well set up, with the introduction setting the context and describing the key points. Following that, one paragraph details similarities and the other discusses differences. There are examples given, but they are like a list, included in parentheses. There is not a lot of detail, and the reader needs good background knowledge to be able to see the similarities and differences in the details and examples listed. The conclusion summarizes the key points that make Canada a better choice, but unfortunately they are not all included in his arguments (respect for others' cultures and not being made fun of). The piece is an interesting way of creating a standard compare/contrast essay, however. It brings good voice and it does engage the reader's interests. There are a number of convention errors (mostly sentence structure and punctuation) that do impact the clarity of the piece at times.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Voice is evident

Hockey

Hockey is a very popular sport, I am pretty sure almost everyone in Canada knows about it. It has been around for over 100 hundred years, so there is a reason why it's so popular. And if you don't know what hockey is, that is kind of weird, but it is basically were you have a stick and you try to shoot a piece of rubber with the stick into a net. And that's the basics.

Hockey was created in 1893 that was when the first league was developed, the NHA (National Hockey Association). As you may know, the NHA ended in 1917 when the new hockey league was created, the NHL (National Hockey League), it has been around to this day. Back then, there were only 6 teams in the NHL but over the years there were expansions and now there are 30 teams in the NHL. But sill nobody knows who created hockey. One of the best teams to ever play in the NHL was the Montreal Canadiens. They won 24 Stanley cups, and their biggest record was five in a row. The greatest player to ever play in the NHL was Wayne Gretzky nicknamed "The Great One". He scored 894 goals and got 1,963 assists to get a total of 2,857 points in his career.

Another thing that makes hockey so popular is all the violence that is in it. There is a lot of pushing, shoving, hitting, and even fighting. And sometimes that can get a little out of hand so that's why there are referees. They stop a fight if it gets out of hand, someone falls on the ice or starts bleeding badly. There are some players who have lost their career from a bad hit because they were permanently damaged. And the arena is not the only place where there is violence, riots can happen too. Last year when Vancouver lost against Boston in the Stanley Cup Finals, a bunch of people from Vancouver spazzed out and started trashing the streets and started breaking into stores and were lighting things on fire. And that is something the NHL is STILL trying to avoid.

As you must know, you watch hockey on TV because I mean you can't go to watch live hockey at every team arena every day. That's just too expensive, and I'm sure you already know that. However, there are many channels to watch hockey on. Some of the most popular channels are TSN, TSN2, Hockey Night in Canada, and the NHL Network. Televised games have millions of viewers around the world in many languages. When Canada won the 2010 Olympic final, about 16.6 million Canadians watched that game. ESPN doesn't broadcast hockey anymore but ESPN Classic broadcasts old school hockey games. I personally recommend TSN because they will broadcast every NHL hockey game.

Over the years there have been many changes in hockey, like teams, obviously players, equipment, and leagues, and the way it is played. I have loved it for a long time, and it is my favourite sport and always will be. And even though it has been around for hundreds of years, I think it will still be famous for a long time.

Discussion: This sample is an opinion piece, even though it offers some factual information as well. The topic, the popularity of hockey, is presented in the introduction, but there is no indication of what the supporting arguments will be. The three paragraphs in the body of the piece talk about the history of hockey, hockey violence, and televised games. There are examples for each paragraph, as well as details, but none of it is directly connected to the idea of why hockey is popular. The paragraph talking about hockey violence starts with "Another thing that makes hockey popular...", but there is nothing before that to connect to. The conclusion refers peripherally to the introduction ("it will still be famous for a long time") but not to the key ideas presented. The word choice and sentence structure in the piece are good, and there are very few convention errors. The content on its own makes sense, but it is not organized in such a way that the piece reads as a unified argument.

MEETING STANDARDS

Rubric qualities:

- Content generates reader's interest
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Uses clear and interesting language
- Sentences flow smoothly with a variety of structures and lengths
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Sidney Crosby vs. Alexander Ovechkin

Sidney Crosby and Alexander Ovechkin have been compared to one another and against each other ever since they stepped on International ice in the 2005 World Junior Championships. Most people say that they are the top two players in the NHL right now. Even though Sidney Crosby and Alexander Ovechkin are both very young and successful, they are totally different people and totally different players.

Even though the two stars are different players, they do have some things in common. One big thing they both love the game, and both of them started loving the game at a very young age. Another big thing they have in common is that they both played in the 2005 World Junior Championships, the 2010 Vancouver Olympics, and now both play in the NHL. Both players are the captains of their NHL teams, which are both in the Eastern conference. Sidney and Alex were also both the # 1 draft pick in their NHL Entry Drafts, and because of the NHL lockout, played the same rookie year in the NHL. They have both also won the Art Ross trophy, Sidney won the trophy in the 2006 - 2007 season, and Alex won the trophy in the 2007 - 2008 season.

Both players have had lots of similar accomplishments and success, but there are still many differences between them. One thing that is different about Sidney and Alex is that Sidney has won the Stanley Cup, a gold medal in the World Juniors, and a gold medal in the Olympics. Though Alex hasn't won any of those, he has still done well. He has won fifteen awards in the five years he has been playing in the NHL. In the five

years Sidney has been playing in the NHL, he has won eight awards. A big difference between the players is that they are from two totally different countries. Sidney was born in Cole Harbor, Nova Scotia, Canada. Alex was born in Moscow, Russia. Sidney was born August 7, 1987 and is twenty two years old. Alex was born September 17, 1985 and is twenty four years old. On the ice, both players play the game differently. Alex is known for being very aggressive and scoring lots of goals. Although Sidney is also known for scoring goals, he is more known as being a play maker, making everyone on the ice play better. Another difference is their positions, Sidney plays center and Alex plays left wing, and sometimes plays the point on power plays. Another difference in the game is that Sidney shoots left and Alex shoots right.

In the past five years, the rivalry between Sidney and Alex has grew and made the game of hockey more exciting to watch. Fans all over the world are waiting to see how the rivalry is going to continue. In conclusion, Sidney Crosby and Alexander Ovechkin are both very successful and have similar accomplishments, they are totally different people on the ice, and off the ice.

Discussion: This sample is a compare/contrast piece. The introduction identifies the two players being compared and provides some brief background information. The body of the piece has two paragraphs: one to compare, and one to contrast. Both paragraphs balance the information well and follow a predictable pattern. The conclusion connects to the introduction, and does tie back to the general ideas in the body of the piece. There are a couple of small errors ("grew" instead of "grown" and "both" instead of "each") but they do not interfere significantly with the flow of the piece. The author demonstrates good voice, and uses enough specific terminology and information to keep the piece interesting.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, key points, and/or arguments
- Conclusion may have an impact on the reader
- Word choice is appropriate for intended audience
- Uses clear and interesting language
- Uses precise and effective vocabulary
- Sentences flow smoothly with a variety of structures and lengths
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Dear daughter,

If you are reading this you must be the age I am now. At this age in life you will be faced with many problems and conflicts, as you are being faced with the real world now. You are able to make many decisions at this age that I may not be able to help you with, but I will tell you what I have done, and how I feel about certain things at your age. Your moods and emotions are taking a dramatic change, and you may feel pressured, depressed, and sometimes thrilled, as these are the emotions I sometimes feel. You maybe having problems with school, friends, per pressure, school, sports and boys, as I am faced with many problems too do with these certain subjects.

At this age I realized schoolwork is starting to become piled on me, and it becomes more serious, which makes me stressed as it puts a lot of pressure on me to complete everything on time, leaving no time for the things I really like to do. I know school is very important and that I can't make it anywhere useful in life without it, and that's why I put so much pressure on myself to do my best. I have made many accomplishments to do with school, and that's why I am trying so hard to keep doing so. I think that the teachers don't really realize how much homework is given to us by each of them, and all of it put together is a lot! I am defined to do well in school, as I play soccer and to stay on the team I must do well in school.

My friends sometimes don't realize that I need help, as I am always helping them. Sometimes they make me feel worthless, and left out but in the end they always cheer me up, and make me feel good about myself. My friends don't pressure me into doing anything, and I realized that people who do aren't really my friends, and when they leave me for drug and alcohol it is their loss.

I am into many sports and I like improving my skills so I push myself, leaving nobody stressed. There is no pressure put on me to play sports, but when it comes time for practice and games I feel my coach pressures me to do my best but that is a good kind of pressure, but sometimes he takes it too far in athletics and I think he should work us up to that slowly not fast. When I push myself to do my best and finish strong I feel good about myself. Sports are causing part of my life to be destroyed, and that part is the thing I like to do. Yeah my friends are there at the practice but we are concentrating on playing and not each other anymore, and this causes more problems in the friendship.

Boys are becoming more interesting, and you may want them to become more than friends, and sometimes they don't want to. I realized that not being rejected in life might cause many problems later on in life, so it doesn't really bother me anymore. My old best friend was a boy but we later moved apart slowly as he found guys more interesting than girls. I have had many crushes, but I have gotten over many of them, but I have learnt not to obsess over them as it just causes problems.

All these things added up caused depression to rise upon me, and if I didn't tell anyone or work them out I sometimes just blow up and no one knows why, I have learnt I am not worthless realizing all the accomplishments I have made and will make in the

future. My advice too you is to tell people your problems, and make sure they realize so they don't make things become worse. You are faced to making decisions in life that will reflect on you forever so make a wise choice. Exercise plays good roles in peoples life, and it is important to exercise. When it comes to boys, it's all right to have crushes and boyfriends but realize sex doesn't really show your love for each other, if you are committed it could wait until you are truly ready.

Love your Mother.

Discussion: Written as a letter, this sample demonstrates an interesting retrospective point of view. The structure is consistent with a letter, and the first paragraph serves as an introduction to the topic. Each paragraph addresses a specific issue that is part of the general topic outlined at the beginning. There are examples and details that add to the overall content and keep the piece flowing. The conclusion starts out well, connecting back to the "good decisions", but then drifts to new topics not mentioned before. The piece has voice throughout, and a sense of urgency that engages the reader. There are, however, a number of convention errors (spelling, sentence structure, punctuation, and grammar) that do impede meaning at times.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Follows organizational structure of specific format
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic

Who influences your life and the decisions you make?

Who influences you and what decisions you make? Teachers, parents, and peers play an important role in everyone's lives and can positively influence your life and the decisions you make.

Teachers can influence others in a positive way by helping a student if they ask a question, and by being an all around nice person. Teachers should be trusting and easy to talk to. In the movie The Dead Poet's Society, Mr. Keating is the boy's English teacher who has a true passion for poetry. Mr. Keating tells his students not to allow other teachers at Walton and their parents to choose their identity for them. He also tells them that they should think for themselves. Mr. Keating mentions the poem O Me! O Life and asks the boy what their verse will be? What Charlie Dalton thinks about what Mr. Keating says he interprets it in a different way. Charlie puts an article in the school paper about how girls should go to Walton signed by The Dead Poets Society. Mr. Keating has a talk with Charlie and tells him what he did was pure stupidity and what Charlie did was not what Mr. Keating meant by seizing the day. By Charlie's stunt the boys learn that breaking the rules is not seizing the day but making life worth living in seizing the day. Everyone should have a motivating and positive influence like Mr. Keating.

Parents are with you support, and love you from the day you are born for the rest of your life. In the movie The Dead Poet's Society Mr. Perry is Neil Perry's father. In the beginning of the movie Mr. Perry demands Neil to stop writing at the school's newspaper. Also Mr. Perry forbids Neil to be in the play A Mid Summers Nights Dream. I think Mr. Perry is a good father because he only wants the best for Neil. He wants him to be successful and get a good education with no interruptions. But I can also complain that he is not taking into consideration his son's dreams and passions for literature. Mr. Perry just wants to see his son succeed in life and be an honoured member of society. Parents are supporting and loving and only want to best for you. The decisions your parents make for you and advice they give you should be thought about carefully and try to understand what your parents are trying to get across. Parents will, and always have influenced everyone and the decisions you make.

All children hang out with, talk to and most of all trust their peers. People's peer can affect you and the decisions you make the most. This is because people confide in their peers and tell them everything they would never tell anybody else. In the movie The Dead Poets Society it is Todd Anderson's birthday and the gift he got from his parents was a desk set. It was a nice gift you think at first but then you find out that his last birthday he got the exact same desk set. When Neil finds this out he tells Todd to throw the desk set into the water. So they do and have a good time doing it. Peers should bring out the best in everyone and guide their other peers into being a better person, staying

true to you, and not caring about what other people think. Peers can influence you and the decisions you make because you trust your peers the most.

Teachers, parents and peers play an important role in everyone's lives and can positively influence your life and the decisions you make. This is important because you should have positive people surrounding you to make you a positive person too.

Discussion: This sample is a clearly organized opinion piece, using the movie *Dead Poets Society* as a source for examples. The introduction clearly states the topic (people who influence you) and the key points (teachers, parents, peers). Each key point has a paragraph that expands the idea, and gives details and an example from the movie. The conclusion restatements the topic and the key points. Technically, except for the spelling and other convention errors, it is well done. However, there is a lack of voice in the piece, and there is not a lot to keep the reader engaged. Even the opinions are lacking in persuasion and don't really make the reader think about the piece. Even though the piece is well-structured and follows the format for the genre, the content lacks depth.

APPROACHING STANDARDS

Rubric qualities:

- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is a summary of main ideas, key points, and/or arguments
- Follows organizational structure of specific format
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses a variety of more complex sentence structures
- Consistently uses correct capitalization

Perserverance

Being able to endure through hard times to achieve your goals can be the best quality in a person. Wether these goals are minor or major, you can achieve them if your able to hold on to the hope that your hard work will pay off. Wether your striving to achieve your goals, in school, at work or playing sports, if you work hard enough, your goals shall be achieved.

School is the foundation of your life, the way the world is made is to reward those have finished school with better paying jobs than those who haven't. So working hard is the best thing to do when your in school, because the rewards are invaluable, higher marks in class, better confidance and good habits. All these things will pay off in the future wether its for college or university, they will create better opportunities for you , whatever your going to do, everybody likes someone who is smart and works hard.

Wherever you work, and whoever you work for, hard work will always get you places. Working hard when at your work place makes things better for you in every possible way, you make money, you learn valuable skills, your employer will notice all your hard work give you promotions and pay you more. And when the time comes for you to leave your job all that hard work will help you get into other work places more easily, since you will be recommended as a good worker. Even if you are going into a line of work that you do not know anything about, if you work hard and listen you might just become the best employee there.

Usually when you enter a team of any kind hockey, basket-ball, soccer, tennis, you will begin as a rookie, there will be many people who are better than you, but you cannot let this

demoralize you into thinking they'll always be better than you. For example, if you start on a under 18 basket-ball team, you will probably not be one of the best players, there will be most of the team that's been playing for atleast 1 year more than you have. But if you want to be the best player on that team, and you work hard enough every night, you will eventually be the best there, if not from skill but from hard work and perserverance. Any person can start at a sport and be a natural player, continue to play at that level without pushing themselves further, but the person who comes into that sport and trains to become better will always be the better player.

The heights by great men reached and kept were not attained by sudden flight, but they, while their companions slept, were toiling upward in the night. When someone works hard and keeps their eyes set on their goal anything is possible, wether its to become the best at their sport, the best at their job, or just get the best grades possible, it can be achieved.

Discussion: This sample is an opinion piece and follows a regular five paragraph essay layout. The introduction states the topic, and provides the three key points for discussion. Each paragraph takes one of the key points and expands on it with details and examples. Both the content and organization are good. The author seems to be trying to present a voice that is, at times, hard to sustain. There are a number of small grammar errors that indicate this might not be the way the author regularly writes ("your goals shall be achieved", "if not from skill but from hard work", "work hard at your work place"); there is also the Longfellow quote in the conclusion that is not identified or credited. The consistent misspelling of "wether", and missed apostrophes and other small convention errors do interfere with the flow of the piece, as do the run-on sentences.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is a summary of main ideas, key points, and/or arguments
- Follows organizational structure of specific format
- Uses precise and effective vocabulary specific to the content
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic

Dublin

Dublin, Ireland's capital, is one of the most cultural cities in the world. Founded in 841, Dubh Linn, meaning black pool, is filled with an authentic Irish personality. Dublin has never been without a pub. Established in 1198, the Brazen Head is Dublin's first pub. When you walk down Bridge Street, you will pass by what looks to be a miniature stone castle, but in reality, it is the doorway to a customary and much loved Irish pass-time.

When you first step through the wooden door and into the Brazen Head, you see a busy bar, and behind that bar, a bartender pulling pints of Guinness with differently shaped and coloured pullies. Beyond the bartender, the back wall is entirely covered by dollar bills from around the world. Behind the bartender, is a wall of glass: whiskey, hard rum, gin, vodka and any other drink you could think of sparkle like stars in a clear summer night. The bar stays classy with old style oil lamps hanging just feet above your drink. The Brazen Head is always on time, and who wouldn't be with all those clocks on the wall. A cool breeze refreshes your skin as the fan projects wind towards you.

In this quaint Irish pub, there's live Celtic folk music daily and only the liveliest Irish music is played. The bands play traditional Celtic instruments, and the sounds of the high pitched whistle of the pan flute, accompanied by the toe-tapping fiddle, draw you away from the bar and towards the crowded, wooden dance floor.

With wholesome food every night, you won't miss out on any of the Irish pass-times. As you walk into Brazen Head you find yourself salivating by the smell of broiling potatoes and can already taste the steaming wild beef stews and homemade whiskey. With the endless supply of fresh pints of foamy Guinness served by the nicest and friendliest staff this side of Europe, there is no better place to be, you'd rather the Brazen Head be your home.

Discussion: This is a descriptive essay. The introduction gives the topic and some background information, and the subsequent paragraphs address different aspects of the place. The conclusion is combined into the last paragraph, which also talks about food. The content and descriptive language add interest to the piece and keep the reader engaged. Voice is sustained through the piece. The piece is quite short, and the reader might be left wanting further details, but what is presented is well-written.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Follows organizational structure of specific format
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses precise and effective vocabulary specific to the content
- Uses a variety of more complex sentence structures
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Applies Canadian spelling conventions to familiar and unfamiliar words

Clash of the Characters! **That was Then, This is Now**

There becomes a point in everyone's life when they are no longer the person they were before. Change is just another step in life that affects everyone; sometimes it is good, sometimes it is bad, and some people don't even realize it. When reading the novel That was Then, This is Now, one gets a strong understanding of the differences between Mark and Bryon, whether it ^be their attitudes, activities, or how fast they grow up; the novel exposes transformations in adolescent boys, insofar as no two grow to become the same type of person.

The attitudes between Bryon and Mark change drastically throughout the novel. In the beginning of the novel, Mark and Bryon see eye-to-eye, as they both live for the thrill of the moment. Acting immaturely, scamming, and jumping people, the two adolescent boys do not see any harm in their actions. However, as they go on, Bryon grows to understand that jumping people is wrong. Bryon says "Charlie, wasn't about to let a couple of his friends get beat up by some hicks..." (116). He realizes that life is not about getting drunk, picking up chicks and not caring. Bryon realizes that at some point they have to grow up and stay grown-up. Mark does not look at things the same way as Bryon, as ^{Bryon says,} Mark still acts like he did three years ago. "Mark couldn't see anything wrong with stealing stuff. I could. It didn't much matter to me whether or not Mark was a thief, but I still felt that stealing was wrong- at least it's against the law" (25). The boys are not the same as they were; they are not the same people, and they are not the same type of friends.

Driving down a street drinking with the guys and picking up girls, compared to driving down the street with your girlfriend, endlessly searching for her younger brother is one change that Bryon undergoes. Therefore, the activities that Bryon does between the beginning and the end of the novel change severely. While Mark still goes partying with

his buddies, Bryon spends time with his girlfriend. Instead of jumping people or hustling them at pool, Bryon gets a job. He works at the store and he “legally” earns his money. In the beginning of the book, M&M gets jumped and Mark and Bryon immediately react. Bryon says, “Me and mark looked at each other, and Mark flashed me a grin. We both liked fights. We ran out and jumped on them, and the one we didn’t get took off, which was a wise thing for him to do” (21). This quote shows how wild and untamed their behavior ^{is} ~~was~~ before their lives get turned around. One night, Mark and Bryon get drunk and Mark cuts off Angela Shepard’s hair. When Tim, Curly and a gang show up, Byron takes the blame and gets beaten.

Bryon is growing up, and realizing that more things are wrong ^{than} right in his life. After Mark comes back and finds him, Bryon says, “I don’t want anybody to fight the Shepard’s... I don’t want to keep this up, this getting-even jazz. It’s stupid and I’m sick of it and it keeps going in circles. I have had it- so if you’re planning any get-even mugging, forget it” (129). Mark still wants to get revenge, but Bryon stops him, knowing it is the right thing to do. This quote shows that in comparison to the previous assumptions, Bryon has changed his views and beliefs on violence; While Mark still doesn’t mind any of it.

All of the changes that the two boys undergo happen in just one year. The boys grow up and they grow apart, Bryon loses his mind as well as everyone he cares about and Mark ends up in jail. People change fast, in that when ^{making} ~~make~~ a huge decision you can not just take it back minutes later. Everyone wishes they could, I know I have in the past, but truth be told is that we can not, it is the way of life. Mark and Bryon grow up together, they live together and are inseparable; Mark and Bryon are brothers!

After Bryon has called the cops and they have taken mark away, he starts to think about everything that has happened ^{to bring} ~~and brought~~ him to this point. ^{He states,} “Why had I turned on Mark? What had I done to him? ... I didn’t have to do what I did ... Now Mark was in jail. It would kill him. (150)” This quote articulates that, Bryon is distraught with his poor decision. This shows ~~me~~ that sometimes people do not want to believe that something is

true and sometimes things are better the way they were before. However, if Mark and Bryon did not grow up then their lives will be monotonous. Many people grow up, get married, have children, have grandchildren and then eventually retire.

Have you ever gone through change without realizing it? Have you grown apart from someone you were once close with? Have you ever wanted to take back anything from the past? That was Then, This is Now gives ^{readers}~~everyone~~ a strong understanding of all the differences between Mark and Bryon. The novel demonstrates transformations in young men, proving that even if they grow up together, everyone's life has major changes.

Discussion: This sample is an analysis of SE Hinton's novel That Was Then, This is Now. The author of the piece compares the changes in the main characters over the course of the novel. While there are many good points in the essay, supported by good examples, there is not a clear organizational format. Parts follow the timeline in the book, but others move back and forth. The conclusion is well-written, and is the strongest paragraph in the piece. It has voice, and it impacts the reader.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Topic is focused and maintained
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Conclusion is strong and has an impact on the reader
- Follows organizational structure of specific format
- Uses precise and effective vocabulary specific to the content
- Uses varied sentence lengths; sentences flow smoothly
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization

We have an increasing world population, which is under pressures such as global warming and water shortages. We are now using genetically modified organisms known as GMOs to keep up with the demand of food as well as using more and more of fertilizers and chemicals. The world is going to need to change to keep up with these growing demands.

The earth's population is growing at an exponential rate. In 1804 there were one billion people on this planet, in 1927 there were 2 billion people. In 1960 there were 3 billion and in 1975 4 billion. In 1999 there were 6 billion people on this planet and now there are 7 billion people in the world. By 2025 there will be an estimated 8 billion people on this planet and in 2043 9 billion. The world population will have increased by 5 X from 1927 to 2083. From 1 AD to 2083 the world population will have increased 50x.

The earth is under a lot of pressure from various sources. Global warming is happening because of the burning of fossil fuels and this is creating holes in the ozone layer. Increasing water levels means that there is less space for more people. By 2030 there will be a 50% increased demand for food 45% increased demand for energy and 30% more demand for water. 5.2 million hectares of land are lost each year, which is approximately the size of Costa Rica.

GMOs or genetically modified organisms may be the answer to the food crisis. GMOs can be used to enhance desired traits. This has been taken on in the past by breeding plants. However genetic engineering makes this process go much quicker and is more accurate. GMOs can make a plant yield more, have increased resistance to pests and diseases, have tolerances to cold weather, drought, herbicides, and can make food more nutritious. GMOs also have risks; there is a possibility that when you modify a plant the changes could create a new allergy. GMOs may have unknown effects on the human body which we may not find out about until 20 or 30 years down the road.

With the earth's population about to increase exponentially it does not leave the world with enough clean fresh water. By 2030 the world will need 30% more water. People estimate that we will not have enough water to drink in 25 years. The world is not lacking water, but far from it as the world is over 70% water. What the world is lacking is fresh water. Fresh water on earth makes up only 3% of the total water and more than 60% of that is frozen or otherwise inaccessible. Part of this deficit of clean water is the overuse of water and pollution of water through farming, industry and manufacturing.

There are major food shortages in most Asian and African countries. In a world of seven billion people, there are approximately 1 billion people who went to bed hungry last night, 2 billion people who spend more than half their income on food, and more than three billion people who live on less than 2 dollars a day. Every 3.6 seconds someone starves to death. During the past year the global price of food has risen by 37%. The rising of food prices is not new. Food has risen by more than 240

% since 2004. 29% of the world's fisheries are collapsing and 85% of the fish stocks are over exploited or depleted.

In 2008, the world produced enough food to feed 11 billion people, so the question is not about food production but rather a question of how the food is being used. Currently, food is being used to fuel vehicles, and feed livestock, as well as large amounts are wasted in developed countries. The human population explosion of the last 100 years has resulted in increasing demands on a limited planet. Some countries, like China, have a policy for human population control with a 1 child per family law. China claims that this policy has resulted in the prevention of 400 million additional births. Unfortunately, these sorts of policies require enforcement and citizen participation, which can be difficult to acquire. In the future, solutions may be developed that are effective in educating the world's current population of the risks associated with an out of control growth on our planet. ~~We may also develop more advanced agricultural methods that result in higher food gains.~~

Discussion: This sample is an opinion piece. It uses statistics to provide details and examples (although sources are not cited). The introduction speaks to global warming, over-population, and the use of GMOs as being of major concern. The author then provides some back ground information on those three key ideas, and then goes on to talk about the impact of that information (now slightly shifted to over-population, water, and food shortages) on the world. The parallel structure used works well, and the transition are fairly easy to follow. There is no concluding paragraph - it is added onto the last discussion about increasing food needs. There is some evidence of editing in the piece (removing the last sentence in the piece keeps from adding new information to the argument after the concluding statement has been made). There also appears to be an effort to use more specific terminology ("fuel cars", "citizen participation", "have tolerances to cold weather, drought, herbicides").

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Follows organizational structure of specific format
- Uses precise and effective vocabulary specific to the content
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization

Importance of Foster Parents

Not everyone can be a foster parent – it's like putting on your favourite jeans but knowing that they will rip, and you won't be able to wear them again. Being a foster parent is letting a child into your home, but realizing they probably won't stay long; learning to love them as your own and then letting them go. Foster parents offer support, love and parenting, to kids who might never have experienced that before.

Welcoming a new child into your home can be difficult. Many children who are placed in foster care suffer from F.A.S [foetal alcohol syndrome] or have anger issues. Because of their emotional state they can be a handful to deal with for the foster parents. It is not only a commitment for the parents; a foster child affects the entire family. Having a new brother or sister makes a big difference, and some parents worry that the foster child might have a negative impact on their other children.

While the government does pay foster parents from about \$20-30 a day, and gives allowances for clothes and school supplies, it may expect one of the parents to stay at home. This could require one of the parents to quit a job. They also have to meet up to high standards, and they may be asked personal questions about how they were raised and how they raise their kids. After the child is put in care foster parents will have meetings with social workers.

Often the hardest part of being a foster parent is letting go. Foster care is not adoption; it is temporary family based care. The hope is still to reunite the child with their original birth parents when they are emotionally and financially stable. Even if the foster parents have concerns about the birth parent they must let go of the foster child, no matter how much they love them. Sometimes the foster child is happy with their birth parent, but unfortunately many children are put back into the foster care system.

Foster parents are very important in a foster child's life; they help them through tough times and offer them love and care. Not everyone is cut out for this, but for the right person it is truly rewarding. *"They love me. It's all that matters. My birth parents never could, but my foster parents do."* —Katie Disain, 11, foster child.

Discussion: This sample is an informational piece. According to the introduction, foster parenting will be discussed in terms of how it provides support, love, and parenting to children who will not stay in your family for very long. The body of the piece does not exactly match what is set out in the introduction; it talks about the disruption to family life, the costs associated with a foster child, and then finally about having to send children back to their birth parents. The content is good, and clearly presented, but not consistent with the beginning. The conclusion refers back to the introduction, and is well done. Word choice is adequate, as is sentence structure. The piece brings voice and commitment to the topic, and an effort is made to engage the reader.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Main ideas and supporting details work together to advance the piece
- Sustains connections between key ideas and supporting details
- Conclusion is a summary of main ideas, key points, and/or arguments
- Conclusion is strong and has an impact on the reader
- Follows organizational structure of specific format
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Applies Canadian spelling conventions to familiar and unfamiliar words

How the Entertainment Industry Is Lacking Creativity

Even though the global entertainment industry is worth a staggering \$2 trillion, movie ticket sales are through the floor compared to previous years and television networks are facing severe budget cuts. Why might this be? Perhaps one of the largest reasons why the entertainment industry is in decline is because the public is not satisfied with the current films and television shows due to their lack of originality. Like a writer with writer's block, Hollywood is having trouble coming up with new ideas. Think about the types of new movies and television shows that have premiered lately. A majority of these movies (96% of those created to be exact) and television shows frustratingly elaborate other stories, leech off of a popular phenomenon or former success, or are reformatted in order to make more money.

Many of you are probably familiar with the Star Trek franchise. This franchise is a perfect example of how the entertainment industry is extending storylines to make more money. Star Trek started out as a single television series- a brilliant concept but it flopped. Over time, attention grew after people began watching reruns and a fan base developed. From there, one original idea Hollywood had was milked for all it was worth. 5 television series, 11 theatrical films, numerous books, games, and products later we can see how Hollywood re-uses great ideas instead of making new ones. Although Star Trek is a wonderfully entertaining series, do we really need a sequel to a sequel of a sequel of another sequel of Star Trek? And that is just for the number of television series. Imagine how many times the word "sequel" would have to be repeated to describe the twelfth Star Trek film planned for 2013!

When Hollywood is not extending storylines, they are leeching off of the success of other works. Think about the popular cartoons Family Guy, American Dad, and the Cleveland Show that were all created by Seth MacFarlane. They may not seem very similar at first but they have a lot in common. Each television show features a lovable yet dumb father, an attractive mother, an outcast son, a daughter who despises her

father, a comically-sized sadist, and a non-human best friend. In the end, is any of this original? Remember the Simpsons featuring a lovable yet dumb father, an attractive mother, and an outcast son?

Another way Hollywood tries to make money off of previous successes is by remaking movies or television shows. Perhaps last October you went to see the film Footloose. This film was a higher-budget, lower-earning version of the 1984 Footloose and had only slight modifications. Footloose is only one example of a cookie-cutter remake and there are many others including those on television such as Hawaii 5-0. The original Hawaii 5-0 lasted twelve long seasons from 1968 to 1980. The new Hawaii 5-0 is virtually the same as the classic, with the remake using the same premise of a procedural police drama, an identical catchphrase, and similar theme song.

Occasionally, Hollywood will not even attempt to deceive the viewer into believing their product is new and original, and instead re-releases the exact same product. We can see these attempts in everyday life when a film is re-released in a higher quality. Think about Disney films and how many times you turn on your television and see a commercial about how Disney has upgraded its beloved classics to Blu-Ray. Movie lovers already own these movies but they allow themselves to be manipulated into buying The Lady and the Tramp, for example, on Blu-Ray when they already have it in VHS and DVD format. Hollywood also takes old films and allows them to be replayed in theatres for a limited amount of time, such as in the case of The Lion King. Finally, when re-releasing or replaying does not bring in the audiences; the entertainment industry will turn its product three-dimensional. Titanic, for example, is a film that has experienced all three of these money-making tactics and is available on Blu-Ray, been re-released to theatres, and has undergone the three-dimensional treatment and will be available in theatres to take your money on April 24th, 2012. Other examples of movies that have undergone the three-dimensional treatment include Star Wars Episode 1 which is currently in theatres and the Lion King which

released in September 2011. On the back of the success of the Lion King 3D, Disney decided to give 3D treatment to Finding Nemo for re-release on September 14th, 2012.

The general public deserves more than to be only offered countless opportunities to see the same film over and over again. Shows and films that leech off of previous successes are nothing more than manipulative, money-making schemes. How can the entertainment industry rake in the cash and only give the public an inferior product? The public has started to send the \$2 trillion dollar industry the message that they will no longer allow themselves to be further manipulated into buying uncreative products, causing a serious decline in the entertainment industry. Is it that Hollywood does not believe the public can understand new ideas or has Hollywood lost their imagination? Regardless of the answers to these questions, the result is clear: the general public is waking up and are starting to insist on better movies and new ideas. Either the entertainment industry will provide the product that audiences are starting to demand, or they will suffer the consequences of continued loss of revenue. I hope they wake up soon, because I miss going to the movies.

Discussion: This sample is an opinion piece; an argument for why the entertainment industry is losing money. The author presents three key ideas in the introduction (extending a successful series, copying a successful series, or reissuing already successful movies) and then devotes a paragraph to each, providing details and examples. The conclusion offers a good summary of the arguments, and asks some challenging questions of the reader. Both content and organization in this piece are well done. The piece carries good voice, and the word choice is specific and effective.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is a summary of main ideas, key points, and/or arguments
- Conclusion is strong and has an impact on the reader
- Follows organizational structure of specific format
- Uses precise and effective vocabulary specific to the content
- Uses a variety of more complex sentence structures
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Applies Canadian spelling conventions to familiar and unfamiliar words

My Speech

The Importance Of Helping People

Feb 10, 2012

English 9

Help — verb — to make it easier for (someone) to do something by offering one's services...

The world faces many humanitarian challenges. Poverty and starvation are the most obvious ones – regardless if they are caused by war, natural disasters or social issues such as unemployment and homelessness. Throughout the world these issues have crippled or ended many lives. Sometimes these problems appear so overwhelming that it seems easier to close our eyes to them. Some people feel that there is so much need, that they cannot possible change matters anyhow. Other people are simply glad “that it’s not them”. It seems easy to live in a bubble and pretend that the world does not have problems.

The American novelist Ralph Ellison wrote: ‘I am invisible, understand, but simply because people refuse to see me’. I believe that this is how many people living in poverty, who have nothing, must feel.

I have personally been very involved with poverty in Mexico. I have visited a few times with my family and we noticed that there are many children less fortunate than we are. There are young boys and girls who have to sell flowers and whatever they can, sometimes late at night, to make money. Some of them are unable to sell anything and have to beg to eat. It’s very hard to understand how they can have so little and we have so much compared to them. I have talked to many people while in Mexico, and some of them expressed that they feel that no one really cares for the issue they face. It seems to them that tourists as well as the Government officials do not understand the pain they are going through, because they have not lived in the circumstances that they have had to deal with all of their lives. And sometimes just acknowledging to them that we do care, even if we do not have the answers, makes all the difference.

Poverty is one of the most important issues that affect humanity today. Poverty does not only touch one but all people around the world. We see poverty everywhere, but it is a much more wide spread than we can even imagine.

Fact: At least 80% of humanity lives on less than \$10 a day.

Fact: Almost 15% of the world lives on less than \$1.00 a day (450,000,000 million people).

22,000 children die each day due to poverty across the world (according to UNICEFF). UNICEFF says "They die quietly in some of the poorest villages on earth, far removed from the scrutiny and the conscience of the world. Being meek and weak in life makes these dying multitudes even more invisible in death." We can never officially stop poverty completely, but there are many things we can do that can change that.

If we were to take less than one percent of the total amount of money spent every year on weapons, we could feed every child AND put them through school. It would allow kids to be able to get a job, support themselves and their family and put an end to the cycle. It would start to fill the very big hole that we call poverty.

It is obvious that there are serious issues, which are hard to comprehend. One of the only ways of bringing an end to it is by helping one another. Other human beings are suffering from poverty and dying of starvation and we cannot turn a blind eye to that. We need to stop thinking about ourselves as individuals and go beyond our home, our families and maybe even our community and our country. Many people may not realize, but we are all the same. We all live on the same planet, and, in a way, we are all connected. It is important to give back to others because we are lucky to have plenty, and some of them have very little.

According to a 2001-2004-starvation statistic on Wikipedia (<http://en.wikipedia.org/wiki/Starvation>) it is reported that on average one person dies every second as a result, either directly or indirectly, of hunger. That means 4,000 deaths every hour – 100,000 deaths each day - 36 million deaths each year - 58 % of all deaths because of a lack of food. This is almost impossible to comprehend, particularly because it is a fact that there is enough food in this world to keep every single person healthy – but not every one has the means or access to that food. Starvation in this world is mostly caused by disease, poverty, environmental factors, or the imbalance between energy intake and energy expenditure (meaning, more energy is spent, than food taken in).

We live in the affluent society of North America and most of our images of starvation come from Africa or other developing countries. In fact, there is so much excess that health issues due to obesity are a major problem. Stopthehunger.com shows that of the over 7 billion people in his sword; currently about 913 million are undernourished. Yet, imagine, twice that many - over 1,5 billion - are overweight. In the USA alone over \$40 billion dollars are spent on the weight loss industry each year with an estimated \$ 15 billion more spent on obesity related diseases. Nonetheless, even in the Canada an estimated 5.5 million people are at risk of hunger every day, most of them children and senior citizens.

Fact: To feed every hungry school child in the world for a year – estimated \$3 billion dollars.

Can you guess the amount of money was spent on the Iraqi war? (Ask Audience)

Fact: To date, the US Military has spent over \$400 Billion dollars on the Iraqi War.

Fact: A single F-22 Raptor cost (approximately) \$150 million dollars.

Fact: Global military expenditure stands at over \$1.6 trillion

When we help others, we aren't just helping them, but we are doing something for ourselves as well. It seems hard to find the time and the energy to help, but if everyone remembers what a huge impact can be made with little efforts, we can truly change this world. This can be as simple as clearing the snow from a neighbor's walkway or sitting with a friend during a difficult time. Kindness and compassion tends to spread and go beyond the person giving of themselves and the person receiving it.

When I realize what a change my "Pay it Forward" project in helping Mexican orphanages has made, I feel many mixed emotions. I feel proud and sad. I feel huge amounts of gratitude towards all the people that support my efforts. I feel so happy when I visit the orphanages, yet my heartbreaks, knowing how hard these kids lives has been. I feel overwhelmed, both by the huge need and by the attention that has come to me because of the project. I am so amazed that a small idea can grow so large. My effort to help has truly changed my life and it has definitely made me a better person.

Helping others is mainly about giving your time, energy and skills freely. You give without expecting anything in return, yet the gain is incredible. It actually lifts your spirit to go beyond yourself and your immediate surrounding and to do something selfless for others. Not only are you making a difference, small or big, but you are gaining experiences you will never forget. You feel more connected to other people on many levels. You feel enlightened after helping. You will look at the world a different way, by seeing its problems and automatically wanting to solve them. It is one of the best things you can do that will help both yourself and others around you. And it is addicting because you just want to do more, help more, do it better and make a bigger change. And most importantly, it brings hope that together we might be able to transform this world and bring solutions to incredibly important issues.

Change — noun- to make or become different.

Discussion: This sample is intended to be read as a speech, but it is also powerful as a written piece. The topic of global poverty and starvation is introduced at the beginning, along with the definition of the verb “help”. While the organizational format is not necessarily traditional, it presents the information in a way that is logical and easy to follow. The main body of the piece discusses global poverty and starvation, and brings forward a plea to others to also attempt to help, as the author explains his/her efforts. The piece uses a wide variety of sentence types, lengths, and structure, and makes very specific and effective word choices. Voice is very clear here. Credit is given for the quotes used, but the statistics are not sourced.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader’s interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is a summary of main ideas, key points, and/or arguments
- Conclusion is strong and has an impact on the reader
- Follows organizational structure of specific format
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses precise and effective vocabulary specific to the content
- Uses a variety of more complex sentence structures
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Applies Canadian spelling conventions to familiar and unfamiliar words

Famous

I am famous. I don't really like to brag about it, but it's the truth. Enter my name on the internet and you'll get more than a thousand web pages about me. You could try to read them all, but they all say roughly the same thing, and most of it is a lie. Everyone knows where I live, my daily habits and my favourite brand of cereal, but no one really knows about me, the *real* me. It's like having a hundred thousand blind stalkers. All the lying magazines, hate mail and over-all lack of a normal life is depressing.

It gets irritating, after a while, I can't walk in the streets without having a crowd of awed fans and harassing paparazzi. I once had a picture of me buying ice cream posted on the Celebrity News' front page, headline: "Star Reduced to Comfort-Food?" Those bogus news papers used to really get on my nerves too. All the rumours and lies they reproduce in mass quantities for the ignorant public. I often surprised myself at how angry I could get. They're just lies, stupid made up stories to get the fans rumbling and sell more of their infamous magazines. And for some reason, I can't complain. The stories always have one inch of truth for every mile of exaggeration. I've gotten used to them now; I just remind myself that these stories aren't about me, but about my public image. I don't really resemble any of the characters I've ever portrayed, and yet sometimes I feel like I'm the only one who knows that.

There've been many times where I've been scared. I can look out of my bedroom window, and all the shadows and dark corners could be hiding stalkers and all kinds of nasty people. In the news papers I've often seen pictures of me taken from inside my gates, sometimes even from just outside my window. Although a large part of the population likes me, or at least the characters I represent, for some reason a lot of people hate me. I don't know why, I don't think I've ever offended anyone. Some of the hate mail and threats are quite frightening. Why would anyone want to harm me? I'm just doing my job.

I remember what it was like before I became famous, trying to pay off monster bills and debts. I remember going out with friends and family. But I haven't seen anyone who was close to me then for a long time now. My old friends have moved on, hardly ever telling others of how they used to know me. All my family moved away, driven out by the paparazzi and stupid fan mail. I get lonely sometimes, all alone in my house. All the money I send to charity never really makes me feel good inside. Something needs to change, because what's the point of me being rich if in the end I'm still unhappy?

The life of a famous person is not just large houses, a dozen cars and fancy upper-class parties. It's waking up at five in the morning, travelling all the way to some secluded set and doing your best to act like an imaginary and unlikely character all day for the next block-buster. Sure, you get paid way too much money, and there's a whole bunch of people who for some reason love you, but is it really worth it? You give up your whole life to become famous, you lose most of your friends, you try but often fail to ignore all the rumours about you, half the time you're acting like someone else, the rest of the time you're doing nothing and all the while trying to figure out why some people hate your guts. I would give it up; give it all up to get my normal life back. The sad thing is that there are millions of people who would kill to be like me.

Discussion: This sample is a point-of-view piece. Written as a reflection on life, the author talks about what it's like being a celebrity. The amount of voice in the piece is amazing, and the insights and supporting details and examples are very well done. It doesn't follow a specific organizational format, but it flows well, and has an excellent introduction and conclusion. Word choice help reinforce the point of view as well as the voice.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is a summary of main ideas, key points, and/or arguments
- Conclusion is strong and has an impact on the reader
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses precise and effective vocabulary specific to the content
- Uses a variety of more complex sentence structures
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Last Resort

My memoir....

I'd been walking for days, maybe even weeks. Straining not to fall over onto the hot asphalt and die. I couldn't help but wonder how I'd come to be here, starving and trying to survive in the middle of nowhere. At the time, all I could remember was a fight with my father and running away the same night. I had had enough of him bullying me and blaming me for everything. He never hit but words can be as painful as a broken bone.

I had been reckless (the better word might be stupid) going off with only a few granola bars, a knife and a bottle of water. I remember feeling proud about leaving my dad behind, confidence, arrogance and anger being my fuel. But after a day, my confidence changed to concern then to fear then to desperation and finally to the last stage: nothing.

After awhile, you just know things. You know you're overheating, you know you're tired, and you know you're starving but you don't really feel it. Your brain shuts down. You only realize these things when you think about them, but most of the time you forget. I can't even remember what I was thinking during that stage, only vague ideas. I remember walking and crawling, breathing strongly and feeling like an idiot. I also remember thinking about my dad; nothing specific just my dad. Stuff like where he was born, when he met my mom, how everything went downhill when she left. Stuff like that.

I recall laughing, thinking how funny my escapade had been. It may not have been a funny "ha ha" nor a funny weird but more like the funny "how could I have been so stupid?" I know I wasn't the sharpest tool in the shed (my father seemed to enjoy reminding me), but I always did have common sense. I would analyse the situation and think of the best solution. That's what made me a good sailor.

I stayed in that stage for who knows how long until I came to this garage and snack bar. It was a pretty small place and was horribly painted: orange and white stripes. On a sign hanging above the door it read: *Coffee, Snacks, Worms*. But that was the farthest from my mind. Suddenly, my brain switched on. I started analysing and observing. I was back.

I made my way to the building, stopping at the door. What was I going to do? Ask for something to eat? But I didn't have any money. For a minute, I just stood there wondering what I should do. There was no way I was going to call my dad. I would have rather died. But I knew I couldn't keep going. I was too weak and hungry. ✓

* I debated with myself about a couple of ideas until my brain stopped at one. I never wished to have to rely on such a desperate last resort. I tried to find another plan but I couldn't find one. I looked at the window to find one girl behind the counter. She was about my age but seemed to be daydreaming, looking at the far wall with a blank stare. There was nobody else. Worst case scenario, I would run away without any food or money. I could do it.* I was going to rob the place. I took a deep breath, made sure my knife was in my pocket, and went inside, hoping I wasn't about to do the biggest mistake of my life. ✓

Discussion: This sample is a narrative essay. The author engages the reader in the story and then comes to the critical point where a decision has to be made. The turn of events at the end is surprising, but helps to make the author's point. The voice in the piece is powerful, and the word choice is excellent.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is strong and has an impact on the reader
- Follows organizational structure of specific format
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses precise and effective vocabulary specific to the content
- Uses a variety of more complex sentence structures
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Climate and Landscape of Alaska

- ⊙ Did you know,.. Alaska has more water than any other state It has more than three million lakes, three thousand rivers, and a shoreline that includes the Gulf of Alaska. <3
- ⊙ Alaska has beautiful tall mountains, Clear clean water, and a lot of green healthy trees, and a fresh clean smell of A Forrest. ☺

Plants and Animals in Alaska

There are many interesting facts about Alaska. Here are some examples.

One fourth of the Alaskan state is forest. There are hundreds of animals species found.

The state also has more then five hundred types of wild mushrooms.

I think that fifteen species of whale live in the Alaskan water.

The Alaskan state has black and brown bears. Bears hide in the trees when people hunt!

There's over a million different kinds of birds. There's many bald eagle nests along the chilnet river in southeast Alaska. Golden plovers travel from their nest in Hawaii to Alaska!

I really think Alaska is interesting.

Discussion: This is a collection of facts and opinions about Alaska. It could be the basis for a brochure or travel guide or article. The format is somewhat confusing, as it starts out with bullets and follows that phrasing format, but then switches to a list, with no punctuation indicators. The information is interesting, but even allowing for phrases rather than full sentences in the format, there are still some noticeable structural and convention errors. The transitions between the pieces of information is not clear.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Topic is focused and maintained
- Beginning of piece establishes key ideas
- Word choice is appropriate for intended audience
- Voice is evident

FERVENCY TIMES

DATE: DECEMBER 31ST

RECEIVER RECEIVING

Congratulation to every one! At the ceremony, the ones became twos and the two became threes and etc... but the new nines received their bikes. People like Fiona and Asher also got their

Assignments. We heard a bigger today. The new receiver is now Jonas, there was a smart and beautiful girl before him but unfortunately she is now gone to **Elsewhere.** Being the receiver is an enormous assignment for a twelve, as the receiver he has to get memories from the Giver, an old man the transmits some of his open, fearful and strange

memories to the receiver.

We made a couple of interview with the community, just to see if they were "ok" with the fact that Jonas is the new receiver; "I just hope the he doesn't go to Elsewhere like the other one, other than that its fine with me." said Marry the

birthmother. Then Peter the Fishermen said "I think it's a good thing to have a receiver in the community but he is only a twelve I don't think he will make and ask for **release** or just decides to go elsewhere. "Since he was an infant he was chosen by us because he was smart, pleasant,

educated and honest little boy and he had more than the other boys and we think that he had the capacity to do an assignment."

"I am really happy for my son's new assignment as a receiver... WOW!" from Jonas's father. Everyone seems to be happy with Jonas being the receiver. This reporter feels a great choice that has been made by the **Committee of Elder.**

"Jonas, a boy that grows so fast, a boy that we saw young and then became a twelve so fast that I don't regret assigning him as a receiver." Committee of Elder.

Discussion: This is a response to the novel The Giver, written as a newspaper article. The piece uses the correct format, writing in columns, leaving a space between paragraphs, and using quotes to enhance the content of the story. However, there are also spaces where there shouldn't be paragraph breaks, and there are issues with the alignment of the columns. The headline attempts to engage the reader by using repetition, but it doesn't really make sense so it is a bit confusing. The author doesn't follow the standard "5W's & H" in the opening paragraph, so the reader must rely on background knowledge. The content, based on the book, is accurate at a literal level. There is voice in the piece and a tone that is consistent with the genre (although not necessarily with the book). There are a significant number of convention errors in the book: missing words, incorrect usage, spelling and punctuation errors, and others. Some to impede the overall meaning, and they make the piece difficult to read.

APPROACHING STANDARDS

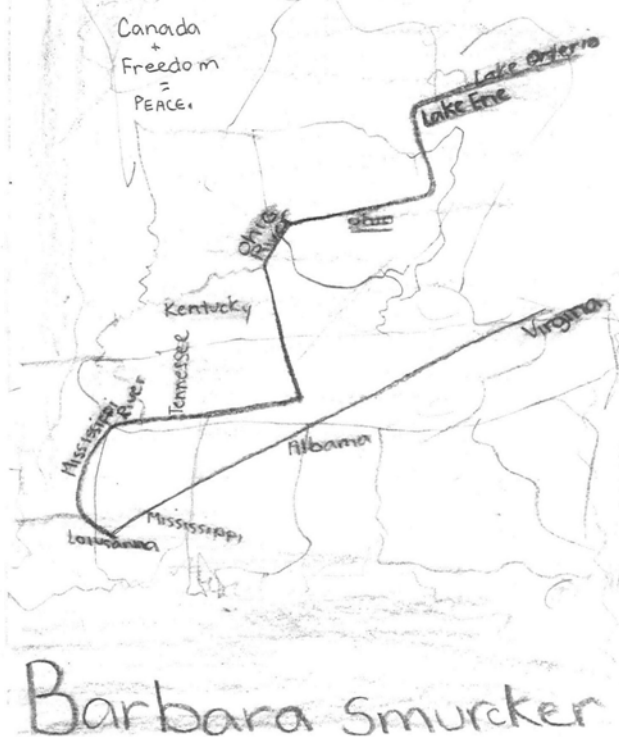
Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Supporting details enhance the piece
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Voice is evident

Underground to Canada

A dream to get to Canada is all Julilly wants and to see her mother after being brutally taken away from each other. After hearing some slaves escaped with help from the "underground railway" Liza and Julilly had to leave but theres a bump in the road, a couple of slave hunters are searching for escaped slaves. Will they make it to Canada?

Underground to Canada



Discussion: This is a response to the novel Underground to Canada, written as a book jacket. The author follows the correct format for the genre, having an cover illustration that gives information about the novel (a map showing the journey) and a jacket blurb that sets the context for the story and a hook to engage the reader. There are some errors in the text (sentence structure and punctuation) as well as some unclear word choice ("after being brutally taken away from each other", "Liza and Julilly had to leave"), but the gist of the message is clear.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Supporting details enhance the piece (illustration)
- Writing follows appropriate organizational pattern for genre
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct capitalization
- Spells most words correctly, errors do not significantly impede meaning

How to tell a predatory bear from a defensive bear

What to do if you encounter a defensive bear: Normally bears try to avoid humans but if you ever encounter a bear it will probably just smell you and walk away. Sometimes bears are around you without you even noticing, but if makes itself visible and its stands its ground, you're probably just close the bears personal space. If the bear doesn't notice you just try to go back the way you came. If the bears sees you and looks stressed, talk to the bear and try to walk away keeping eye contact with the bear. If the bear follows you it's probably just a defensive female bear trying to defend its cubs or maybe an arrogant male bear defending its territory. When you're out of its territory I will probably just leave you alone, but if the bear charges at you to attack get on the ground and play dead on your stomach with your hands on your neck. If the bear tries to roll you on your back just roll back on your stomach. After a while the bear will go away when it feels that you're not a threat to them anymore. Don't get up just yet! Wait a while and when you're absolutely sure that the bears gone get up and go back the way you came.

What to do if you encounter a predatory bear: If you meet a predatory bear it will seem calm and interest in you. Try to get away from the bear. If after a while of you trying to get away from the bear, it's still following you, you have to stand your ground, make yourself look bigger than the bear, hit the ground with a stick and make lots of noise. If the bear comes to attack; kick, punch and do anything to defend yourself. (Bears are most sensitive in the nose.)If the bear leaves you get up and go back the way you came and get help if you are badly injured.



Discussion: This sample is written as informational text, possibly for a brochure or a poster. The title suggests the content will give the reader information about defensive and predatory bears and how to tell them apart. That information is contained in the text, but is not the focus. The two paragraphs are not in the same order as the title; the structure would be clearer if they were. The two paragraphs do provide specific information. The two photographs show the two kinds of bears, but are not labeled (which would give further clarity). The tone in the piece is consistent with an informational hand-out. There are errors in sentence structure and punctuation, as well as some typos, that make the piece hard to follow in places.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Supporting details enhance the piece
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Uses precise vocabulary according to context
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct capitalization
- Uses correct end punctuation

Valentine's Day Dinner: Great Turn Out!

To raise money for the 2012 graduation, Mr. Holland & the grade 12 students organized a Formal Valentine's Day Dinner that took place in Fort Good Hope, Chief T'Selehye School, on February 14, 2012, @ 6-8pm in the school foyer.

It was Valentine's Day and the graduates need money for the graduation coming up so they thought 'What a perfect time to set up a romantic dinner for all the couples out there'. The students cooked all the food, set up the tables with heart balloons & candles, and played love songs that Mr. Holland put together. The starter was Caesar salad, the entrée was spaghetti and garlic bread, and the dessert was heart-shaped chocolate cake with pink icing and two scoops of vanilla ice cream on the side. "It was delicious!" Dave Willitts told me.

The grad students got help from all the staff teachers and people offered to volunteer to clean and serve.

About 70 people bought tickets to go and the students weren't expecting that many so then they had to go out and get more food in case they wouldn't have enough. Interviewing Dave Willitts he told us "They ended up having more then they needed".

The grade 12's having only held a bake sale & a dinner so far and has about \$3,000. They're going for \$7,000.

"It was great and neatest event I've been involved in since I've been here & would love to be involved in that kind of event again" Dave Willitts said.

Discussion: This sample is written as an article or report, to share information about an event. It follows the organization format of the genre, giving the most important information first. Extra details and quotes enhance the piece. The piece concludes with information about the general fund-raising goal, and a summary quote. The word choice is good, and the author's voice comes through clearly. There are some convention errors and typos, but most do not impede meaning.

MEETING STANDARDS


Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic
- Spells most words correctly, errors do not significantly impede meaning

Prime Ministers office
80 Wellington St.
Ottawa, Ontario
K1A 0A2
Feb. 9 / 2007

Dear Mr. Harper,

Hi there, my name is
I am a grade 7 student
at Mildred Hall School, Yellowknife, N.T.
Recently my class has learned about
global warming, and its effects on
our environment. I am concerned
that you haven't taken enough action
and I want to inform you about the
issues that will endanger my generation.

Greenhouse gases are
increasing because of pollution. Pollution
happens because of people. People pollute
by burning fossil fuels in our cars
and industries. Pollution is bad for the
environment. If we keep on polluting
global warming will happen faster.
That means we will have less water,
less water will cause droughts, droughts
are when a lot of water evaporates, this
will effect farmers, animals, etc. It will cause
warmer weather which will melt the ice
ice caps, which will cause floods, and people
could die. Are you prepared to deal with
all the problems that will happen?
Sincerely, 

Discussion: This sample is a letter, written to voice concerns over a particular issue. The author introduces herself and her topic in the first paragraph, then goes on to explain her concerns in the second. There is a brief summary statement at the end of the letter as part of the second paragraph. The content is very general, but it does stay focused on the topic. There are some details and examples that are intended to enhance the clarity of the content. There are some sentence structure and convention errors that make the second paragraph a bit confusing. The word choice is also quite general, but the piece does have voice.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic
- Spells most words correctly, errors do not significantly impede meaning

Freak the Mighty by Rodman Philbrick

Journal #2 - pages 10-40 DISCOVERIES

So far I really like this book. In a way Max and Kevin remind me of Stanley and Zero. Zero and Kevin are both ^{really} smart and they both have single parents. Stanley and Max are both used to getting made fun of, they are both quiet, and don't really care about themselves.

In this section I found out how they became Freak the Mighty and all about Blade and his gang. I realized that when the author talks about Freak being on Max's shoulders and running away from Blade it's that exact same scene that's shown on the cover. I think this story is going to have a lot of ups and downs but at the end it's going to go way down!

The reason I say this is because I was reading the reviews at the front of the book and the School Library Journal said "Many novels deal with effects of a friend dying, but this one is somewhat different and special!" I kind of knew Freak was going to die but ~~it~~ kind of ruined the book! And I don't especially ~~that~~ quote like sad endings. " "

Other than that I am enjoying this novel a lot because I like reading about the adventures they have together and how they become friends even with so many differences.

Discussion: This is a journal response to the novel Freak, the Mighty. The author makes connections in the content, poses questions, and offers opinions. There are examples and details to support the opinions. The author's voice comes through clearly. The insertions ("really smart", "but that quote") are inconsistently placed (one above and one below) requiring some rereading to be sure it flows as the author intended.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Writing follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience

Rubric qualities (cont'd):

- Uses varied sentence lengths
- Uses varied transition words
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic

Tragic hunting accident

Dick Cheney shot a man while hunting

by

February 16th 2006 at about 1:00 p.m., U.S. Vice President Dick Cheney shot Frea Huffington while hunting for ducks.

This is a shock to all Americans," commented FBI Agent Richards, "to think that their Vice President could be careless enough to shoot a person while hunting."

Authorities later found out that Cheney had been drinking before he went out hunting. "I was hunting a rare species of duck and it was flying close to

the ground so I aimed and shot at it but I guess I missed because the next thing I knew, a man was yelling in pain."

Huffington's injuries weren't fatal but he had to be switched to another hospital because of a surgery that had to be performed on his wounded shoulder.

"This is simply a warning to all hunters not to consume alcohol before hunting to avoid other hunting accidents..." noted a witness of the event.

Discussion: This sample is a newspaper article, written from a current event. The author follows the standard format for articles, using the "5W's & H" to construct the lead, then filling in details and using quotes to enhance the piece. The summary quote sums up the main message of the piece. There is good word choice (except, perhaps, for it being a "tragic" hunting accident), and a tone consistent with reporting of this nature. The piece shows good understanding of conventions.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, points, arguments
- Word choice is appropriate for intended audience
- Uses interesting language to clearly convey information
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct capitalization
- Uses correct punctuation
 - End punctuation
 - Commas, apostrophes, quotation marks
- Spells most words correctly, errors do not significantly impede meaning

Why Dog Owners Should Pick Up Their Dog's Feces

Dog owners should pick up their canines feces. Dog poop is revolting and unsanitary. Poop also makes Yellowknife less beautiful and habitable.

Feces, when not properly disposed of can cause many diseases that we could die from. The waste also harms the dogs, and other animals because they sniff and eat it. Furthermore, the poop could help raise the death toll in Yellowknife.

Because of this disgusting brown substance, being outdoors is less enjoyable. People constantly have to watch their step to keep their shoes clean. Even worse than smelly brown shoes, is the fact that watching the ground all of the time creates a greater potential for accidents. Once again, a rise in the number of the deceased.

When Spring rolls around, dog excretion emerges from the snow, and mixes with the mud. This produces wet, stinky, muddy, poop. The poop could have been picked up when it was fresh! So, why do canine owners not pick up their dog's feces? Perhaps they are too lazy, or they do not have their poop scoopers with them. Whatever the reason, it is not good enough.

The consequences of not picking up the feces, effect the whole community. With none of the effects being positive, dog owners should fulfill their responsibility, and take one extra minute to keep Yellowknife clean!

Discussion: This sample is an opinion piece, perhaps to be used as a letter to the editor. The topic is clearly stated at the beginning, and the key points are addressed in the following paragraphs. The conclusion restates the topic and attempts to persuade dog owners to be responsible. The word choice is effective, and the author's voice comes through clearly. There are some small technical problems in the piece (effect/affect, and some misplaced or missing apostrophes) but overall the piece is clear and easy to read.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Main and supporting ideas work together to advance the piece
- Supporting details enhance the piece
- Beginning of piece establishes key ideas
- Sustains connections between key ideas and supporting details
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is a summary of main ideas, points, arguments
- Word choice is appropriate for intended audience
- Uses precise vocabulary according to context
- Uses interesting language to clearly convey information
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Uses varied transition words
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with topic
- Uses correct capitalization
- Spells most words correctly, errors do not significantly impede meaning

Dear Bilbo Baggins,

You are a quiet, funny looking hobbit, with big furry feet. You are short and stubby, with curly hair and a humungous appetite. Our adventure wasn't the easiest in my case. How did you find it? You are very brave and you showed it by having to survive and go through all that roughness when you were by yourself for a bit. The way you handled the situation with the spiders was super impressive. You were not so bad a leader after all. You took very good care of us and you were willing to risk your life to save us. You were very kind and greeted us good. Even though getting back the gold was going to be a tough adventure, you still came to help get back what Smaug stole. I have really enjoyed getting to know you better and partnering up together. I felt more secure and on track with you, until near the end of the journey. I just wanted to know why you stole the Arkenstone, I trusted you. I really don't understand so please tell me why.

I will be anxiously waiting for a reply. . .

Thorin.

Discussion: This sample is a response to the novel The Hobbit, focusing on the character of Bilbo Baggins, from the perspective of one of the other characters. It is written as a letter. There is little introduction, and the author assumes a lot of background knowledge on the part of the reader. This is, perhaps, not the best genre choice for sharing this information, however the content is clear. The word choice is strong, but there is not much voice in the piece. Technically, it is well-written.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Content clearly conveyed
- Supporting details enhance the piece
- Sustains connections between key ideas and supporting details
- Writing follows appropriate organizational pattern for genre
- Word choice is appropriate for intended audience
- Uses interesting language to clearly convey information
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Uses correct capitalization
- Uses correct punctuation
- Spells most words correctly, errors do not significantly impede meaning

Dear Mr. Brouwer,

My name is _____ I want to thank you
for coming to Tulita and giving us the books. I
really liked them, I finished reading it the night
I got mine. Also in school my teacher got us on this
web site about all the books you've^{ever} written, and I really
liked "Hurricane Power". I hope you guys come back
someday. I really liked the presentation especially
when the teachers had to dance. I loved the group
pictures and the autographs. My little brother really
liked going skating with Bryan Trottier, Al Conroy, and
Paul Kruise. He and I are really big fans of your
books and the NHL Hockey Stars. I really hope you
continue writing books, because I would really like to

read some more of your books. We'll hope you guys
come back soon but till then take care and please
keep writing.

Sincerely,

Discussion: This is a thank-you letter. It follows the correct format of a friendly letter, although it does not have a return address on it (date and address were removed). The beginning of the letter introduces the author and the purpose of the letter. Further details add to the piece. This letter has strong voice and the message is clear, perhaps because the author has a sense of purpose for writing. There is a summary statement at the end that ties the piece together. There are some small convention errors, but overall they do not impede meaning.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Supporting details are relevant and enhance the piece
- Introduction establishes key ideas
- Conclusion may have an impact on reader
- Follows organizational structure of specific format
- Word choice is appropriate for intended audience
- Voice is evident
- Consistently uses correct capitalization



Daizy Dog Inc.
Box 23
Norman Wells N.T
X0E 0V0

May 9, 2007

Mr. Daschund
Big Town Co.
Box 2363, 27 Triangular Square Street
Big City C.B
213 543

Re: Latest Shipment Of Pet Supplies

Dear Mr. Daschund

The latest shipment of pet supplies you have sent me last week are completely ruined, I cannot use a single thin in that shipment! The rubber toys are melted together and do not squeak! All the leashes and muzzles are shredded! Every types of food has a chemically smell, I wouldn't sell that with that smell lingering in it and the most important thing of all is the pet medication every single pill in every bottle has a reddish brown colored tinge to it last time the were assorted colors depending of the species of animal. Every thing is wrecked!

Mr. Daschund I surly would expect this was a complete accident. But I demand a complete refund and a new shipment free of charge!

Singer^{1v}

Discussion: This is a letter of complaint. It follows the correct organizational format for the genre, stating the complaint, giving examples, and then suggesting a solution. The mechanics of the piece show some problems with sentence structure and punctuation, as well as proofreading for typos. The tone seems a bit excessive for a business owner, with all the exclamation marks.

APPROACHING STANDARDS

Rubric qualities:

- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Follows organizational structure of specific format
- Consistently uses correct capitalization

Kelly Winters
P.O. Box 123
Yellowknife N.T
X1A 2E4

April 21, 2010.

Mike Gibson, Public Relations Officer.
Alert Manufacturing Ltd.
929 Main Street
Rangeview, AB
TJ7 3E9

Dear Mike Gibson,

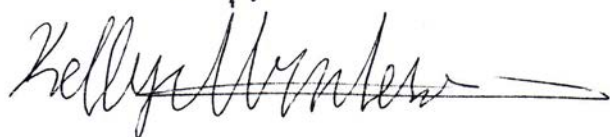
My name is Kelly Winters, and I bought one of your hair dryers. I needed it so I could dry my hair quickly so I could make it to my cousins wedding. And your hair dryer broke. So that is why I'm writing to you.

So I got out of the shower and put my towels on and plugged in my hair dryer and I was blowing my hair. It was going good to tell you the truth. And then all of a sudden it made a big POP noise and the back fell off and stopped working. I have only had it for 4 days.

Since this unfortunate thing has happened I would like to ship it back to you and you can give me a new one. And if that one breaks to, I would like you to give me a refund. I will be shipping the hairdryer back to you in about two days.

So I'd just like to say thanks for the patience and time you have taken out to read this, and to ship my hairdryer. Thank you kindly. I look forward to doing more business with you.

Sincerely,



Kelly Winters,

Enclosure.

Discussion: This is a letter of complaint. It follows the correct organizational format in layout as well as in stating the complaint, giving the details, and suggesting a solution. There are some extraneous details (the cousin's wedding, the towels after the shower) that do not add to the piece, but which do make it more interesting to read. It is also not clear if the letter is going with the hairdryer (hence the enclosure noted) or if they will be shipped separately. There is an overuse of the word "so" for transitions. While technically correct, this piece does not show the author's voice to advantage.

APPROACHING STANDARDS

Rubric qualities:

- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Follows organizational structure of specific format
- Word choice is appropriate for intended audience
- Applies Canadian spelling conventions to familiar and unfamiliar words

I am a Taxi

1st entry

September 3

I wonder what it would be like to live in a cell when you're only twelve and you have to pay to live there. In a tiny little cell that you can take five steps and you cover the whole room. Well Diego had to, him, his mom and his little sister. During the day Diego is a taxi. His mom knits to sell to the outside of the prison night and day. When I say Diego is a taxi he runs errands for money, for example he will go get coca leaves for someone and they will pay him.

2nd entry

I realized that the only way that you can make good money in Bolivia is if you have something to do with coca paste or rather know as cocaine. Coca paste is the highest paying and the easiest way to get money. That's mostly why there's such good business for cocaine in Bolivia. Bolivia is a poor country and Diego would never have gone to go sell cocaine if he didn't lose his job as a taxi. Yesterday afternoon Diego was supposed to be watching his sister, but he was concentrating on one of his customer's homework from school. Normally Diego would have been done any other kids homework in a couple of minutes, he wouldn't have stopped paying attention to his little sister leaving the room, but the homework was two grades higher then Diego's. You cannot lose little children in the prison. There are crazy people that will try to take them. Good thing they found Corina, before anything could happen to her, but as a punishment he was not allowed to be a taxi.

3rd entry

I thought that it was really unfair for Diego, he was with the men that hired him to work for them in the cocaine market and they would hit and push him and his companions if they even mentioned sleep or food. The men were really taking advantage of them because they were poor. The men hired Mando and

Diego because they would work cheap. Diego didn't like his environment at all, but it was worth the money, well as he thought.

4th entry

I surprised that Mando took Rock's side when Diego asked the men when they were going to get paid. I would think that Mando would want to get paid too. Although I found Diego brave to go ask for money, I read a lot of books and the main characters resembles to Diego. In other books about children in poor countries or that are just poor, some have the same attitude, responsible, brave and unafraid. That's kind of what I like to read about.

5th entry

I was surprised that the book ended like that. It didn't even tell us what happened to Diego after he escaped. After he ran away from Smith and his men, Smith followed Diego into the woods. Smith fell into a quick sand pit and Diego left him to die. He kept running till he found a plantation of coca leaves. Then a girl about the same age as Diego pointed a gun at him and forced him to her home. Oppositely from the girl, the girl's parents gave Diego a warm welcome. I was expecting a little more of an ending after such a good story, but I guess you can kind of have your own theories of how the story ends. My theory is that Diego goes back to Cochamba and frees his parents.

Discussion: This is a series of journal entries in response to the novel I Am a Taxi. It reflects what the author has learned from the book, along with some opinions. The content is quite clearly presented, although it helps to have background knowledge about the book. The writing follows a logical sequence. The first entry serves as an introduction, giving some context for the novel. The next three detail key events in the story and add detail and some personal opinion. The last entry gives an outline of the end of the novel, as well as an opinion. There are some sentence structure issues within the piece, but not enough to really impede the meaning. There are also some interesting word choices ("oppositely").

MEETING STANDARDS

Rubric qualities:

- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Supporting details are relevant and enhance the piece
- Sustains connections between key ideas and supporting details; structure is consistent
- Follows organizational structure of specific format
- Word choice is appropriate for intended audience
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

What would you do if a place you loved were in danger? At my age, most would do nothing, because many would not know where to start. It could seem like a hopeless situation.

In the following essay I will be sharing with you my opinion, whether or not they should be having a mining exploration at Drybones Bay.

Drybones Bay is a mainland that is 50 km southeast of Yellowknife. It was once a village. It was home to many families including my parents and grandparents. Some of those families are buried at Drybones Bay. Those families would live off the land there and they would also go hunting and trapping there too.

Drybones Bay holds a lot of traditional value to the Dene. There are many traditional uses for the land. Many people still go hunting and trapping there. They also bring kids there for culture camps. It is also a great place for berry picking.

Drybones Bay is home to many different kinds of wildlife. Such as moose, black bear, woodland caribou, wolf, beaver, muskrat, snowshoe hare and spruce grouse.

Discussion: This sample was written as an essay, but is more of a description piece. It has an interesting introduction that engages the reader but does not give any information about the topic. The second paragraph does not fit with the rest of the piece; there is no further discussion of mining exploration. If that paragraph is ignored, the rest is a good descriptive narrative. Once the topic is introduced, the author moves into several paragraphs of content about the area being discussed. There is no conclusion, and the piece ends suddenly. Aside from the organizational issues the content is good. It has good descriptions and the details make the piece interesting. There is some good word choice. The author's voice is strong, and generally the paragraph construction is good. The sentence structures are general varied although fragment at the end needs to be reworked.

MEETING STANDARDS

Rubric qualities:

- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Word choice is appropriate for intended audience
- Uses clear and interesting language
- Sentences flow smoothly with a variety of structures and lengths
- Voice is evident
- Consistently uses correct capitalization
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Spring = Cleaning

How does your house look right now? As in "clean" terms. Do you know why it seems so dirty? It is because it is on its way, so now it's time to clean, clean, clean.

In order to begin your cleaning duties, you must complete this task: go to your nearest store that gives cleaning supplies, and buy the following items:

- Mr. Clean magic eraser
- Broom
- Mop
- Cloths
- Bucket
- Water
- Dishsoap
- Duster
- Dust pan
- Windex
- paper towel
- "Mr. Clean"

However, if you already have these household items in your home, there is no

Seperate paragraphs

reason to buy a second one. Now let's begin with your livingroom. It is the part of your house where you do most of your living, so it must be clean.

Start off with gathering your bucket, cloths, and "Mr. Clean". Pour ^{warm} water into your bucket, fill your bucket up three quaters of the way, pour about half a cup of "Mr. Clean" in and mix it around. When you are ready, dip your cloths in and begin wiping your walls all around the house,

occasionally dipping your cloth in the water.

Next, dust everything. Such as your bookshelves, entertainment stand^{and} coffee tables. Next, you sweep^{all} the floors in your house, making sure you get all the dirt, dust etc. After, you mop all the floors, not missing a spot, scrub all of the little stains until there is nothing. Tidy up everything in your home and organize, organize, organize!

Spring cleaning is very good for your home for so many reasons, such as:

- it makes your home cozy.
- you are happier when it is clean
- you feel good in the end
- gets rid of all old stuff and makes room for the new.

Discussion: This is a "how to" piece, with lists and instructions. It uses bullets and phrases, as well as paragraphs. The layout on the page enables the reader to follow the organization of the piece. There is an introduction, a list of materials, and then some instruction. The conclusion uses another bulleted list. The introduction engages the reader's interest, and the piece has strong voice. There are a few errors in punctuation and a missing word, but for the most part, the piece is well written.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Follows organizational structure of specific format
- Word choice is appropriate for intended audience
- Uses clear and interesting language
- Voice is evident

Rubric qualities (cont'd)

- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Applies Canadian spelling conventions to familiar and unfamiliar words

Novel study

The King in my novel *King Rat* is an enigmatic character throughout the whole novel. He represents America in all ways; exploits everything and everyone. On your way through the novel you realise that although the King describes Changi (a Chinese POW camp) as a living hell, it is something he thrives in. At this camp, the King has control over just about everyone, since he has power over supply and demand. He likes the way he controls everything in the camp. When the other prisoners finally realised that they would be set free, everyone decided that they did not have to listen to him anymore. In the camp, the King has control over the large part of the black market and he is a rich and influential person. They saw that since the king had no more power over them, they did not have to listen to him and they could mistreat him. When this happened, the King went through a long period of depression in which he rejected all his friends and isolated himself. I believe that although the POW camp was hard on him, in a way the King liked that he could use his cunning and intelligence to take advantage of the all men; no matter their public stature. At the end of the novel, the King has the realisation that in the real world he is just another brick in the wall, but in the false reality of Changi he has influence over everyone. In the end, he knows that this was the last time he would have such a hold on power as he did in the camp.

Discussion: This is a response to the novel *King Rat*. It is an analysis of the main character and a reflection on why he was able to act in the ways he did. Although the piece is only one paragraph, it is a succinct and strong piece of writing. The lead sentences introduce the context of the novel and the character. The body of the paragraph discusses the development of the character throughout the novel, using the plot to create organizational structure. The word choice is sophisticated and precise, and the sentence structure is generally strong (one error in the use of a semi-colon).

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is a summary of main ideas, key points, and/or arguments
- Word choice is appropriate for intended audience
- Uses clear and interesting language
- Uses precise and effective vocabulary
- Sentences flow smoothly with a variety of structures and lengths
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization

Rubric qualities (cont'd):

- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Hsoj Nnam
Box 1234
Yellowknife, NT
X1A 5Z8

April 7th, 2010

Mr. Awesome, Owner
Soccer shoe store
12345678910 That street
X8T Y24

Dear, Mr. Awesome:

My name is Hosj Nnam and I just recently purchased a pair of your adidas soccer shoes. They fit great and I thought they would work really well. The first time I kicked a ball the shoes just fell apart. The laces broke out of the holes and the whole shoe separated from the sole. I am writing you this letter today to recieve a refund for my shoes.

I feel I deserve this refund because I really like your shoes and I wouldn't want to stop buying them because of one little problem that I had. As I said before the shoes just somehow completely fell apart the first shot I took. I don't know if it was just a fault in that one pair or not. I feel I should get a refund on the shoes so I can attempt to get another pair since I like these ones so much.

Mr. Awesome I think giving me a refund on these shoes and I think that would resolve all the problems so that I can get another pair and we can get on with our lives. Another option we could consider would be if I could just get a brand new pair of the same shoes.

Thanks for taking the time to read my letter and I hope we can get this problem fixed sooner rather then later. If you need to contact me you can email Hosj_Nnam@hotmail.com or call 1-675-223-7746.

Again thanks for all the help and can't wait to hear from you in the future.

Sincerely:

A handwritten signature in black ink, appearing to read 'Hosj Nnam', with a horizontal line drawn underneath it.

Hsoj Nnam

Discussion: This sample is a letter of complaint and it follows the standard organizational format. The context is set up in the introduction, the complaint is laid out with supporting details, and then a suggestion for a solution is made. The content, although likely fictitious, makes sense and is laid out clearly. The control of sentence structure does lapse in a couple of places, and there is some missing punctuation. The request for the refund is made repeatedly, although slightly differently each time. This makes the request lose some of its impact. The inclusion of contact information is an important feature. Word choice and voice are strong.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is a summary of main ideas, key points, and/or arguments
- Follows organizational structure of specific format
- Word choice is appropriate for intended audience
- Uses clear and interesting language
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Applies Canadian spelling conventions to familiar and unfamiliar words

Doug Hole ,
Box 011
Yellowknife, NT
X1A 2M2

April 7, 2010

Carol John, Owner
Yell Beauty/Spa Service
7 Carol St.
Yellowknife, NT
X1A 3M4

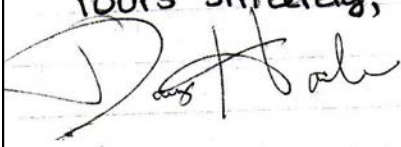
Dear Ms. John:

I am Doug Hole, and I am a resident of Yellowknife in the last two years. Last week, I had visited your Beauty/Spa Service on 52nd & Franklin. I was there for a pedicure treatment, but the staff treatment of my toes was not professionally done. Hence, I am writing to express my dissatisfaction.

Throughout the week, I've noticed that I'm not walking normally after my treatment. I am still feeling more pain from my toes and I think I'm going to have to see a doctor. This treatment was not done properly and I have an infection.

I would like you and your business to just give me a discount on the treatment since the process was not properly done well. A fair discount should do it. I'm just a small-town resident of Yellowknife and I'm a very busy, and tired man. So if you can do this, I'm sure it's all going to be less difficult for you.

Thank you and if you have any questions or concerns,
 feel free to contact me at
 Home:
 Work:
 Cell :
 Or by email: _____ @ gov. nt. ca.
 Thank you and have a pleasant day.

Yours sincerely,


Discussion: This sample is a letter of complaint and it follows the standard organizational format. The context is set up in the introduction, the complaint is laid out with supporting details, and then a suggestion for a solution is made. The content, although very likely fictitious, makes sense and is laid out clearly. There are a few lapses in the control of sentence structure, but for the most part the piece is well organized and written. It shows good word choice and the author's voice comes through clearly. The contact information makes the conclusion stronger; the proposed solution ("a fair discount") is a bit ambiguous, as is the suggestion that "it's all going to be less difficult for you". The topic is a bit quirky, but the author has done a good job with it.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Supporting details are relevant and enhance the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Conclusion is a summary of main ideas, key points, and/or arguments
- Conclusion may have an impact on reader
- Follows organizational structure of specific format
- Word choice is appropriate for intended audience
- Uses clear and interesting language
- Sentences flow smoothly with a variety of structures and lengths
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Grocery List

1 bowl of salad per table=5 people per table

Appetizer: Caesar Salad

- 50 bottles 475 ml Caesar salad dressing
- 25 kg crutons
- 5 kg parmesan cheese
- 10 lbs bacon bits
- 200 heads of Roman lettuce

Entree: Spaghetti

- 50 kg spaghetti noodles
- 250 lbs lean ground beef
- 250 625 ml cans of tomato sauce
- 100 onions
- 25 whole cloves fresh garlic
- 25 lbs red bell peppers
- 10 kg parmesan cheese

Dessert: Ultimate Chocolate Cake (ingredients x 200)

Cake:

- ½ cup unsalted butter, room temperature
- 1 ½ cup granulated sugar
- ½ cup brown sugar
- 2 eggs
- 2 teaspoons vanilla extract
- ½ cup water
- 4 ounces unsweetened chocolate
- 2 teaspoons espresso powder
- 1 ¾ cups pastry flour
- ¼ cup cocoa powder
- 1 teaspoon baking soda
- ¼ teaspoon salt
- 1 cup sour cream

Frosting:

- 2 cups unsalted butter, room temperature
- 1 egg yolk, if needed
- 12 ounces semisweet chocolate, chopped, melted and cooled to room temperature
- 2 teaspoons vanilla extract
- ¼ teaspoon salt
- 2 ½ cups icing sugar, sifted

Recipes

Caesar Salad:

1. Clean 1 head of Roman lettuce thoroughly with water and put cleaned leaves in a strainer or wrap in paper towel until dry
2. Once lettuce is dry, put lettuce in large bowl and add 4 tablespoons of Caesar dressing and mix them together.
3. Once dressing is on and the lettuce is mixed, add a 1/8 cup of bacon bits on top of the salad and mix lightly.
4. Once everything is mixed, add a ¼ cup of crutons and also mix lightly for maximum flavour
5. Once everything is mixed together, shred 1/8 cup of parmesan cheese and sprinkle lightly on top of the salad.
6. Once every step is followed, enjoy a tasty and healthy meal.

Spaghetti

1. Boil water for 5-10 minutes with $\frac{1}{2}$ a teaspoon of either olive or canola oil
2. Once water is boiled, add a box of spaghetti noodles and stir frequently for 10-15 mins
3. Once the noodles are boiling, start frying $\frac{1}{4}$ lbs of lean ground beef in a medium sized pan and cook until meat is no longer pink
4. Once meat is cooked, add 625 ml of tomato sauce and stir until tomato sauce boils
5. Once tomato sauce is boiling, add $\frac{1}{2}$ a cup of diced bell peppers and $\frac{1}{8}$ of a garlic clove
6. Once both ingredients are mixed in, add $\frac{1}{2}$ an onion to the spaghetti and mix well
7. Once both the noodles and meat are cooked, add parmesan cheese on the top of the meat once served, enjoy

Ultimate Chocolate Cake

1. Preheat oven to 350 F. Butter and flour 2 9-inch cake pans.
2. Cream butter and sugars together until fluffy. Beat in eggs and vanilla.
3. In a small pan stir water, chocolate and espresso powder over low heat until melted. Allow to cool slightly before beating into butter mixture.
4. Sift together flour, cocoa powder, baking soda, and salt and stir into batter alternately with sour cream. Divide evenly between the 2 pans and bake for 25-35 minutes, until a tester inserted in the center of the cake comes out clean.
5. Allow to cool 15 minutes in the pans, then turn cakes out onto a plate to cool completely.

Frosting

1. Beat butter on high speed, scraping sides frequently, until light and fluffy. Reduce speed and beat in egg yolk. Add melted chocolate and mix in.
2. Add vanilla, salt and icing sugar and beat until smooth.

Applying Frosting

1. To ice the cake top one layer with icing and spread. Place second cake layer on top. Ice the top of the cake and finish with the sides. Chill cake to set, but it is best stored at room temperature (hence omitting egg yolk in frosting, if desired).

Beverages:

- 200 bottles champagne
- 200 12 packs cola

Discussion: This sample is a planning list and recipes for a party. While the original information may have been gathered from a cookbook, it would appear that at least some of the writing and description is original (the instructions for the cake do not have the same voice as the rest of the material). There are some issues with the formatting: the grocery list is inconsistent, with total numbers being provided for the salad and spaghetti, and the need to multiply the cake ingredients by 200. As well, a number of measurements seem to be off the mark. There is also the issue of mixing metric with Imperial measures. However, the recipe instructions do follow a logical progression, and the descriptions are quite clear. There is no context set for the piece, nor is there any conclusion.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Topic is focused and maintained
- Writing follows appropriate organizational pattern for genre
- Uses precise and effective vocabulary specific to the content
- Follows format appropriate phrase structure
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Does not contain unnecessary repetition of words and ideas

PO Box 2982
Inuvik, NT
X0E 0T0

18 Feb. 2010

Pamela St. Patricks, CEO
MacDonald's Corporation
44 First Street
Winnipeg, Manitoba
E5I 3G3

Dear Pamela St. Patrick,

I am writing to tell you in regards to your restaurant and the place itself. This may not concern you, but it deffinatly will concern your customers.

After I picked up my meal for my children, I noticed that I was missing a few orders. I have specifically ordered three Egg-Mcmuffins, three apple juice packs and, three hashbrowns. But I only recieved two Egg-McMuffin, four apple juice packs, and a hashbrown. Also, I found an antenna or a leg of an insect on my meal, maybe a hair piece. Either way, it was unwanted.

The other thing is the safety of the place itself. The Bathrooms were not clean and sanitized, the fire extinguishers were not checked, loose seats & tables, and unmopped floors. That place needs to

be cleaned for the safety of the customers and your workers too.

I thank you for taking your time and consider changing the things I have listed and expect a response sooner or later.

Sincerely,
 Laura O'Connor
 Laura O'Connor

Discussion: This sample is a letter of complaint. It follows the general format for the genre, having an introduction to set the context of the letter, specific details about the complaint, and a suggestion for a solution. The introduction is vague about the context of the complaint (no name, no date or time, and no particulars) and the two paragraphs detailing the complaints seem somehow unconnected. The food complaints should have been dealt with at the restaurant. The public health issues raised in the second paragraph are vague, and there are no supporting details. Finally, the suggestion for a solution only addresses the second set of issues, and the final line "[I] expect a response sooner or later" is ambiguous. However, the tone of the letter and the word choice are consistent with the genre.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Writing is organized in paragraphs
- Follows organizational structure of specific format
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Michael Scott
221B Sycamore Road
Yellowknife, NT X1A 3Z4

May 14, 2010

Terrence Green
Customer Service, Soul Tear Spa
PO BOX 1111
Yellowknife, NT X1A 2P5

Dear Mr. Green:

My name is Michael Scott and I am writing to you because of the physical and emotional toll your business has drawn from me. On May 7th, 2010 I went to your spa for a pedicure. After the pedicure, I walked - no, hobbled away in discomfort. That discomfort soon grew into pain and I knew something went wrong.

Now, my toes are constantly throbbing in pain. The nailbeds of my toes hurt especially. Since my visit to your establishment, I haven't been able to walk properly or even at all. This has seriously affected my ability to function normally and has even taken me out of work. After a doctor's consultation, the affliction was found to be a fungal infection caused by unsanitized equipment.

Obviously, this is on your hands. As such, I want a full refund and an apology from the staff member who performed the procedure on me. I would also like to let this serve as a warning and a lesson on your business' sanitary precautions.

Thank you for reading this letter. Extra contact such as an email or a phone call would be greatly appreciated. My contact information is:

@hotmail.com

(867)

- cell

(867)

Sincerely,
Michael Scott.

Michael Scott Michael Scott

Discussion: This sample is a letter of complaint. It follows the layout format for the genre, and organizes the information by setting the context for the complaint, giving details and particulars, and then suggesting a solution. The context gives the customer's name and a general description of the complaint ("physical and emotional toll") as well as when and where the issue took place. It gives further details to support the complaint. The details use precise and effective to make the reader understand. The sentence structure in the piece is varied and keeps the reader engaged.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Writing is organized in paragraphs
- Follows organizational structure of specific format
- Uses precise and effective vocabulary specific to the content
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Applies Canadian spelling conventions to familiar and unfamiliar words

Hero

Richard Rahl from The Sword of truth series is driven by right, but mostly, reason. He is a determined hero, and doesn't get off track easily. His love of free will and justice inspires him to discover his powers quickly to defeat Jagang, the antagonist, and The Imperial Order. With the help of his strengths and of his friends, Richard vanquishes all trace of The Imperial Order's oppression and beliefs.

Terry Goodkind, the author of The Sword of Truth series, wrote his books to convey his love for reason. The books are targeted for an adult audience, or for people with a high reading level. Goodkind wrote Richard to be a "rare person". Richard never judges and his love for life oozes out of him. When he needs to, he can quickly defeat any foe gracefully, fluidly and with great power and strength. It was difficult for Richard to, at first, accept his responsibilities but he takes them with great importance. He often has more than he can handle such as: finding his lost love (whom no one remembers), stopping Jagang's army, and thwarting the destruction of the world. The only way readers can hate Richard is if they are battling against him, therefore against reason since Richard is the personification of reason. He often seems god-like or invincible, but the audience soon realises that he is human like everyone else, which inspires people to be better. He is a born leader, and makes wise yet difficult decisions for the better of mankind. Richard always seems to succeed using the support of his loved-ones, his wits and his cunning. Richard Rahl is a remarkable fictitious character who readers can't help but adore and admire.

Discussion: This sample was written as a response to the "Sword of Truth" series of novels. It discusses the character development of one of the protagonists. The piece begins by setting a context for the character with some traits and some major accomplishments. The second paragraph goes deeper in the character traits and gives details and examples. The conclusion is included in the second paragraph; it should probably been a new paragraph to give it a bit more development. The final line has impact, but needs something more in the way of summation. The word choice in this piece is strong and the author's voice comes through.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Writing is organized in paragraphs
- Conclusion is strong and has an impact on the reader
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses precise and effective vocabulary specific to the content
- Uses a variety of more complex sentence structures
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Dear Leadership of the North and Canada:

I am writing this letter because I am concerned about the polar bears and caribou. I care because climate change is affecting the whole world. Even the smallest species is impacted as a result of our greenhouse gas emissions. As the generation that will inherit the planet, we should be doing what is right and help save the earth and not destroy it. My goal is to let you know about global warming and climate change and the affects it has on the north. To you it may not be a big deal, but it is to me and the people who live in the north.

Climate change is horrible to the earth; it is causing the melting of the permafrost, also the melting of the pack ice. The temperature globally has increased by 0.74C over the past century. Global warming has a big impact on earth, caused by hundreds of different possibilities. For example, while the temperature is increasing the ice is melting, which gives the polar bears no place to go. Polar bears live and hunt on ice. Without the ice, there are no healthy polar bears. I care about the polar bears because they are a part of nature; they deserve to have a chance at life. The polar bears were on earth way before the people arrived. Why are there more people and less polar bears? The killer whales are a type of marine animal which are also being affected by global warming. The melting of the Arctic ice is providing openings, giving the whales more places to go outside of their usual habitat. The killer whales are being affected by this because as parts of the ice are melting, it is causing more and more choking points in the ice. The whales are being over hunted and commercialized. They don't deserve to be treated like they are nothing to us, because too soon there won't be any left.

Greenhouse gases make it harder for the sun's rays to go back out to space, which causes energy to be absorbed and the temperature to increase. The average temperature on earth is 15C, without greenhouse gases it would be -18C. Scientists forecast that by 2100, the temperature may increase by 2 to 2.5 degrees Celsius. The past decade has seen the highest temperatures. We as the generation that will inherit the planet should start thinking of ways to reduce greenhouse gases. For example: we can build wind mills, electrical cars, and there is even a possibility of building solar energy powered houses. For some people with the permafrost melting, it is causing the loss of homes and a lot more flooding and rising water in the creeks and rivers making it harder for the animals to cross. There has been a big decrease of the caribou migratory herds. When the caribou start their migration, only half of the calves will make it through the winter. We need to halt the over hunting of caribou, and start to protect them. Their survival is in our hands.

Why are we allowing this to happen to our ecosystem? Is it because we have better things to do with our lives, like pay for bills, work, and buy expensive things. I mean even the littlest things could make a difference - recycling, walking to work/school, not burning wood, using fake animal fur instead of killing animals, not cutting down trees just to build another mall or restaurant. The factories should start using solar panels to generate electricity instead of burning so many fossil fuels. The land never did anything bad to you, so why are you destroying it, and treating it like a piece of garbage? We should all start doing things to save the earth and the animals. They should

not be the ones to pay the consequences for our choices and lifestyles! Let's help them survive, not help them become extinct.

As far as global warming goes, I do not think I want to see what will happen in 20-50 years from now. The polar bears and the caribou should not even be in the position they are in right now. We are the ones that are causing all of these disasters to happen. Greenhouse gases and climate change is a really big thing, not just because of the animals but because of the young children coming into this world. What will they be seeing in 20-50 years from now? What will they think of us, and what we have done to the planet? I do not have the answers to these questions but I do know that we better start doing something to change this and fast too.

Sincerely,

Discussion: This sample is written as an open letter to the leadership of the North and Canada, likely for publication in the media. The letter starts by setting a context for the concern, then goes on to give details and examples to support the key ideas. There are a number of statistics given with no sources cited. The author uses varied sentence lengths and structures to clarify points or to add additional impact. The use of questioning in the conclusion is very effective. The author has made good word choices and the voice is very clear.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Writing is organized in paragraphs
- Conclusion is a summary of main ideas, key points, and/or arguments
- Conclusion is strong and has an impact on the reader
- Follows organizational structure of specific format
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses precise and effective vocabulary specific to the content
- Uses a variety of more complex sentence structures
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

As Jonas glided along in the sled, the hill's slope began to level out and became nearly flat land. The ice cold wind against his face no longer made his cheeks numb. He was sure it was not because of the decreasing speed, but from something else. The breeze was fairly refreshing. He closed his eyes, enjoying it. He also noticed that the delightful and cheerful music and singing he heard, gradually become louder. Jonas admired the satisfying new sound. He glanced down at Gabe, who was fast asleep, with a mile wide smile on his face.

Jonas smiled, too. His ride, which was eventually slowing, suddenly came to complete stop. He felt a slight jerk and looked down at the front of the sled. Piled up, was a large mound of snow. The mound was packed down far too hard for the sled to cut through forcing their ride to come to an abrupt end.

He looked around and spotted a cabin no more than a few yards away. Jonas realized the music and singing was coming from the inside of the little house. The house seemed so content and cozy. He imagined the people inside must have been also.

The mound of snow no longer seemed like an accident, but as if it was there for a reason. Jonas felt the people must have been waiting for them to arrive. Jonas sprung up from the sled, holding Gabe snugly in his arms. He hurried along the small cement path leading to the door, being careful not to slip on the ice. He flung the door open and ran on in.

Inside was a cozy, familiar room. He could just barely remember it from somewhere in his past. It was from the Giver's favorite memory! There was a warm fire place, a tree decorated with ornaments and bright colorful lights with the same boxes wrapped in shimmering colored paper underneath it, and a sweet aroma coming from another room.

The only difference from the Giver's memory was the people. They too, looked familiar to Jonas. Were they his family? Yes!, It was his mother, his father, his sister, and his grandparents. They were his grandparents! They were all singing a joyful tune, stopped smiled and welcomed them when Jonas and Gabe made their grand entrance.

"What took you so long, Jonas?" His father asked. "I had to escape," Jonas started, but cut himself off there. Then he realized that had not mattered. He was in a different place. The people were different. They did not know anything of his heartless community. They knew feelings; they had love.

He sat down with them and joined his family. He suddenly knew all the words to the songs they were singing. Christmas, he thought, this is Christmas. He could tell that Gabe knew it too. "Christmas!" Gabe tried to pronounce. "That's right, Gabriel," his mother told him and kissed him on the forehead.

They had been waiting for him. Perhaps they were not really his family. Maybe it was like Lily's crazy story. Maybe everyone did have an identical twin and these people were the twins of his old family back in the community. These twins have the feelings; they could feel pain, joy, loneliness, sadness, anger, and love.

Jonas did not care whether this was his true family or not. He knew these people loved him the way that they should and that's all he really wanted. These people would never disown him no matter what.

Discussion: This is a response to the novel The Giver; the author has written an alternate ending to the piece. The author has sustained the original context of the story and used the original ending as a starting point for this one. The style and flow of the piece match with the original. The small arc of plot development (the sled slowing down, the half-remembered music, the snow pile, and the welcoming family) is well done, with a balance of action and descriptive detail. The conclusion, with its reference back to another character in the book, is effective. There is voice in the piece, but it is modulated to try to be consistent with the original author's. It strikes a good tone that way. Word choice and sentence structure are effective and consistent.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience and purpose
- Content generates reader's interest
- Content is clearly conveyed
- Topic is focused and maintained
- Main ideas and supporting details work together to advance the piece
- Specific supporting details and/or examples increase the clarity of the piece
- Introduction establishes key ideas
- Sustains connections between key ideas and supporting details; structure is consistent
- Writing is organized in paragraphs or follows appropriate organizational pattern for genre
- Conclusion is strong and has an impact on the reader
- Uses language that is clear, varied, and specific, and appropriate for the intended audience
- Uses precise and effective vocabulary specific to the content
- Uses a variety of more complex sentence structures
- Uses varied sentence lengths; sentences flow smoothly
- Voice is evident
- Writing creates a tone that reflects feelings/emotions consistent with topic
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Does not contain unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

Pleasure is a clean yellow shirt straight off the clothesline.
 It sounds like the theme song to your favourite TV show.
 It tastes like a big chocolate cake fresh out of the oven.
 It smells like the fragranced bubbles in your bubble bath.
 It feels like a soft comfy pillow.

Discussion: This is a pattern poem (based on a template) using similes and human senses to describe feelings of pleasure. The descriptors are all familiar things and sensations. Although it is technically correct, there is nothing about it that makes you want to read more. It does not engage the reader or make the reader think about the topic; it has no clear voice.

APPROACHING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Uses personal feelings to develop the image
- Uses familiar text structure
- Word choice is appropriate for intended audience
- Applies Canadian spelling conventions to familiar and unfamiliar words

Sample 2

I Am From

I am from the rock,
 where the water crashes against the
 hard solid stones.

I am from the hills,
 where you hunt coyotes
 and hear the howl of a wolf.

I am from the rain,
 where it showers on the
 on the Newfoundland shore

I am from the ocean,
 where the whales fin splashes
 out of the open water

I am from the Newfoundland fish,
 that swim around at the warfs.

Discussion: This is a pattern poem (based on a template), using a three line sentence starter (I am from...) and then a descriptive phrase. The imagery is all related to nature. There is no overriding theme in the piece, but all of the images stay on the topic of Newfoundland. There are some good phrases ("hard solid stones", "splashes out of the open water") but most of the imagery is basic. It does, however, give you an impression of the East Coast and there is voice in the piece. There are several convention errors that do detract from the overall impression.

APPROACHING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses memories to develop the image
- Uses familiar text structure
- Word choice is appropriate for intended audience
- Voice is evident

I Am From

I am from a place,
Where the flowers are blooming.

I am from a place,
Where the snowflakes are dancing.

I am from a place,
Where the mountains are watching.

I am from a place,
Where the sunbeams are playing.

I am from a place,
Where the rocks are speaking.

I am from a place,
Where the sky is thundering.

I am from a place,
Where the sun is warming.

I am from a place,
Where Noah's Ark landed.

I am from a place,
Which is far away, far away, far away...

Discussion: This is a pattern poem (based on a template), using a three line sentence starter (I am from...) and then a descriptive phrase. The piece is enhanced by the repetitive action verb (ending in -ing) at the end of each line. The first seven lines all share a rhythm and structure that is appealing and provides strong images. The final line, with its repetition of "far away, far away, far away" provides a nice conclusion. The line before that (I am from a place, where Noah's Ark landed) provides a geographical location that fits with the previous descriptors, but doesn't follow the rhythm and doesn't seem to fit well. Further revision of those last two lines would benefit the piece. This piece has voice.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses memories to develop the image
- Uses familiar text structure
- Word choice is appropriate for intended audience
- Uses language to create specific effects
- Voice is evident
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

Today's reality

When I first moved here everything was good.
 But then things started happening in the neighborhood.
 The kids started up with the fighting.
 And couldn't keep up with their school writing.
 They started up with the smoking and the drinking.
 Now people can't keep up with the positive thinking.
 As the sun comes up and the kids are sick and tired,
 They all go to bed hung over and wired.
 As the clock hits 12(PM) and the kids are all in bed.
 The streets still have no kids on them, they're all bare and
 dead.
 As I sit there reminding myself of all my negative thinking,
 I feel like starting back up with the alcohol drinking.
 But then I remind myself of all my positive thinking.
 And then I tell myself, what the hell was I thinking!

Discussion: The sample is written in rhyming couplets, but for the most part the rhyme isn't forced, and so the first thing the reader focuses on is the message in the writing. The imagery provided by the phrases "started up", "can't keep up", "comes up", and "go to bed" engages the reader and reaffirms the positive and negative things that are occurring in the poem and build towards a climax at the end. The line breaks, and having the word "dead" by itself at the transition point, are very effective.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing presents a clear message or personal opinions
- Uses social issues and personal feelings to develop the message
- Uses familiar text structures including rhyme and rhythm
- Word choice is appropriate for intended audience
- Uses precise vocabulary related to topic and chosen for its connotation
- Uses language to create specific effects
- Voice is evident
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

Confessions of a Chocoholic

Chocolate cookies, chocolate cakes,
Chocolate ice cream, chocolate shakes

I need chocolate 24/7!
When I'm eating chocolate, it feels like heaven...

Delicious, decadent, rich and milky,
Yummy, sweet, smooth and silky!

Chocolate is my favourite.
I could *never* live without it!

I know I seem greedy but I am really not,
I don't want a bit of chocolate, I want a lot!

Discussion: This sample is a set of rhyming couplets. The pattern is consistent (four beats per line) except for the fourth set. This might be an intentional change on the part of the author, but it is not particularly effective. While the poem is cute, there is not a lot to engage the reader. The images are not particularly strong, and there is no real message. Technically, it's well done, but it lacks voice. It does, however, have a consistent light-hearted tone that matches well with the rhythm and the topic.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Uses familiar text structure (rhyme)
- Word choice is appropriate for intended audience
- Creates tone that reflects feelings/emotions consistent with the topic
- Tone is easy to describe
- Applies Canadian spelling conventions to familiar and unfamiliar words



I sleep during the day
And wake in the night
Above the trees I soar
As quiet as a mouse
I swoop down
And feel the wind
Against my face
And I feel my razor sharp
Claws touch the crunchy
Autumn leaves.

Discussion: This sample is written in free verse. It uses line breaks effectively to move the poem forward, along with imagery in words like “soar” and “swoop”. The word choice is good. The poem has voice and engages the reader.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses facts and observations to develop the image
- Uses familiar text structure (free verse)
- Word choice is appropriate for intended audience
- Uses language to create specific effects
- Voice is evident
- Applies Canadian spelling conventions to familiar and unfamiliar words

The Realm of Darkness

The world is a dark one
Full of mischief, murder and sorrow.
Sometimes I wonder if
I'll always live to the morrow.

As I lay there, shivering in the cold,
I notice something I never would have foretold.
My life string is a thin strand
Frailly compared to the mysteries of Death's cold hand.

A sudden beam of light hurtled from the sky.
It is soon to reach me, coming with such speed.
As it hits me, I wish that I could die.

Billions of shimmering lights appear in front of my face.
I realize I am in a world of stars
Where I would have to solve a case.

I regard a thin, white line separating the skies.
I am walking on the boundary between heaven and hell.
As I examine the line I despair for all the things I've done,
All the killings, all the clashes, all the lies.

As I approach the world of darkness and the world of light
I hope I have not done so many bad things,
I long for my hunch to be right.

The world is a dark one,
Full of mischief, murder and sorrow.
As I walk away I know
I'll always live to the morrow.

Discussion: This sample does not follow a standard template or text structure. The stanzas vary in length, but have a unifying quality in the rhyme and imagery that makes the poem seem consistent. The reader is engaged; there is lots of voice evident. Word choice is strong and phrases such as “mischief, murder, and sorrow” develop the tone of the poem as well as helping it to move forward. The life string connects the stanzas and keeps the poem focused. There are a few clichés (“Death’s cold hand”), but for the most part the imagery is sophisticated. The circular nature of the piece, changing “wonder” for “know” gives it a mature viewpoint for a student author.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses personal feelings and observations to develop the image
- Uses familiar text structures (rhyme, stanzas)
- Word choice is appropriate for intended audience
- Uses precise vocabulary related to topic and chosen for its connotation
- Uses language to create specific effects
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic, using organization of ideas and formatting
- Tone is easy to describe
- Writing evokes a feeling or response in the reader
- Errors do not interfere with communication

The Prairies

I am from the wheat fields ,
blowing softly in the wind .

I am from the quite lakes ,
ripples going softly by .

I am from the soft skies ,
stars dancing gracefully .

I am from the towns ,
sprinkled across the prairies .

I am from the placid streets ,
people waving constantly .

I am from the rail roads ,
trains blowing there horns .

I am from the hot days ,
spent by the pool .

I am from the cold grass ,
crunching beneath your feet .

I am from the prairies ,
... I miss it ...

Discussion: This is a pattern poem (based on a template), using a three line sentence starter (I am from...) and then a descriptive phrase. The descriptive phrases do not follow any particular pattern, but they do build some nice imagery. There is no overriding theme in the phrases, other than they all relate to aspects of the prairies. The last line changes the pattern and brings closure to the piece. The author's voice comes through.

APPROACHING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses memories to develop the image
- Uses familiar text structure
- Word choice is appropriate for intended audience
- Voice is evident
- Writing evokes a feeling or response in the reader
- Errors do not interfere with communication

AN ODE TO ANGELS

*Angels looking down from above,
Keeping us save, watching over us.
Like a wreath of flowers upon our heads,
They glisten sweetly, rosy and red.
Faces divine,
And hearts serene,
Their thoughts are kind,
But emotions unseen.
Forever dancing,
In the sky,
Never pausing,
Till the end of time.*

Discussion: This sample does not follow a set format or template even though it says it is an ode; there is some rhyme and some approximated rhyme but no specific stanza arrangement. Some of the images are not consistent with the topic ("glistening red angels", "dancing in the sky"). It may be that in an effort to force some of the rhymes, some of the imagery suffered. There is a sense of voice (or conviction), and attempt to set a tone of awe and wonder.

APPROACHING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Uses personal feelings and beliefs to develop the image
- Uses familiar text structure (rhyme)
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Applies Canadian spelling conventions to familiar and unfamiliar words

Teenage years

This is when we finally learn the meaning of change.
You do things you used
to be against.

You date the people you
thought you never would. and
you befriend the
people you used to hate.

You learn what its like
to have your heartbroken,
to lose a friend that truly
meant something to you and
to feel as if everything is
falling apart.

There will be times in your life that
Seems so absolutely horrible it will feel like it's not real.
despite all this,

Good things will come too.

You'll make the most amazing friends that will be there for you.
even when they probably shouldn't.
your heart will heal once you find the most perfect guy you've
ever met.

nothing else can go wrong, things will
only get better.

There will be days you are so
Happy and days that you feel like dying.

Drama happens,
gossip goes around
and people talk crap.

Maybe this is just middle school, maybe its life
or maybe this is just what growing up is.

Discussion: This sample is written in free verse. It does an excellent job of creating the image of the ups and downs of a teenager's life through the contrasting imagery it uses. The author's voice comes through clearly. The tone is dark, but optimistic at the same time. Each section clearly and easily transitions into the next. The combinations of phrases work together to move the piece forward, and the ending, with all its questions and commentary, is exactly right for the piece. There are some convention errors in the piece (punctuation and capital letters) that could probably be fixed with proofreading, but they not impede meaning significantly.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image and strong feelings, and presents personal opinions
- Uses social issues and personal feelings to develop the image
- Uses familiar text structure (free verse)
- Word choice is appropriate for intended audience
- Uses language to create specific effects
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Tone is easy to describe
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words
- Errors do not interfere with communication

Yesterday

Yesterday life was like breathing

Everything was so easy

Yesterday life wasn't complicated

I had one best friend

And she was the only person I could trust

Yesterday the only thing that I wanted to get

Was the fairy queen Barbie in the toy section

Today, life is the most complicated thing ever

Nothing is easy

Not everyone is my friend

Today the only thing I want

Is to have my best friend back

To have someone to trust and tell my secrets to

Today, I wish to have the old days back

Were the thing we cared most about was your best friend

And not of how you look or how they make you look

Where no one would judge you for your appearance

Or who you hung out with

Discussion: This sample is written in free verse. It uses a parallel construction (three stanzas for yesterday and three for today), and matches them loosely for content. The images created by the similes and descriptors are clear and compelling. The author's voice comes through clearly; the tone is one of sadness and disappointment. It sounds somewhat dramatic, but is true to middle school passion.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image and strong feelings, and presents personal opinions
- Uses social issues and personal feelings to develop the image
- Uses familiar text structure (free verse)
- Word choice is appropriate for intended audience
- Uses language to create specific effects
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Tone is easy to describe
- Writing evokes a feeling or response in the reader
- Errors do not interfere with communication

Till I collapse



One foot after the other
Don't give up



Just breathe in
Fresh outside air

Just keep going

Till you can't feel anything

Till your bones break
Till your muscles give out



Wanting to stop
But, my feet go automatically

One foot after the other



Run.

Discussion: This sample is written in free verse. It uses the PowerPoint slides to create line breaks. The lines are short and choppy, mimicking the rhythm of running. The images are clear, although the word choice is not particularly strong. There are some cliché lines (“till your bones break”, “till your muscles give out”), but the piece conjures up many of the images seen at the Olympics or in advertisements for running gear. The blank screens, with only the words and to the image of blocking every else out and pushing on, are effective.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses personal feelings and memories to develop the image
- Uses familiar text structure (free verse)
- Word choice is appropriate for intended audience
- Voice is evident
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

Dreams

I can soar above the shining stars,
And glide through the silent night.
I can see everything near and far,
I fly high like a young child's kite.

Swooping through the bright white clouds,
With the warm brisk wind in my hair,
Up here there are no bustling crowds,
I am alone without worldly cares.

With a heart-stopping crack,
I was brought to my senses,
It was too good to last,
Only hopeful pretences,
But one can always dream,
And make goals to achieve.

Description: This sample uses stanza structure and rhyme (abab for the first two stanzas and abcbdd for the last). The imagery depends on the word choice; there is little help from the format choice. Words like "soar", "glide", and "swoop" bring a lightness to the piece that contrasts well with the final stanza. The poem ends on a positive note, although the effort to create rhyme there makes it sound a bit contrived.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses personal feelings develop the image
- Follows "rules" of chosen poetic form; may be somewhat contrived
- Word choice is appropriate for intended audience
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

I Am From...

I am from a crowded city,
where everything can be missed with a blink of an eye.

I am from sandy beaches,
which I frequently visited every week.

I am from a strict school,
where uniforms are mandatory.

I am from various weather conditions,
where summers are long and winters are short.

I am from a small country,
with warm welcomings to visitors.

I am from a small family,
including both my parents, and my younger brother.

I am from loads of friends,
who surround me with love and kindness.

I am from my grandma's packed backyard,
where I would climb trees and pick red, juicy cherries.

I am from an unforgettable childhood,
where I made memories that can't be replaced.

I am from Armenia,
a place I like to call home.

Discussion: This is a pattern poem (based on a template), using a three line sentence starter (I am from...) and then a descriptive phrase. What takes it beyond an ordinary template poem is the incredible amount of voice in the piece, and the careful and specific images created by the descriptive phrases ("where everything can be missed in the blink of an eye", "where I would climb trees and pick red, ripe, cherries, "where I made memories that can't be replaced"). There are some small ESL errors ("with welcomings to visitors", "grandma's packed backyard") that add to the tone created by an author who misses his homeland. Centering the piece adds balanced white space to the page and makes the line breaks stand out.

EXCELLING AT MEETING
STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes strong feelings
- Uses familiar text structure
- Word choice is appropriate for intended audience
- Uses precise vocabulary related to topic and chosen for its connotation
- Uses language to create specific effects
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Tone is easy to describe
- Writing evokes a feeling or response in the reader
- Errors do not interfere with communication

"Nameless"

Powerful swords
 powerful people
 Whom bring great danger
 'tis their doing of our corrupt society
 filling our minds of slanderous murder
 brainwashing us into believing killing is the solution
 The Emperor must die,
 For he is the root of these problems.
 misuse of the sword
 easy to say I shall kill him
 but when face to face
 I feel out of place
 I am going to kill him for the "greater good"
 not for myself
 But how will society benefit from this action?
 This will do no good,
 nor teach the lesson society needs to learn
 with the mad power of realization,
 If I shall kill the King [Emperor]
 I would just be continuing on this murderous chain
 The chain in which we are trying to break

Discussion: Although written in free verse, this piece seems to capture a sense of structure. The line breaks are well placed, giving emphasis to powerful images, and help to move the poem quickly along to its conclusion. The topic is a weighty one; there is the sense of a strong voice and passion in this piece. There are some places where the word choice is incorrect ("whom bring great danger") or unclear ("tis their doing of our corrupt society", "filling our minds of slanderous murder", "the chain in which we are trying to break"), but we seem able to make sense of what is being given. The King/Emperor switch at the end is a bit odd, as well. The title is interesting; it is not clear if the poem itself is nameless, or if the narrator is. Overall, however, the piece has power and reflects a tone of social awareness and a call to action that the images support

EXCELLING AT
 MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes strong feelings
- Uses familiar text structure (free verse)
- Word choice is appropriate for intended audience
- Uses precise vocabulary related to topic and chosen for its connotation
- Uses language to create specific effects
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Tone is easy to describe
- Writing evokes a feeling or response in the reader
- Errors do not interfere with communication

Sorry

How can you say it
 say it so easy
 Sometimes sorry doesn't
 solve anything but
 sometimes it helps
 someone. Today
 i'm done saving
 all these sorrys
 for myself when
 I could share with
 those people who
 I let down or didn't
 have a chance.
 Today is my last chance.

Discussion: This sample is written in free verse. It has a strong author's voice (although perhaps a bit over-dramatic - "today is my last chance") and some interesting word choices ("Today I'm done saving all these sorrys for myself when I could share"). The image created by that statement is powerful. The reader is engaged by the original question ("How can you say it so easy"). The pace falters on the next line, but then picks up again. Unfortunately, the last line is a bit of a let-down, as it doesn't seem to bring appropriate closure. Revision might help to make this an even better piece.

APPROACHING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image /message
- Uses personal feelings to develop the image/message
- Uses familiar text structure (free verse)
- Word choice is appropriate for intended audience
- Uses language to create specific effects
- Voice is evident
- Writing evokes a feeling or response in the reader
- Errors do not interfere with communication

I hate poetry, but I give it a try
 I suck at it too, but I don't know why
 So I express all my thoughts using numerous words
 and create funnypœms, that aren't liked by nerds
 cause all they're about is homework and C.O.D.
 like, c'mon its 2010, live it up just like me.

Discussion: This sample is written in rhyming couplets; apparently in response to a teacher who told the author that something had to be written! The rhyme is a bit forced and it throws off the cadence of the piece. It also seems likely that "homeword" is either "homework" (which would fit with the "nerds" idea), or "homeward" to get busy playing on Call of Duty. Because the poem doesn't really create any images or message (other than that of a student who doesn't like poetry), it's hard to decide. If "they" refers to the nerds, it could be interpreted one way, and if "they" is the poems, then another. The poem is clever enough to engage the reader, but then it is finished and there's nothing lasting from it.

APPROACHING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Follows "rules" of chosen poetic form; may be somewhat contrived
- Word choice is appropriate for intended audience
- Voice is evident
- Tone is easy to describe

Ode to My Thermal Socks

It was Christmas Morning
 I was hardly awake
 I saw a little blue bag
 It was mine
 Love: Uncle Junior
 Under the Tree
 Inside the blue bag
 Lived two matching socks
 They were grey and they were speckled
 Like two little misunderstood robin eggs
 On my feet they went
 And out went the cold
 Happiness
 Like biting into a fresh piece of cheesecake
 Like finally finishing a poem
 Like figuring out how to make an origami boat
 Like never ever having cold feet
 I love you
 My little grey and speckled
 SOCKS
 ☺

Discussion: Although this is titled an ode, it does not follow the format for that kind of poem. This is written in free verse and is more of a “small moment” story. The topic, thermal socks, is a rather mundane one, but the author does it justice. The descriptors are well done, and one can almost feel the comfort of having warm socks on Christmas morning! The imagery is well done, and the word choice is interesting. The author’s voice comes through clearly.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses memories and personal feelings to develop the image
- Uses familiar text structure (free verse)
- Word choice is appropriate for intended audience
- Uses language to create specific effects
- Voice is evident
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

*I miss the time when I was playing by the river,
Laughing with my big brother,
Building things to play with.
When there was so much snow I got stuck
And couldn't get out,
When I went to the cabin any chance I had.
The time I had nothing to worry about,
Just laughed and had fun*

Discussion: This sample is written in free verse and captures a small moment in the author's past. It creates an image of care-free happiness as well as a sense that life is no longer so carefree. While the imagery is positive, the tone seems to be one of regret. The word choice is quite basic, but is put together in a way that is powerful. The author's voice comes through clearly.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses personal feelings and memories to develop the image
- Uses familiar text (free verse)
- Word choice is appropriate for intended audience
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Tone is easy to describe
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

Why They Do What They Do

What makes a hero? ; The willingness to lend a hand. There are different types of heroes in the world, and different reasons why they find the need to help humanity.

Pounding heart,
Veins surge with life.
Can't concentrate on my surroundings,
Heartbeats resonate in my ears,
Excitement drives me forward.
No need for gratitude,
This breathless feeling is what I look for.

Roar from the crowd,
Glory is mine.
Don't know the girl's name,
She's unimportant.
I'm the winner!
I saved someone.
Build my statue, write about me,
I'm what matters.

If you need help,
I'll guarantee it.
Doesn't matter who you are,
My helping hand is always free.
The love in my heart is infinite,
I can't help but share it.

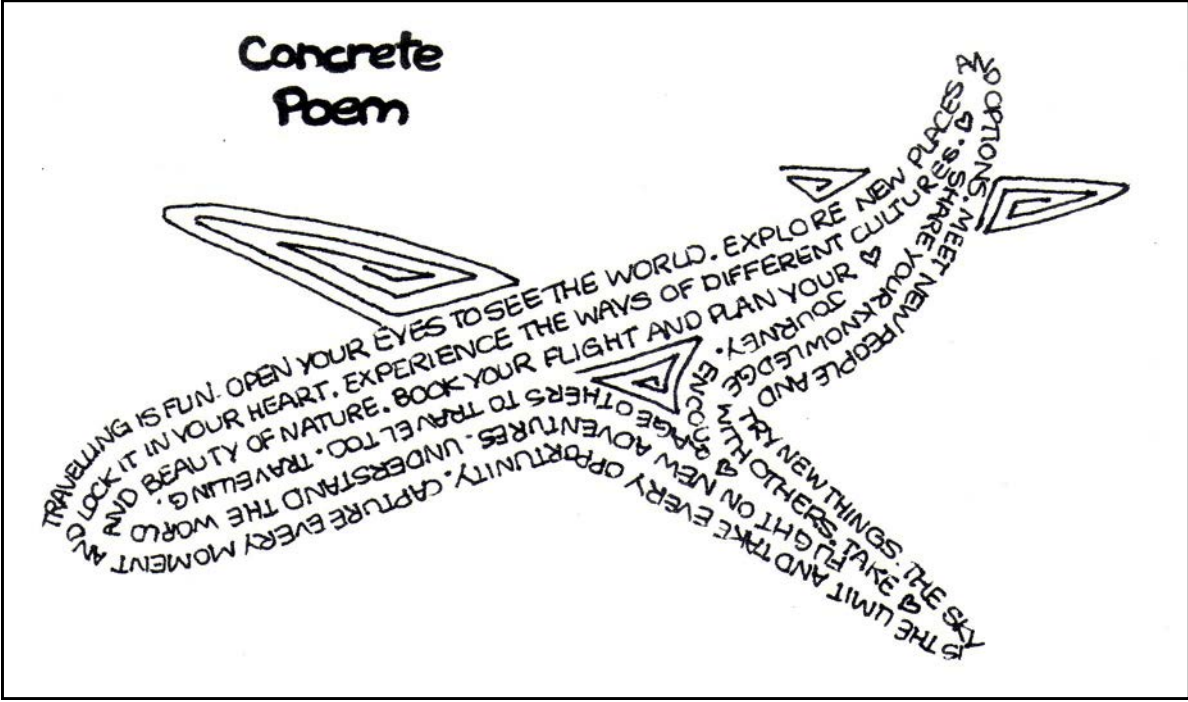
I can feel their pain,
I must make it stop.
Others' hurt is unbearable.
Helping is why I am.
I hear them calling,
Can I find the courage?
Someone screams.
I have decided.

Discussion: This sample uses free verse in stanzas to reflect on heroism. The four different personas represented come through clearly in each short stanza. The structure and the descriptors do an excellent job at creating the four separate images. Some of the lines are a bit cliché "Glory is mine", "Doesn't matter who you are", but they ring true nonetheless. It's not clear that it's the author's voice coming through, but there is definitely a different tone or voice for each character.

MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses personal feelings to develop the image
- Uses familiar text structure (stanzas and free verse)
- Word choice is appropriate for intended audience
- Uses language to create specific effects
- Voice is evident
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words



Discussion: This is a concrete poem (also known as a shape poem), where part of the image created is done by working the text into something related to the topic, which is travel. The piece works well. There are strong visual images from the word choice as well as from the graphic. In some ways, it reads a bit like a travel brochure, as some of the statements are somewhat trite ("open your eyes", "see the world"), but, like a found poem, they all work together. The associated meaning of many of those statements strike a chord with fellow travelers.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses personal memories and observations to develop the image
- Follows “rules” of chosen poetic form; may be somewhat contrived
- Uses familiar text structure (shape poem)
- Word choice is appropriate for intended audience
- Uses precise vocabulary related to topic and chosen for its connotation
- Creates tone that reflects feelings/emotions consistent with the topic.
- Tone is easy to describe
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

Leaves in shades of emerald and jade,
Trunks in bronze,
I live so you breathe,
But I get no thanks,
I scream when you cut me,
But you do not hear,
I live and breathe --- just like you,
I age,
I have been here since earth was born,
I have brothers and sisters,
Aunts and uncles,
Even cousins,
We come from many different races,
But we are all equal,

I am faith,
I am spirit,
I am soul,
I am strength,
I am courage,

For I am tree,

Discussion: This sample is written in free verse. It is a descriptive piece that takes the point of view of a tree. There is strong voice in the poem, and vivid imagery. The word choice is rich and the parallel to humans is sustained through the piece.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image
- Uses facts and personal feelings to develop the image
- Uses familiar text structure
- Word choice is appropriate for intended audience
- Uses precise vocabulary related to topic and chosen for its connotation
- Uses language to create specific effects
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

Sorrow

Sun rising against the horizon, a bright pain that burns your
slightly opened eyes.

A loud screeching noise that draws you from the sleep you
need greatly.

Perched up into a waving embrace of nature, swaying in the
wind.

It's only fear is cold darkness that wilts it, like cracked paint
on a broken home.

Looking back to the night before, remembering the stars
shining so brightly in the abyss of darkness.

You can feel now, how it brought such a great warmth to
your heart, like a raging fire on a bone chilling night.

And when it faded away, you remember how the tears
trickling down your tiny quivering cheeks, each one like a
drop of poison, while your heart aches with the sorrow of a
million slaves.

Remembering not what once was, but only what was taken
away.

Discussion: This sample is written in free verse. It deals with the theme of loss and sorrow. Even though the cause of the sorrow is not identified, the imagery created is enough for the reader to feel the author's hurt and pain. The word choice and similes create clear images both visual and emotionally. The final line shows a great maturity on the part of the author to recognize the difference.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Writing focuses on a topic
- Writing evokes an image and strong feelings
- Uses personal feelings to develop the image
- Uses familiar text structure (free verse)
- Word choice is appropriate for intended audience
- Uses precise vocabulary related to topic and chosen for its connotation
- Uses language to create specific effects
- Voice is evident
- Creates tone that reflects feelings/emotions consistent with the topic
- Tone is easy to describe
- Writing evokes a feeling or response in the reader
- Applies Canadian spelling conventions to familiar and unfamiliar words

The theme of this picture is time with family. We see lots of trees in the distance and the from the lighting we can guess that this is taking place in the morning. The boy and his father are looking on hoping to find a duck to shoot. They are standing quietly, this way they won't scare any ducks that might be close by.

A time in my life when I have felt this way was

When I was like 7 or 8. My Dad and his friend Narcisse were going to the bush. (I live right by the lake, if you look outside in the summer it looks great, you can see the mountains!) So I asked if I can go with them, my mom said no because she thought it would be dangerous. But my dad took me anyways. We went on the boat and I fell asleep. When I woke up. We were far into the mountains. We were going to put up the tent on an island but the little waterfall was too loud and noisy. So we went to another island. They put up the tent there. I remember the mosquitos. My dad, me, and Narcisse were just swading the mosquitos (I fell asleep after awhile) But in the morning they were covered in mosquito bits! They were so nice I didn't get a bit. While my dad and Narcisse was cooking jackfish belly. I was fishing. It was so cool! I almost caught a wish. And the jackfishes belly tasted so delicious! We went to this mountain, it was on an island that had sand (like a beach), it was so beautiful. My dad found a very beautiful rock, it didn't look like any other rock. We still have it. Then we climbed up the mountain. Which was very steep. But it was worth it! It used to be a bear cave, we saw bones of fishes, and little berries, but I remember Narcisse saying it was an eagle who ate all those things. But we got to go in and look inside

a bear cave! So cool! Narcisse was saying that when he was little, him and his siblings used to go and play in there. He took Mother Mother out from inside the little cracks! We walked back down and went on the boat (I forgot to say we already packed the tent and pots, plantes, etc... So on our way back home they shot ducks, which is very scary when I was 7 or 8. But I got to drink my Kool-aid. So I didn't mind as much. But still it was still guesome. Yea I don't want to talk about so... On our way back into town, it was a sight to remember! It look gorgeous! When I got back I got to tell my brothers and mom what a fantastic trip I had!

Discussion:

This piece is written as a memoir, telling a story from the author's past. It shows some effort at using descriptive language. The sentence structure is weak, with lots of sentence fragments, but the ideas are still reasonably clear. There is repetition (But..., It was so...) that makes the piece sound less cohesive, however it still has evidence of the author's voice. The piece is structurally weak for grade 7 and would benefit from editing and revision to make it more cohesive.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Includes supporting details
- Beginning of story establishes key information for the story
 - Context
 - (background information) is used to stage the story
 - problem
 - Middle develops plot
 - rising actions/events are selected to move the plot
 - forward to a logical resolution
 - establishes connections among actions/events
- Ending is connected to actions/events and resolves the story problem
- Word choice is appropriate for intended audience
- Uses descriptive and figurative language to convey ideas
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with story/characters
- Uses correct capitalization
- Uses correct punctuation
 - End punctuation
 - Commas, apostrophes, semi-colons, quotation marks
- Spells most words correctly, errors do not significantly impede meaning

Lost in the Woods

One day Stacey wanted to go hiking in the woods for some fresh air so she grabbed her backpack and left. When she was in the woods she didn't figure she would become lost so she went farther in the woods.

Later on she realized she was lost so she tried to find her way back home, it didn't help. She checked her backpack to see if she had her compass with her, she didn't. She guessed her way home. It put her farther into the woods. Stacey to either yell for help or try to find her way back home.

She figured both ideas would work. She was walking and yelling for help. She wasn't looking where she was going so twigs were in her hair. She started to run and then a branch cut her leg, she checked her backpack and there was a piece of cloth, she wrapped it around her leg. Then she fell in a mud puddle.

Stacey yelled for help again, someone heard her, the voice came to her, it was a police man. When they got back, an ambulance truck was there and her mom was there. Stacey sat in the back of the ambulance truck, they gave her a towel and put a bandage on her sprained wrist. Her mom was so glad she was back and so was she!

Discussion:

This sample has a basic story plan, with a brief introduction, a story problem that is sustained through the story, and a brief ending. The story is organized into paragraphs, and flows well. Each transitions quite well into the next. There are specific details, although they do not necessarily move the plot forward and are not consistent (cut leg in the middle became a sprained wrist at the end) The main character is consistent, but the minor ones are vague (someone heard her... it was a policeman ... her mom was there). The word choice is basic, with very little descriptive detail. The sentence structure is simple, but generally correct. Longer sentences are less well controlled. Conventions are also generally correct.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed for a specific audience/purpose
- Integrates story problem into story context
- Context and characters are developed and main characters are sustained throughout story
- Beginning of story establishes key information for the story
 - Context
 - (background information) is used to stage the story problem
 - problem,
- Ending is connected to actions/events and resolves the story problem
- Writing is organized in paragraphs; opening paragraph may be better developed than conclusion and body of story may be one or two long paragraphs
- Word choice is appropriate for intended audience
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Uses correct capitalization
- Uses correct punctuation
 - End punctuation
- Spells most words correctly, errors do not significantly impede meaning

Setting (time) 2008 present		Setting (place) Winnipeg Alberta. (House)	
Main character Jessica		Other important characters Mom Kaleb Emmett	
PROBLEM/CONFLICT/SITUATION Where's Emmett?			
Beginning Jessica & Kaleb Walk home School mom want to visit Papa she asks them to visit	Middle Jessica & Kaleb fight they lose Emmett.	End they find Emmett under the sink mom comes Home.	
What is the message or lesson in the story? If your going to be responsible actually watch your brother			

"Kaleb wait up!" shouted Jessica as her brother Kaleb ran up the road. Kaleb stopped and giggled "Hm let me think... no!" Kaleb ran up to their house and ran inside. By the time Jessica got there Kaleb had locked the door. Then she heard the door unlatch. She turned around and saw their mom with Emmett their baby brother on her hip. You come inside Jessica your late again, sighed Mom. She gave Emmett to Jessica and told her "Watch your brother. I'm going to see your papa." "Sure thing mom bye!" replied Jessica. Mom waved good bye and left.

Where are you?
Jessica carried her brother in to the living room where Kaleb was playing video games. "Kaleb don't you have home work?" Jessica asked as she put Emmett on the ground. "Yea I do," replied Kaleb. "Well do it!" shouted Jessica. "No!" screamed Kaleb "your not the boss of me!". After that statement they began to fight. Soon Jessica looked around. Where was Emmett!?! "Uh wheres Emmett?" Jessica cried. "Uh I don't know!" Kaleb said. Jessica started to cry. Jessica & Kaleb searched the house top to bottom. Finally they came to the bathroom. "Uh Jessica do you hear breathing?" Kaleb asked. "Uh huh I do," Jessica replied. She looked under the sink and there was Emmett fast asleep.

He must have been tired of us fighting," Kaleb whispered. Jessica nodded as she carried Emmett to his bed. They walked back in to the living room, apologized and hugged just as their mom walked in the door.

Discussion:

This piece has interesting content that holds the reader's attention. The introduction provides background (arguing siblings) and sets up the story problem. The middle carries the action forward to the ending, which neatly ties up the story. The dialogue adds interest and the voice in it is evident. The piece has a variety of sentence lengths, and the dialogue uses different sentence types. The word choice is effective, and brings voice to the piece. The major issue with this piece is the lack of formatting into paragraphs, including the dialogue. This lack does make the piece difficult to follow in some places. However, the overall effect of the piece is good.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Integrates story problem into story context
- Dialogue and action work together to advance the plot
- Context and characters are developed and main characters are sustained throughout story
- Includes supporting details
- Beginning of story establishes key information for the story
 - context (background information) is used to stage the story problem
 - characters [main and minor],
 - setting [time/place],
 - problem,
- Middle develops plot
 - rising actions/events are selected to move the plot forward to a logical resolution
 - establishes connections among actions/events
- Ending is connected to actions/events and resolves the story problem
- Word choice is appropriate for intended audience
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with story/characters
- Uses correct capitalization
- Uses correct punctuation
 - End punctuation

The mystery of the non-eating dog

I woke up one morning at about eleven thirty and brushed a strand of long, thick auburn brown hair out of my face. I squished my head back into my fluffy feathered pillow, sank into my bed until my puffy, silky blue comforter covered my whole face and for a second, I no worries or fears. Life was great! I lay there for a few seconds in complete silence, but suddenly, I reminded myself about my dog Bailey who had just turned twelve and had been sick for a few weeks. She hadn't been eating or drinking. She wasn't going up any stairs nor down, and worst of all, she was letting Buddy, our other dog who is half-pig, eat her pizza crusts! I had even added extra cheese on them, but Bailey still wouldn't eat them. All she would do was look at the crusts, and push them away.

While I was in bed, I brainstormed for a little bit, thinking that maybe she was getting bored of her dog food diet. I decided that I was going to do something about it, so I jumped out of bed, threw on a pair of torn up jeans and a cherry red fleece sweater. I ran to get my big winter coat; I opened my wallet, took the money out, and ran out the door. I didn't even bother brushing my hair, or eating breakfast.

As I ran down the street, the snow crackled under my boots. My mind raced like a computer, trying to locate the closest store that held dog food. Then, I got it. Walmart is by far the closest store that I could think of. When I turned the corner that lead to Walmart, the doors stood before me and I swore I could see a shimmery golden light surrounding them. I pulled myself away from the light and ran through the doors. I rushed to the dog food isle and saw all of the shiny cans and huge bags full of kibble. I ran back to the entrance to get a cart. I filled it with some of those fancy dog foods that I had seen on T.V. such as "Caesars" and another one that they claim, "You don't feed your family dry food, so why feed it to your dog?" then the ad shows a fancy piece of roasted chicken and steamed vegetables. I had even bought three whole cans of gravy to pour on the dog food to make it smell appealing. When I found all the things that dogs love, or should love, I went to the cashier and paid for all the stuff.

When I got home, I took a whole bunch of bowls from the kitchen cabinets, and dumped one of each kind of dog food in a bowl. I put all the bowls in front of Bailey. All the bowls beside each other kind of looked like a buffet, but for dogs. She looked at me like, "What are you doing? I'm not going to eat all of this! ". After hours and hours of trying to get Bailey to eat at least one kind of dog food, I finally gave up. I suddenly realised that I hadn't eaten breakfast or lunch! I decided to have a piece of that chocolate cake that my mom had baked just a couple weeks ago. I looked in the fridge, and the cake was gone! Suddenly, my mind went racing back to the a couple weeks ago. The very day before Bailey got sick. I had had a piece of cake that day, and I had left the cake on the counter! It was all clear now. Bailey had eaten the cake! I knew she was too young to get sick!

Discussion: This sample is realistic fiction, told from the author's perspective. It has a reasonable story problem of the dog not eating or drinking, and an attempt to solve it. It has lots of descriptive detail, but very little of it is connected to the actual plot and story problem (the hair colour, bedding, and golden light coming from Wal-Mart). While technically good, the piece does not flow well because the descriptions are not relevant to the actual story and do not help to move the plot forward. The sentences structure and organization of the piece are good.

MEETING STANDARDS

- Content is developed for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Integrates story problem into story context
- Beginning of story establishes key information for the story
 - context (background information) is used
 - to stage the story problem
 - characters [main and minor],
 - setting [time/place],
 - problem,
- Middle develops plot
 - rising actions/events are selected to move the plot forward to a logical resolution
 - establishes connections among actions/events
- Ending is connected to actions/events and resolves the story problem
- Word choice is appropriate for intended audience
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with story/characters
- Uses correct capitalization
- Uses correct punctuation
 - End punctuation
- Spells most words correctly, errors do not significantly impede meaning

MYTH AND LEGENDS

Dragons of fire

There once was a fearless knight who was sent on a mission to get the treasure from the dark and hideous dragon because he lives in a small and poor town. The town's folks pleaded and trembled before the great knight's feet and begged of him to slay the dragon and get its riches. So he journeyed into the deep thick wonders of the forest just out side of the town he lived in. He snuck around and tip toed through trees and rocks to get to the cave of the dragon. He walked and he walked and completely lost his way. Then he met a dwarf that actually lived in that horrible forest.

So the knight asked him "Do you know where I would be able to find the Dragons cave?"

The dwarf just pointed to the north and said "Follow the North Star and you will eventually find the dark dragon's cave." "Thank you kind sir" The knight replied.

great knight!" exclaimed the fearless knight.

"I am here to steal your riches and bring them to the king!" yelled the knight. The dragon shook his head and said "As long as I'm standing here you will never get this treasure!"

They fought and they fought until the knight finally slayed the dragon by stabbing him square in the heart and he fell as hard as an earthquake. The knight silently whispered to himself: yes it's finally over. So he put the treasure into his pack sack and he walked back to the castle.

He put the sac of Gold on the table in front of him and said "Here is your sac of Gold" and he walked away as if nothing happened.

So he continued on his journey fighting off demons and other sorts of monsters on his way. One of his problems along the way was when he came across a bridge with a troll under it. The troll yelled to the knight "If you want to cross the bridge you have to answer a riddle." "Okay here it is: What has no feet but can run?" "Aw that's a hard one.... I'll have to say a river." How did he get that right? the troll thought to himself. "You may pass" whispered the troll in shame. So the fearless knight carried on with his journey.

Then finally..... He found the Dark Dragon's Cave. "There it is....just look at it, it's hideous." It was a damp swampy cave with bats and insects living in the walls. When he got to the front of the cave he saw it. The treasure. The knight slowly and quietly walked over to it. As the dragon was in his deep slumber the knight put the riches of the dragon in his pack sack as quietly as he could but it wasn't quiet enough. "Who dares to interrupt my sleep!" yelled the dragon. "It is I, the

Discussion: This piece attempts to use a medieval setting to make the story a legend. The beginning creates a context of a Knight seeking a dragon to steal its treasure because his town is poor. That context is not sustained, as at the end he is stealing the treasure and slaying the dragon for the King. The middle of the story tends to be quite superficial (fighting off demons and other sorts of monsters), then details the troll and the riddle, which doesn't really have an established connection to the story. The ending, while solving the problem of getting the treasure, is also rather vague. The Knight takes the gold to the castle and walks off. The character is not consistently developed through the story. The tone is consistent with the context for the piece; voice is not particularly well developed. Conventions (especially in using dialogue) need some work.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience/purpose
- Content generates reader's interest
- Integrates story problem into story context
- Integrates ideas from different sources into fictional account
- Includes supporting details
- Beginning of story establishes key information for the story
 - context (background information) is used to stage the story problem
 - characters [main and minor],
 - setting [time/place],
 - problem,
- Ending is connected to actions/events and resolves the story problem
- Writing is organized in paragraphs; opening paragraph may be better developed than conclusion and body of story may be one or two long paragraphs
- Word choice is appropriate for intended audience
- Uses descriptive and figurative language to convey ideas
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Writing creates tone that reflects feelings/emotions consistent with story/characters
- Uses correct capitalization
- Uses correct punctuation
 - end punctuation
- Spells most words correctly, errors do not significantly impede meaning

possibly in trouble.
 "Tell me this isn't true," the principal said to me in a disapproving voice.
 "I'd love to but I can't lie," I said in return.
 "Stacey, can you tell me what happened then?" the principal asked.
 "Okay it all started when... I was sitting at my desk thinking I was about to fall asleep from last night when I stayed up all night having a twilight marathon. Just when I was about to fall asleep Brianna poked me so I wouldn't get in trouble for falling asleep in class."
 "Wait, hang on for a minute, why were you falling asleep? Was it that boring?" the principal interrupted.
 "Yes history class is extremely boring Steve. Can I call you Steve?" I asked.
 "No," he answered back sternly. "Continue."
 "Okay so like I said Brianna poked me and thank goodness she did because the teacher called my name two seconds after to make sure I wasn't sleeping. So after that the bell rang and it was time for lunch so I sat down at my usual table and the next thing you know Stella Backforker and her group is flinging the cafeteria's sloppy joe at me. Of course I told the teacher and she asked Stella if it was true and Stella said 'Noooo, I would never do that to her. She was throwing it at me? So who does Miss. Kankle believe, Stella! So that is how I almost got here. I got a warning by the way so the second time Stella told on me even though I wasn't doing anything I got sent here.'
 "But you shouldn't have been sent here so I

think you're leaving something out, keep talking," the principal said very seriously.
 "Fine, I may have slapped her after the second time she told the teacher I flung Sloppy Joe," I mumbled while looking down at my feet.

RING! RING! RING!

"You should probably go back to class now," the principal says rushing me out the door. When I went back to class and gave Stella Backforker a very nasty look.

Discussion: This sample starts with an effective hook and engages the reader's attention. The author's voice comes through quite clearly. But then it begins to lose focus, and the details become unconnected to both what's come before and the remainder of the plot ("history class is extremely boring", "Can I call you Steve?", "that was the second time Stella told on me"). The questioning by the principal makes sense, but then the dismissal of the narrator doesn't seem to (after admitting to slapping another student). Parts of the piece are clever (Stella Backforker) and it does show a good author's voice (you can hear a grade seven student telling you most of this). However, there's no real cohesive idea that runs through the story. The story had potential, but it did not develop as well as it might have. Technically, paragraphing and punctuation are handled well.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience/purpose
- Content generates reader's interest
- Integrates story problem into story context
- Dialogue and action work together to advance the plot
- Includes supporting details
- Beginning of story establishes key information for the story

Context

- (background information) is used to stage the story problem
- characters [main and minor],
- setting [time/place],
- problem
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with story/characters
- Uses correct capitalization
- Uses correct punctuation (end punctuation, commas, quotation marks)
- Spells most words correctly, errors do not significantly impede meaning

THE SNOWMAN

It was the weekend and Rufus was sitting at home watching cartoons with a bowl of Froot Loops and his dog Winston. "GET OUT OF THE HOUSE YOU'VE BEEN INSIDE FOR WEEKS!" yelled Rufus's mother. "EITHER THAT OR CLEAN YOUR ROOM!" Rufus dragged himself off of the couch and stumbled outside in his puffy jacket, knit hat, mittens, scarf, and big boots while Winston trotted behind him. "I guess we should make a snowman, because the rest of the neighborhood has one on their lawn." Sighed Rufus, as he rolled a snowball across the front yard. Winston helped by bringing sticks and pebbles he dug up out of the snow.

Rufus had his third snow-ball done and Winston had enough pieces collected for the snowman's head and body. Rufus piled the snowballs onto each other from biggest to smallest and put on the pebbles, sticks, hat, scarf, mittens, buttons, and a carrot for the nose. A few seconds after they put the hat onto the snowman's head, the snowman turned extra white and started to dance! Winston started to bark but Rufus stopped him. The snowman told Rufus and Winston his name was "Bobo." The family became friends with the snowman and treated him well. But soon they knew spring would come and he would melt, but they never told him.

Soon spring came and Bobo was melting. The pebbles slid down his body and dirt replaced them, the carrot was beginning to get soggy, and the scarf became a nest for small birds. But the snow was fine, still very white. The next day Bobo looked worse. The mittens were filled with mice and the buttons fell off of Bobo and he became blind. But the snow was fine, still very white. The third day the family was tired of having an ugly, dying snowman on their front yard. So they decided to wait two days to kill the snowman and steal his white snow.

Two days passed and the family waited till midnight to make there move, the snowman was still very white. Rufus, his mother and his father each grabbed a shovel and walked out of the house. Before Rufus could attack the snowman with his metal shovel, Bobo turned around and murdered the family, and ate their souls.

Discussion: This piece starts out well, setting the scene with some interesting details and providing the beginning to a story problem. The details of the very white snow and the talking snowman are consistently maintained and used to set up some suspense. However, there's no connection made between why the family wants to wait two days to kill the snowman, and also why they want to steal the snow (both new elements in the story). The ending, therefore, connects to those two points, but isn't really connected to the rest of the story. Perhaps the author was trying to find a way to work in the idea of some kind of undead snowman. The descriptive details of building the snowman, as well as Bobo melting are well done. Paragraphing is also correct, except for the conversation in the opening paragraph. Punctuation suffers there as well. The use of upper-case for the mother's voice is effective.

MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Integrates story problem into story context
- Integrates ideas from different sources into fictional account
- Dialogue and action work together to advance the plot
- Context and characters are developed and main characters are sustained throughout story
- Includes supporting details
- Beginning of story establishes key information for the story
 - Context
 - (background information) is used to stage the story problem
 - characters [main and minor],
 - setting [time/place],
 - problem,
- Middle develops plot
 - rising actions/events are selected to move the plot forward to a logical resolution
 - establishes connections among actions/events
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses descriptive and figurative language to convey ideas
- Uses a variety of sentence structures
- Uses varied sentence lengths

Rubric qualities (cont'd)

- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with story/characters
- Use correct capitalization
- Uses correct end punctuation
- Spells most words correctly; errors do not impede meaning

The Scream

As I walked in to the drama room, I saw no desks, no blackboard, no nothing except a big stage. In the back, I could see that the wall was covered with mirrors. Since the sixth grade, I wasn't really on friendly terms with mirrors. I walked on to the stage and looked into the mirrors only to see my scrawny little body; I was too tall, too skinny and my elbows and shoulders where stuck out. Even worse, my skin looked like lizard scales. I was disgusted with myself. I heard the door slam and everybody looked over. There was our teacher. I noticed she had a limp and felt kind of bad for her. "Thank you... My name is Mrs. Draginda. Don't forget it because I'm not going to write it down. First of all, take off your shoes and set them against the wall," she said. Oh no! Did I my socks match? Did I have any holes in them?! I went to set them against the wall, trembling as I took them off. We went back to sit down. "I'll tell you two things now. I had polio when I was young and I hate grade sevens" she said. I don't think teachers should hate grade sevens there not supposed to hate anybody! This I going to be awful! Then she told us to start walking a circle. At first Eliza thought that drama class was going to be easy, but it turned out not to be that easy and she didn't feel so bad for her teacher anymore. "Now walk like proud queens!" she ordered us. "Argh! I'm shot! I'm shot!" as he fell to the ground. It was of course the class clown Todd Zudder. I remember last year he pushed me down the stairs and told the teacher he was clumsy. Mrs. Draginda told him right away to stop fooling around. "All right, everyone back in a circle" she said "Were going to scream". Did I hear right? Werrreee going to scream? All year, I tried to make myself unnoticed and rarely talked to anyone and now I'm going to scream in front of everybody!! She pointed at Todd and he broke into a tarzan scream. The teacher was furious. She sent him out of class without giving him a chance to say sorry. She pointed at girl. She screamed. It was almost my turn! They all started taking turns screaming and... Oh no! I'm next! I felt my hands get sweaty and I felt this weird kind of pinching all the way from the pit of my stomach. I closed my eyes and out it came. It tore through my throat and it was a weird feeling it kind of felt good. When I opened my eyes Mrs. Draginda was frozen on the spot and was staring right at me. I didn't expect everyone to be looking at me. When she unfroze she announced to everyone, "Now that's a scream!" When I walked out of class that day no one was bothering me. I was no longer the lizard skin freak, I was the Scream.

Discussion: This is a "small moment" story, focusing on one incident in a class. The author provides plenty of detail to set the context for the event, and gives us a solid description of the problem (her shyness) and the actions leading up to her scream. The sequencing is well connected and the piece follows a logical plot line. The author's voice comes through clearly and the descriptive language makes the details ring true. There are some noticeable errors in conventions (spelling, punctuation, missing words, and a skip from first to third person) that detract from the clarity, and editing would make a difference to this piece. There are also errors in paragraphing, particularly in the use of quotation marks. Still the content and overall organization make this an excellent sample.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Integrates story problem into story context
- Dialogue and action work together to advance the plot
- Context and characters are developed and main characters are sustained throughout story
- Includes supporting details
- Beginning of story establishes key information for the story
 - Context
 - (background information) is used to stage the story problem
 - characters [main and minor],
 - setting [time/place],
 - problem,
- Middle develops plot
 - rising actions/events are selected to move the plot forward to a logical resolution
 - establishes connections among actions/events
- Ending is connected to actions/events and resolves the story problem
- Word choice is appropriate for intended audience

Rubric qualities (cont'd)

- Uses precise vocabulary according to context
- Uses descriptive and figurative language to convey ideas
- Uses a variety of sentence structures
- Uses varied sentence lengths
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with story/characters

How we can make a change
 Andrea and her best friend, Brian, were walking down the street at night when ~~the car~~ ^{a car} pulled up. Andrea's first reaction was to put her hands up. As the cop got out of his vehicle, he chuckled to himself. "No need to be afraid," he said to Andrea. She put her hands down and ~~then~~ They both stepped closer. "We must stop and check all teenagers that are walking down streets ~~these days~~, you know how they are these days," he explained to them ~~they~~.

They both stood there silently and only talked when answering the officers' questions. "Thank you kids, I appreciate it." He got back into his car and drove away. "I can't believe they accuse all teenagers like that," Andrea said to Brian. "Well, it is true, some kids at school should be thrown in jail for what they do," He replied. "Well, I don't think we should all be treated like this," she ~~permitted~~ stated.

The next day when Andrea went to school, she explained to her friend Laura, what had happened the night before and what ~~she~~ she thought about it. ~~Her~~ Laura agreed.

Later that day while Andrea and Laura were sitting in their English class, ~~Laura~~ ^{and} they were talking about what they could do to help out the community and change their mind. The teacher, Mrs. Peterson, walked by and overheard their conversation. She laughed and walked up to the front of the class and explained ~~how~~ ^{that} how she didn't believe we would do ~~any~~ anything to help the community because we are "teenagers" and we do not care about the community and how we all get into mischief. Andrea abruptly stood up and argued with the thought. She told Mrs. Peterson that she will help the community and prove to others that not all teenagers are like that.

After school Andrea and Laura went to Andrea's house and explained to her ~~mother~~ ^{mother} what they were going to do. Her mother was very pleased with her daughter and gave them both a hug before they walked out the door for their first step to victory.

They took large garbage bags and walked around the town to pick up litter. ~~people~~ ^{people}, not only teenagers, have left lying around. ~~Some~~ An older couple walked by and smiled, with

Discussion: This sample is a contemporary narrative with the author drawing on her own prior knowledge and experience to tell a story. The theme is familiar (young people unfairly judged as a group because of the mistakes of a few and their ability to change the community's perceptions), and there are not a lot of original ideas or details in the piece. However, the connections between characters, setting, and problem are established and maintained, and the plot does move forward. The middle of the piece lacks some depth—there seems to be a lot of admiration for one evening of litter clean-up. It may be that the author was in a hurry to complete the piece, or that the details were not clearly planned. There is a certain amount of disconnect between the middle and the ending. There is some difficulty in maintaining the tense of the piece, as it switched from being told in past to being told in present. The conventions around quotation marks are also not applied.

APPROACHING STANDARDS

A kid from Andrea and Laura's class ~~then~~ named Colton, then walked by and laughed at them because of what they were doing. He through his gum wrapped on the ground next to them "Suckers" he said in a srotty voice, then walked ~~away~~ away.

The next day the girls walked into school proud. Apparently some of the teachers from their school seen them the day before and as they walked by they thanked ~~them~~ them. The girls were shocked and wondered. ~~about~~ (9)

The principle then came to them and asked if they would like more help with helping the community. They smiled and replied with a yes. When they went to their homeroom class, the announcements came on ~~the~~ and the principle made an announcement about the girls and they smiled.

After school when they went out to pick up garbage again they saw many children from their school and other schools helping out the community in many different ways. Even Colton was playing soccer with the young kids in the field. ~~Then~~ Brian joined the girls with their cleanup and they looked at each other and were proud that they had made

- content generates reader's interest
- content is clearly conveyed
- story problem integrated into story content
- dialogue and action work together to advance the plot
- context and characters are developed and sustained throughout the story
- beginning of story establishes key information
 - effective introduction
 - setting (time/place)
 - characters (main/minor)
 - problem
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- uses precise vocabulary
- uses effective descriptions
- consistently uses a variety of sentence structures
- voice is evident
- consistently uses correct capitalization
- eliminates unnecessary repetition of words and ideas

Point of View Assignment

At gun point, either life or death situation in a convenience store on the ghetto part of downtown is me working my late shift. Right before closing, two men in their twenties barged in both had guns pointed towards me, they were wearing Halloween masks. One of "Scream" and the other was some monster with lime green hair and red lipstick that resembled a monster. All I felt was my heart pounding, a rush of adrenaline that is flowing through my body and stiffness which made reluctant to move. Outside the store are drunken people leaving bar close, they're screaming and yelling, laughing and crying. Sadly they never noticed what was happening in here. One guy with a monster mask is yelling with some spit that slipped out of the mask towards me while leaning on the other side of the counter.

"Aubrey! Give us the money now!" he said harshly.
Slowly I replied but made no sense, "I-I-I don't know..."

I didn't automatically do as he said; I was flustered of how he knew my name. I spent seconds that seemed like minutes confused I wanted to know so badly who he was! I knew him from somewhere his voice seemed too familiar. The other guy wearing a "Scream" mask was running around the store grabbing all he can, it looked pretty hilarious considering he has a mask and all black baggy clothes. Halloween is only four months from now couldn't he wait?

"Get out the money now," Impatiently screamed "The monster" looking back at "Scream" then quickly looked back at me and lightly whispered, "Sorry Aubrey, you just need to hurry up! I gotta get outta here A.S.A.P".

Nothing seems to make sense and I wasn't moving at the right past because the other guy who finished grabbing all he can jumped over the counter and bashed me on the head and through me down with all force. Before the blackout I clearly remember "Scream" staring me dead in the eye.

"You should have stayed with our gang. Easy money that you need so desperately to feed you and your daughter and your pathetic boyfriend of yours..." He took off his mask then grinned for only me to see facing away from the camera. "You're a traitor. We needed you and you left us. This is what you get and this was only the beginning." The "monster" laughed roughly and soon after spat on me then ran out with all his power. Then my blackout began.

As I awoke, lights flashing everywhere, people talking, everything was a blur, worst thing was my head was pounding and I could feel every part of my head with excruciating pain. I just really want to be home in my bed lying down with my man and my beautiful daughter. However, I need to get out of here, they know where I live and now work, this is the only way to solve the problem is to get out of this town. Then I fell asleep.

"Good morning, Miss.Archabolte there is some people here to see you and to ask some questions about the accident that occurred last night." Softly the nursed said and patted me on the head.

I barley could manage to talk trying to act weaker than I am and harshly I replied with a no. I told her later I would. Once she left the room, I picked up the phone dialed my home number to get a hold of my boyfriend. I told him everything and what will happen soon, all I have to do now is wait while he's packing our stuff and getting everything ready. We are leaving town in about an hour. Start a fresh new life; I guess it couldn't happen here with our old gang.

This piece is an attempt to write from a different point of view, likely using second hand sources (books, tv shows and movies) to provide the details. The beginning is well set up and brings an edginess in tone that goes well with the piece. The details are well done, and believable. The punctuation gets confusing (quotation marks for conversation as well as offsetting names in the same sentences) and makes the piece more difficult to read, as does the centering of all the text. In the middle of the piece, there's a sense that the Monster character has some empathy for the narrator, but then that seems to change after the narrator gets bashed on the head. The connections amongst the characters is not always clearly maintained. The ending is partially effective. The details are not as clear; while the message is about the futility of leaving a gang is there, it's not as believable (just pack up an move to a new town?). There are also significant sentence structure control issues, along with grammar and spelling errors that sometimes make the piece difficult to follow. Basic editing and revision could really improve this piece.

APPROACHING STANDARDS

- content is developed to enhance meaning and effect for a specific audience/purpose
- content generates reader's interest
- story problem integrated into story content
- dialogue and action work together to advance the plot
- includes supporting details
- beginning of story establishes key information
 - effective introduction
 - setting (time/place)
 - characters (main/minor)
 - problem
- middle develops plot
 - rising action/events are selected to move the plot forward towards a logical climax or resolution
- ending is connected to actions/events and resolves the story problem
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- voice is evident
- writing creates tone that reflects feelings/emotions consistent with the story/characters

Why the sky is blue.

The day the earth was made every thing changed. From dinosaurs to human kind. When our tiny little dime sized earth evolved, Jesus said "We need plants and water, especially land". The world whirled and bang the size of a sun was created. Jesus had a choice where to place everything he wanted on earth. Jesus heard a strong tough voice that very moment. "Place what you want on earth, but make sure it's placed right!" the high spoken voice said. So Jesus was a little confused and he faced the massive earth with agony. "I want water, lots of it!" Jesus demanded. "How much is that?" the voice said. "Enough so all the sea creatures when they are born can live there." "Okay I see how much now!" The voice sounded ready for action. Wwhoosh, whooosh, Splashes and waves was all you heard. "How's that?" the voice

said. The whole earth was covered in straight water. "No. That's not what I wanted!" Jesus cried. "That's not what you wanted?" said the voice angry. The whole earth stayed like that for awhile, until Jesus finally freed it. He made an acception with the great voice from the galaxy and he granted what Jesus really wanted. The earth seperated into land and water. But when life started finally happening they noticed a great blue sky. The blue sky was created from all the water that once filled the earth. And that blue sky is to remember what happened years ago.

Discussion: This piece is written as a folktale or pourquoi story to explain why the sky is blue. It's a variation on the Creation myth. The scientific facts aren't necessarily well connected (we go from being dime-sized to the size of a sun), and the combination of being a little confused and agonizing over the choice to make is also a little unclear. However, this piece does have lots of good, strong descriptive words, and some interesting sentence structure. There is paragraphing to help organize the piece (although it's not always clear) and the quotation marks are generally used correctly (more so at the beginning than at the end). The middle lacks enough action and detail to make it seem to move the piece forward much. The connection between the extra water from the earth and the blue of the sky is not clearly made, and the conclusion seems weak as a result.

APPROACHING STANDARDS

- content is developed to enhance meaning and effect for a specific audience/purpose
- content generates reader's interest
- story problem integrated into story content
- dialogue and action work together to advance the plot
- context and characters are developed and sustained throughout the story
- includes supporting details
- beginning of story establishes key information
 - effective introduction
 - setting (time/place)
 - characters (main/minor)
 - problem
- ending is connected to actions/events and resolves the story problem
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- uses effective descriptions
- uses figurative language to enhance writing
- uses varied sentence lengths to create effects

Lil' Red Riding Hood ft. Snow White and the Easter Bunny - Madi STYLE

Once upon a time, in a land far far away there lived a princess. She went by the name of Snow White. Snow White lived in a huge palace with gold gates in the court yard ensuring complete security. The palace was white, a sparkling grey and 'perfect pink. However, no matter how perfect this palace may seem from the outside, the inside was a whole mother story. Inside also lived Snow White's EVIL stepmother who was determined to get rid of her very 'attractive' step daughter.

In order for the step mother to get rid of Snow White she ordered a woodsmen to take Snow White into the forest and Kill her so nobody would be better looking.

Meanwhile in a cozy little house just a few minutes away Little Red Riding Hood was getting ready to bring her stepmother some cookies that her grandmother had baked. As she was almost at the castle where her stepmother and stepsister Snow White lived she saw some bushes a little ways ahead swaying back and forth, however there was no breeze. Little Red was truly scared as the large grey figure appeared in her path. The fangs were humongous, his eyes made her stomach turn and with a lick of his lips it set Little Red to scream.

Little Red screamed; she screamed loud and extremely high pitched. Neither Little Red nor the wolf knew that right beyond a small group of trees was the woodsmen and Snow White. →

The two of them came running and saw Little Red quivering with fear while the wolf stared in her eyes with his mouth watering thoughts of his supper.

The woodsmen immediately identified the wolf as the one that had been reported for killing Little Red's mother. With no hesitation he swung his axe through the wolf's head causing him to instantly drop dead.

When Snow White saw Little Red she was overjoyed, they had always enjoyed playing together as children. The woodsmen explained the evil stepmother's plans for Snow White. Together the three of them came up with a plan, a plan which would save everyone.

The woodsmen took the wolf's heart, for proof that he had killed Snow White. Snow White went to live with Little Red and her grandmother. Each week they delivered cookies to the woodsmen, and everyone was overjoyed when one day the Queen suddenly dropped to her death.

On Easter they all got together ft. the Easter Bunny and had a grand ball because Little Red, Granny, the woodsmen and Snow White lived in the palace.

And They All Lived Happily
Ever After!

Discussion: This sample presents an interesting compilation piece of Snow White and Red Riding Hood (the Easter Bunny doesn't appear until the very end, and to no apparent purpose). It may be to this unusual combination of characters that the author is referring when titling the story "Madi STYLE". Or it may not. It's not particularly clear what Madi style is supposed to refer to, nor is the abbreviation ft used clearly. None of the usual options for that combination of letters seems to fit in this piece. All of that aside, the author does quite a good job of combining the two fairly tales together, although there is some coherence lost when Little Red Riding Hood is suddenly living with her grandmother and making cookies for her stepmother who lives at the castle, and that Snow White is her step-sister. Despite these somewhat unexpected turns, the piece is interesting and uses some clever plot twists to keep the reader engaged. There are a few minor flaws with sentence structure and spelling, but generally the piece is easy to read.

MEETING STANDARDS

Rubric qualities:

- content generates reader's interest
- content is clearly conveyed
- story problem integrated into story content
- dialogue and action work together to advance the plot
- includes supporting details
- beginning of story establishes key information
 - effective introduction
 - setting (time/place)
 - characters (main/minor)
 - problem
- middle develops plot
 - rising action/events are selected to move the plot forward towards a logical climax or resolution
 - establishes connections among actions/events (cause and effect, compare and contrast)
- ending is connected to actions/events and resolves the story problem
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- uses effective descriptions
- uses figurative language to enhance writing
- voice is evident
- writing creates tone that reflects feelings/emotions consistent with the story/characters
- consistently uses correct capitalization

Title:

Moving

"Time to leave!" Taylors dad yelled up the stairs.

Taylor had just found out 2 weeks ago that she would be moving to Inuvik Northwest Territories. This news was devastating to her; she has lived in Whitehorse for 6 years now and didn't want to leave her friends behind. It was already March and she had just gone into grade 7 in September.

"Okay, let's just get this over with," she said to herself. She knew that she would be driving the

back to sleep she thought. But before she drifted off again she looked out her window and notice the beautiful scenery. She saw this vast blue sky and a flat horizon covered in trees and willows. Now this was March so just imagin that with snow everywhere!

Just then she thought, maybe this wouldn't be so bad after all. How could something so beautiful be a horrible experience. But then again she wasn't even half way there.

3 days later

Taylor was lying in bed

Dempster Highway For the next day and a half then she would move into her new house and start school the following week. That was the one thing she dreaded... School. She had just gotten used to being the oldest in her school but she knew that in Inuvik grade 7 was the youngest grade in her new school.

4 hours later

"How much longer till we get there?!" Taylor whined from the back seat in their mini-van. "Honey, we haven't even been on the road 6 hours yet." Taylors dad replied back. Well

thinking Oh my gosh how am I ever going to survive tomorrow? It was Sunday night and she had picked out all her clothes and got ready for the next day but she still wasn't sure.

Discussion: This sample sounds like a real event. The piece has some good word choice and descriptive detail to start. The middle brings more descriptive detail and interest. Unfortunately, the conclusion seems rushed and somewhat forced, as though time had run out and the author needed to get it finished. The piece is well-organized, and the headings help to give a sense of the passage of time. The writing seems to promise a lot, but does not deliver. The reader is left with a sense of incompleteness with the piece. There are convention errors throughout the writing (spelling, punctuation and paragraphing), but they do not interfere with being able to understand the writing.

MEETING STANDARDS

Rubric qualities:

- content generates reader's interest
- content is clearly conveyed
- story problem integrated into story content
- dialogue and action work together to advance the plot
- context and characters are developed and sustained throughout the story
- includes supporting details
- beginning of story establishes key information
 - effective introduction
 - setting (time/place)
 - characters (main/minor)
 - problem
- middle develops plot
 - rising action/events are selected to move the plot forward towards a logical climax or resolution
 - establishes connections among actions/events (cause and effect, compare and contrast)
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- uses precise vocabulary
- uses effective descriptions
- uses figurative language to enhance writing
- consistently uses a variety of sentence structures
- uses varied sentence lengths to create effects
- voice is evident
- writing creates tone that reflects feelings/emotions consistent with the story/characters
- consistently uses correct capitalization

-carried away-

Once upon a time, there was a king and a queen they're little baby princess. She had big green eyes and blonde hair. As the princess grew older, she'd play in the back garden by herself every day, she'd climb trees and jump on an extra bouncy mattress. One spring day when she was finished swinging on her swing she seen a garden shed in the shrubs that she's never seen before, and she decided to check it out. When she pulled through all the vines and opened the door, she seen a shadow run across the floor and into a corner.

"Hello?" said the princess.

She turned on the light and seen a little green thing and screamed. When she seen that it was pretty much harmless at the moment, she walked over and picked it up.

*"I shall call you Dinorawr, because you're a dinosaur!" the princess, being as stupid as she is, didn't know dinosaurs were extinct.

Everyday the princess and Dinorawr would play in the backyard, the dinosaur would hide every time a house keeper or a guard would come out, but one day Dinorawr wasn't fast enough and a guard caught a glimpse of him. The guard ran inside and told the king and queen, and the next minute, all of the kings guards were outside, but before they could grab the princess, Dinorawr threw her on his back and flew off. The king and queen were devastated! Now all they had left was their beloved son. So they sent a search crew out to find her, after a few weeks of endless searching there was still no luck in finding the princess so they called it quits.

About 10 years later, the princess' brother was determined to find his little sister. He set out one night hoping to her. After a long time of searching, the prince found a cave and decided to search it. As he got closer to the cave he could see a head poke out.

"Come out here, beast!" shouted the prince.

The dinosaur takes a step forward and lets out a big growl, and that's when a slim, tall, pale skinned blonde walks out of the cave and throws a heavy chain over the dinosaurs head.

"Come with me princess, for our family has longed for your arrival." The prince announced.

"No! She shall stay here with me, she has everything she needs with me and she doesn't need her family!" Dinorawr replied.

"Well," the princess spoke up, "I do miss my family, but I can't leave my best friend alone in a cave!"

-1-

-carried away-

Dinorawr shot a big devious grin at the prince.

“Very well then.” The prince said as he was about to ride off, but first the princesses beautiful green eyes caught his attention, for they had looked like their mothers eyes.

The princess batted her lashes and the prince knew he could not leave her with the dinosaur. The prince whipped right back around, pulled out a sharp stick and jabbed the dinosaur in the eye.

The princess stared in horror as the dinosaur hit the ground. Dinorawr stared up at the princess expecting help, but the prince took the princess on the back of his horse.

“Good-bye Dinorawr, I will miss you!” The princess said as the prince laughed at what he had done. As tears started falling down the princesses face the dinosaur looked up and said his very last words,
“I’m a dragon.”

Discussion: This sample shows a basic narrative plot. The author has included lots of details, but not all of them add to the story or enhance the meaning. The piece is uneven in quality; there are some elements that work well such as descriptive phrases (“whipped right back around”, “the King and Queen were devastated”), but the use of descriptive language is not consistent. The connections between characters and actions are not sustained throughout the story.

MEETING STANDARDS

Rubric qualities:

- story problem integrated into story content
- includes supporting details
- beginning of story establishes key information
 - characters (main/minor)
 - problem
- middle develops plot
 - rising action/events are selected to move the plot forward towards a logical climax or resolution
- ending is connected to actions/events and resolves the story problem
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- uses effective descriptions
- uses figurative language to enhance writing
- uses varied sentence lengths to create effects
- voice is evident

The Griffin

The Scythian people were a very poor race they had hardly any water or food. So The Scythian people had set out to capture the golden treasure, but they did not know what was waiting for them at the spot of the treasure. They went over many mountains and hills, through swamps and crossed rivers to get to the golden treasure. Once they were at the bottom of the mountain where the treasure lay they started to climb. As they got further up they started to hear eagle sounds. Wings flapping and rocks fell from the top of the mountain. Then they saw it. It had an eagle head and front legs and wings. The back half was a lion's powerful legs. One of the Scythian people announced "It's a Griffin!" It started to fly above them and swoop and snap its beak. It grabbed one of the Scythian people and ripped him to shreds. They all saw how powerful this creature was and started to run as fast as they could back to where they came from. The Griffin flew after them and was picking off people like flies. The Scythian people ran into the trees and never came back. The men never came back to the village so the other members knew they were dead. That is why the Griffin is often painted on the shields of knights. They feel that the Griffin usually intimidates people and if they put it on shields it will make them scared and flee.

Discussion: This sample is an adaptation of part of the Gryphon myth; it follows the familiar story but adds a number of extra details (“it grabbed one and ripped him to shreds”, “picking off people like flies”). The piece has a weak introduction and moves very quickly into the middle action. There are no characters other than the griffen, so there are few connections to maintain through the piece. The connection between the middle of the story and the ending is not well defined. There are some good examples of descriptive language, but it is not consistent. The piece is written as one paragraph; although the spelling is good, there are punctuation and formatting errors that make the piece hard to follow in spots.

MEETING STANDARDS

Rubric qualities:

- content generates reader's interest
- content is clearly conveyed
- includes supporting details
- beginning of story establishes key information
 - setting (time/place)
- middle develops plot
 - rising action/events are selected to move the plot forward towards a logical climax or resolution
- ending is connected to actions/events and resolves the story problem
- word choice is appropriate for intended audience
- uses effective descriptions
- uses figurative language to enhance writing
- voice is evident
- writing creates tone that reflects feelings/emotions consistent with the story/characters
- applies Canadian spelling conventions to familiar and unfamiliar words

Lucas crosses a defender and sends a pass soaring in the air to his teammate Matt. Miraculously he volleys the ball out of the air to find it sail into the top corner of the net despite the goalies best efforts. Cheers erupt at Windsor middle school. The whole team rushing up to Matt. He was a hero for once. His days of being the outcast may have finally come to an end, this was his calling.

"My name is Matthew Bowman. I have been playing for the windsor Falcons for 2 years now, But because of a severe head injury I sustained when i was young I have been the water-boy of my team. Heres how it went down. Me and My best friend Lucas were swinging on a hammock, that was loosely connected to a rotten telephone pole. Needless to say after a couple of minutes swinging on it, it came down and cracked me right on the noggin. I was rushed to the emergency room of a hospital and was in a coma for 1 week. I was told it would be 10 years until i could take part in sports. The ten years are up and I'm ready to play some football aka. Soccer.

Matts journal,
October 4th 2009

Woke up to my dumb brother Liam dumping water on me.

Time to go to school already.

Got sent to the office during math class for shooting spitballs where i was then suspended.

Pops came and took me out to Burger King and then to a university soccer game, Acadia vs. St. Marys.

My older brother Derek Emerged from the Soccer field as a starter.

My dream is to be just like him and play high level soccer.

Dereks team won (Acadia).

Came home and got nagged by my mother.

Went to bed Feeling confident that I could Lead my team in a victory vs. Drumhill heights tomorrow.

The next day I awoke cheerfully because today was no ordinary day. Today I would get to play my second soccer game ever. Even my younger brother Liam couldn't bother me today. I was on cloud 9. The school day seemed to take forever. The bell finally rang for the signal that the school day was over, So I went to the soccer field and started running laps around the field under instruction of the coach, where i was joined by my friend Lucas.

"Dude that was a sweet goal yesterday, do you think you can pull it off again?"

Lucas inquired.

"I'm feeling pretty confident i think thats possible."

The other team arrived minutes later and started their warmup routine. I'd be lying if i said i wasn't nervous. Their team looked like the Edmonton Eskimos!

(Tweeeeeet)

Alright boys bring it in barked the coach. Now i don't have to remind you how crucial this game is. If we win this game we will advance to the regional finals. 2 years in a row we've lost the championship game to Drumhill.

Now are game plan is to attack, attack, attack. Don't be afraid to shoot the ball and just go at them with all you've got. Are forwards will be Matt, Lucas, and, Andre. on defense we'll have Jesse, Michael, and Tyreece, and are goalie will be Tyler.

The whistle went for the kickoff and the captains walked up to the middle. "Heads or tails the referee asked?" "Tails are captain Lucas said." It was tails. The game started with a pass to Andre, who then dribbled the ball up before sending a pass on the other side of the field for me. I easily dodged two sliding tackles and nutmegged a third defender before shooting the ball at an intense speed that the goalie had no chance to save. It was 1 zip for our team and we had a huge moral booster. The game picked up speed after the other team found their rhythm and they had a couple of decent shots that put our keeper to the test. No goals were scored for about 20 minutes and towards the end of the first half the other team started playing dirty. As I said before their team was big and my guess was they got here by knocking the other team senseless rather than their actual skill. Whenever the ref wasn't looking they sent a punch to us or pushed us down. It was starting to affect our play and we sent some bad passes and poor plays that were easily intercepted by the opposition. There was less than 1 minute left in the game and there biggest player who looked as big as mike tyson barreled toward the net at top speed deked out the goalie and placed the ball in the net. Just like that their team scooped up a goal tying up the game. The whistle blew signifying the end of the first half.

In the locker room the coach was furious slamming down his playbook. "You bunch of scum-bags. How the hell did you let there fattest player score on us. My dead grandpa could run faster than him. (mutters under his breath) you maggots. Our play hasn't changed keep on doing what your doing but play some dam

defense as well. Wheres my water-boy?"

"The players were all silent until now, "we don't have one anymore remember."

"Oh right. bellowed the coach. Jesse your taking Matthews spot for water-boy until i can find a new one."

"But coach can't you put somebody else on for water-boy." came Jesses protest

"No! this will teach you not to let big fatty score on us again! replied the coach.

The whistle blew to start the second half. It was there first ball and they danced around the neutral zone for a while until they found an opportunity to strike. It started off as just a long shot from just past the halfway mark on our side. It was then deflected by Tyreece and went spiraling to the side. they scooped the ball up and avoided a couple of tackles before sending a high pass to a cherry-picker right beside the net who in turn did a bicycle kick that sailed in the net with ease. On the bench coach looked as if he was going to blow his top. The game was still early but the momentum was with Drumhill now. The ball was sent to the middle and lucas passed the ball to me. I passed it to Lucas and we did a give and go. I had the ball just outside of the penalty box when one of there players did an illegal tackle giving me a penalty shot. I wound up for the shot and was sure that it was going in but seemingly impossibly the goalie deflected it and it went out of bounds. After Andre inbounded it to Lucas he was quickly stripped of the ball and the other team had possession. They carried the ball up the field quickly and shot the ball hard and low to find it go on the bottom left corner of the net. Groans were heard all over the crowd. The game had less than 15 minutes left and they were still playing dirty as ever never ceasing to sock us one in the face when possible. The game went on from there goalless and they beat us in a 3-1 victory.

In the locker room the coach seemed much more relaxed and said, that we had a good well fought game but we weren't going to the finals. After he dismissed us we were all feeling down in the dumps while walking home.

Matts Journal
October 5th 2009

Lost to drumhill today. Got a black eye from them to.
Lucas says he's moving.
Been friends with him for years.

Starting to feel depressed lately.
got fired from my job today.
Boss phoned me up and said i was being laid off, but everybody knows that
means the same thing as being fired.
Soccer seasons over and i just begun it.
Maybe I will have better luck in basketball, when it starts next week.

The next week came quickly and I went to the basketball tryouts. It was a different
coach so i was hopeful that for once i may have a decent one.
I walked in the gym and the coach looked as if he was from the army.

"You silly bunch of maggots. This this isn't the soccer tryouts. "You there. he said
to me. What's your name?"

"Matthew." I said.

"Good I see we've found our water-boy."

Discussion: This sample uses some specific formatting choices that add interest and realism to the piece, as well as a strong sense of voice. There is no title and the introduction starts with an action sequence to set the context before giving background information in the next paragraph. The context is somewhat contrived and doesn't really add much to the piece, other than the explanation for why the main character has been the team's water boy. The contrast between the journal entries and the narrative (especially sentence length and structure) keep the piece interesting. The language, though graphic at points, is well-suited to the piece, and adds depth to the content. The vocabulary in the descriptions of the soccer game is very specific, as are the coaching sequences. The inconsistent use of quotation marks in the piece sometimes interferes with the meaning and slows down the reader. The soccer sequences and follow-up generally flow well and make sense in the context established in the introduction. However, the conclusion dealing with the basketball tryouts does not seem to be clearly connected to the rest of the piece, other than the mention of the water boy. With no explanation, it is not clear why he is automatically being made the water boy. The connections made earlier in the piece between the characters and the action are not maintained through the ending.

MEETING STANDARDS

Rubric qualities:

- content is developed to enhance meaning and effect for a specific audience/purpose
- content generates reader's interest
- story problem integrated into story content
- dialogue and action work together to advance the plot
- includes supporting details
- beginning of story establishes key information
 - effective introduction
 - setting (time/place)
 - characters (main/minor)
 - problem
- middle develops plot
 - rising action/events are selected to move the plot forward towards a logical climax or resolution
- ending is connected to actions/events and resolves the story problem
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- uses precise vocabulary
- uses effective descriptions
- uses figurative language to enhance writing
- consistently uses a variety of sentence structures
- uses varied sentence lengths to create effects
- voice is evident
- writing creates tone that reflects feelings/emotions consistent with the story/characters
- eliminates unnecessary repetition of words and ideas

Once Upon A Winter

This is a story about ordinary people on an extra ordinary night.

It happened a long time ago in a small Indian Village on the banks of a very large river. There were many Elders that lived there. This was a place where the people could see beautiful northern lights.

All the people went hunting for their food but they were unlucky so, they had no food. Ten times they went hunting but still no moose, no food.

One day the Chief of the Village and many Elders went to talk to the Medicine Man about the People having no food. This was a time when Medicine Power was very strong. The Chief said they were hungry-they were starving. The people were scared and did not know how to save themselves. The People asked the Medicine Man to use his power to get the Creator to give them food. The Medicine Man promised to use his powers. He told the Chief to go home and wait for a sign before they went hunting again.

After they left the Medicine Man made a special potion of spruce bark and roots. Into the potion he put animals parts like fur, brain and feathers.

As he mixed the potion he prayed. He prayed and prayed. He prayed for many days. Finally he was finished. The next day the Medicine Man called the villagers together and told them the time was right and they should be ready to go hunting that very night. The people were scared because they knew they were not allowed to work at night. They were suppose to sleep at night and work in the day. The Medicine Man told them not to worry. The sign would come from the Creator and their Ancestors who had gone before, but were still in the sky. He said not to worry, they would wake up when the time was right. The People obeyed and went to sleep.

Suddenly a very low but loud whistle could be heard. Was it the wind? No, it was too loud. Although they were both scared and excited they peeked out of their teepees. They could not believe their eyes. What they saw was the most beautiful brilliant sight. RED, YELLOW, PURPLE, GREEN, and BLUE lights all moving, twisting, turning and swirling around like a magic spell. They could see everything, everywhere. There were moose, rabbit, caribou, fish, beavers, porcupines, ptarmigan and chicken. Everything anyone could want to eat could be seen. The animals didn't try to run. They just stood and waited as they offered themselves to the people. All night long the people hunted until every cache was full. The people were exhausted and fell down into a deep sleep. When they awaken they celebrated their good fortune and gave thanks to the Creator.

Only this one time were the people allowed to work all night and sleep all day. Even today, it is still the Dene Law to work in the day and sleep in the night.

Discussion: This sample is written as a legend and follows that format. The language is simple but generally precise, although there are some lapses ("animals parts like fur, brains, and feathers"). The introduction sets up the context and setting; the middle carries the action forward; and the conclusion combines a logical ending with a Dene Law to complete the legend. Although the piece is technically well done, there is very little voice evident.

MEETING STANDARDS

Rubric qualities:

- content is developed to enhance meaning and effect for a specific audience/purpose
- content generates reader's interest
- content is clearly conveyed
- story problem integrated into story content
- includes supporting details
- beginning of story establishes key information
 - effective introduction
 - setting (time/place)
 - problem
- middle develops plot
 - rising action/events are selected to move the plot forward towards a logical climax or resolution
- ending is connected to actions/events and resolves the story problem
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- uses precise vocabulary
- uses effective descriptions
- uses figurative language to enhance writing
- consistently uses a variety of sentence structures
- uses varied sentence lengths to create effects
- writing creates tone that reflects feelings/emotions consistent with the story/characters
- consistently uses correct capitalization
- consistently uses correct punctuation in a variety of sentence structures
- eliminates unnecessary repetition of words and ideas
- applies Canadian spelling conventions to familiar and unfamiliar words

The Lifecycle of the Common War

The seige of Mormond castle was in it's twelf day. With each passing hour, more men died, more food was eaten, more water drank. It was clear that the enemy was simply going to sit on their door-step and bleed them dry. Lord Bandred wasn't about to let this happen however, and he roused his remaining forces to lead a preemptive strike to shuff out their enemies once and for all. The Lord of the castle gathered a batalion of mixed troops including longbowmen, cavalry and lancers. Now it was time for the

real battle to begin. On the dawn of the Fifteenth day, a rain of arrows was fired over the wall, forcing the enemy to retreat. This gave the forces of Mormond the chance they needed. Pouring out of hidden doors in the sides of the castle, they quickly assembled a phlanx and pressed forward. But the enemy was ready for them. With their lancers in front they scattered the Mormond formation and trapped any that were unfortunate enough to fall, friend and foe alike. Just when all hope seemed lost, Bandred himself rode into battle with

the cavalry at his heels. Flanking the enemy lancers and decapitating them, they then moved on to the enemy foot-soldiers. But once more the enemy was ready. They had placed hidden trip wires all around their camp and the cavalry was soundly trounced by insidious infantry. The remaining archers and lancers assembled in the porcupine formation with Bandred at their center. They beat back wave by wave of enemy soldiers, but they could not save their Lord.

Lord Bandred had always prided himself for not wearing a helmet. He maintained that he looked so much better in battle without it, and any-

ways it gave him helmet hair. He also believed that his army would protect him from any attack. And they did, many times. But even a group of loyal soldiers cannot stop 200 arrows aimed at a single person.

Lord Bandred fell backwards off his horse and onto the mucky ground. From his forehead sprouted a single arrow. The few men that still lived attempted to fall back, but found their way barred. The civilians had locked them out of the castle!

Like the great samurai of Japan, the men met death rather than getting captured by the enemy. They ran at the opposing

Army with fire in their eyes and roaring like lions. With a couple hundred loud twangs the cries were stifled.

The enemy burned Mormond castle to the ground and killed everyone inside. Three years later, they declared war on the wild clans of the north, and were soon under seige. The cycle begins anew.

Discussion: This piece borrows heavily from Lord of the Rings online gaming and the Battle for Middle Earth for characters and some plot elements. However, it is well written and provides an interesting point of view for the reader. The piece has strong voice, precise and effective descriptions, and some interesting comments that seem to be directed specifically to the reader (it gave him helmet hair). The variety in sentence types and lengths keep the reader engaged, and add impact to the story (The siege of Mormond Castle was in its twelfth day. And they did, many times.). The beginning of the piece sets up time and place, as well as the problem. In the middle, despite it being a list of battle strategies, the writing hangs together coherently. The ending is well written, pulling the piece to a strong conclusion and tying it back to the title and the beginning of the story. There are still errors in spelling, but generally the piece has quite good conventions, given its length.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Story problem integrated into story content
- Dialogue and action work together to advance the plot
- Context and characters are developed and sustained throughout the story
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a logical climax or resolution
 - Establishes connections among actions/events (cause and effect, compare and contrast)
- Ending is connected to actions/events and resolves the story problem
 - Effective conclusions
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses precise vocabulary
- Uses effective descriptions
- Uses figurative language to enhance writing
- Consistently uses a variety of sentence structures
- Uses varied sentence lengths to create effects
- voice is evident
- writing creates tone that reflects feelings/emotions consistent with the story/characters
- consistently uses correct capitalization
- consistently uses correct punctuation in a variety of sentence structures
- eliminates unnecessary repetition of words and ideas

Chapter 1

Maya

It was finally my turn to meet the wolves. My seventeenth birthday had come and gone during the winter, so on the first day of spring my mother and father escorted me for the last time to the clearing in the woods. Hopefully the next time I must make this walk will be with my husband instead of my parents.

My village has always done things a little differently than everyone else. While most women are betrothed when they come of age, we are chosen. By wolves. Since the beginning the men of our village shed their human skins, ever fall, for wolf pelts and leave to a special place in the woods that none of the women have ever seen. Then in early spring they return to their human forms, and us.

My stomach twisted tighter as we neared the clearing. I had been dreading this moment for months. I was nervous, what if no one chose me, what if my future husband is a slob or can't hold a good job. Then I saw the pack and all my nerves left me. They were beautiful, thier fur soft and silky looking and they ran with a grace no human could ever hope to have.

As the other women my age arrived the wolves began to take interest. They have human thoughts and can change whenever they please but first encounters are always in their wolf forms, my mother had explained to me on the way here. When all the women had arrived my father and the other men in attendance shifted to herd the younger ones (our possible husbands) together so we could begin.

"it's quite simple" my mother told me "you are only meeting them today so all you have to do is walk amongst them, they come to you as they please" I was afraid I would do something to embarrassing, but I actually enjoyed myself. One by one the women started to step towards the wolves to find they were just as nervous as we were. The wolves slowly came towards us and sniffed at or hands, one came to me, he was brown and shaggy, sniffed the hem of my dress, sneezed, and walked away. Within minutes we were surrounded, I ended up sitting on the

ground so i could see the wolves eye to eye. I saw a lot of them but, nobody had anything special about them except for a small black wolf with chocolate brown eyes. He came up to me and sniffed my hand like the rest but instead of walking away, he set himself down beside me and put his head in my lap. We stayed like that for quite a while as I stroked his silky black fur until he fell asleep. Looking around I saw that most of the women had done the same. My friend Sydney was stroking the fur if of a sleek grey wolf as she leaned against a tree.

It was over to soon. The wolf in my lap stood and looked up at me with his big brown eyes and made a chuffing sound as if saying goodbye, then ran off to join the pack and started wrestling with the brown shaggy wolf from earlier. I picked myself off the ground and walked back to my parents.

Discussion: This sample is written to appear as though its part of a larger work. Thus, the introduction is fairly broad, but there is only a single event in middle of the piece, and then an ending that ties up the specific problem but leaves room for further exploration of the story. It is well done; the introduction gives rise to many questions, and the middle starts the larger story well. It certainly engages the reader's interest, and the author's voice is strong. There is precise language in the piece (the wolves "chuffing", being "betroted") and good descriptive detail. The tone sustained through the piece makes it sound very much like part of a larger story. There are some minor convention errors in the piece, but they do not interfere with the clarity or the flow.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Story problem integrated into story content
- Dialogue and action work together to advance the plot
- Context and characters are developed and sustained throughout the story
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a logical climax or resolution
 - Establishes connections among actions/events (cause and effect, compare and contrast)
- Ending is connected to actions/events and resolves the story problem
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses precise vocabulary
- Uses effective descriptions
- Uses figurative language to enhance writing structures
- Uses varied sentence lengths to create effects
- voice is evident
- writing creates tone that reflects feelings/emotions consistent with the story/characters
- consistently uses correct punctuation in a variety of sentence structures

A Pourquoi tale "Why do girls blush"

By:

Many moons ago there was a King and he had a beautiful daughter. She was the beautifulest princess in the whole kingdom. Her father had a great love for her and wanted her to get married. All the princes had come to ask for her hand in marriage. Since birth the princess had hid her emotions from her father so her father was worried that she would fall in love with an unsuitable man. The king wasn't meaning harm for his daughter, he just wanted to know the man she adored. He was so worried that he went on a journey to the mountains to ask the spell maker for a potion. When he explained his problem and asked for a potion to tell when his daughter likes a man, the spell maker said "Go out and gather cranberries and fairy dust. When you bring those back to me, I can make a potion for you to tell when your daughter likes a man." The king went back to the kingdom and ordered his man to get cranberries and fairy dust. When he got them, he went back to the spell maker and she made the potion. He thanked her and made his way back home. On the way down the mountain, a raven snatched the bag of magic potion. The raven grabbed it with his mouth so it started to leak out while he was flying. All of the potion scattered over every girl in the kingdom, and that's why, to this day, when girls are around a boy they like, they blush.

Discussion: This is a pourquoi tale, written to explain a natural phenomenon. The beginning sets up a reason for the tale (the king wanting to know about his daughter), the middle details how the king was going about solving his problem, and then the ending explains how the king's singular quest was spread to all girls in the kingdom. There are some places where the parts of the story do not connect really well (the premise of needing to know how his daughter felt isn't clear), and the details do not always seem to fit (the incorporation of traditional first nations elements such as cranberries and the raven does not seem consistent with princesses and fairy dust). However, the connection between the cranberries, a girl's feelings around a boy she likes and blushing work together, and the ending makes sense. There are some grammar errors ("the beautifulest", "had hid her feelings") that detract from the flow of the story, but otherwise the conventions are good.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Ending is connected to actions/events and resolves the story problem
- Word choice is appropriate for intended audience
- Consistently uses a variety of sentence structures
- Voice is evident
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures

Sample 2

Point of View Assignment

I'm opening my eyes and seeing my mom holding my hand crying; well I'm trying to figure out what's going on. My mom looks at me with tears rolling down her face with a little grin.

"Oh. Teresa you're okay." She said happily.

"What's going on?" I said softly and slowly.

"Sh. Go back to sleep." She said quietly

As I move my head I look towards the window, and I see a lot of flashing lights and people looking at me writing stuff down. I look towards my mom going to the window closing the blinds and coming back to sit down. She looks at me and starts tearing up again and holds my hand tightly.

The next day I got out of the hospital and went home. As once as I walked into the door my dad gave me a huge hug. I went up to my room to see a whole bunch of flowers and get well cards, I started walking towards my mirror to see I had a bandage on my forehead. I started going down stairs and my mommy said she needed to talk to me in the living room. I went to the living to see a police there with my parents sitting on the couch. I sat on the chair looking at them all; confused.

The police man asked "I'm here because of the accident that you got into. Do you remember what happened before the crash?"

I looked at the police man for a second.

"I remember some things before, that I was just crossing the street on my way home, and I see this car speeding from far away. Thinking that it was going to stop, well after that I just remember waking up in the hospital."

"Oh okay thanks. Well I guess I'll see you tomorrow in court." He commented.

The police man walks out of the front door heading to his car. I ask my mom what he meant by seeing me in court tomorrow. She said that the guy who

hit me is going to be charged with robbery, driving without a driver's licences and speeding.

The next day my mom was driving me to the court. She led me to a table with a chair, I sat down, and I look over and see a boy that looked like he was about eighteen. He looked at me, showed a little grin and looked away fast. Once everyone started taking their seats, a lady in a black coat came out and sat down. She started talking, asking questions; she asked the boy to go sit down in this little area. A person went up to him with a book and made him start saying things about telling the truth.

A tall skinny man went up to the boy.

"Do you think that speeding and not stopping was such a good idea." He said curiously.

The boy replied, "No not at time."

The boy slowly stood up and asks the judge if he could leave now rudely. She raised her voice and said no really loudly. Trying to act like he doesn't care; he starts to walk out. But then all the sudden the judges yells saying for him to get back in his seat. He goes back to his seat and sits down.

The judge starts talking saying that the boy is going to have to do 36 hours of community services, he is under probation and fund raising for the car he had stolen and pay for the damages' that were caused by the accident.

When everyone is leaving the building, he comes walking up to me.

"I'm sorry for what I've done, it was a mistake. I wish I could take it make." He said nervously.

"It's okay, things happen." I replied

My mom starts walking my way.

"Well for what you did now has hurt my daughter for your mistake you have made. I hope you learn from this." She says quickly.

As we are walking to the car, I look back to see him watching me get into the car. Well were driving the down the street, we pass him just walking with his head down. Well driving home I'm thinking I was just part of a little mistake which made it a bigger mistake.

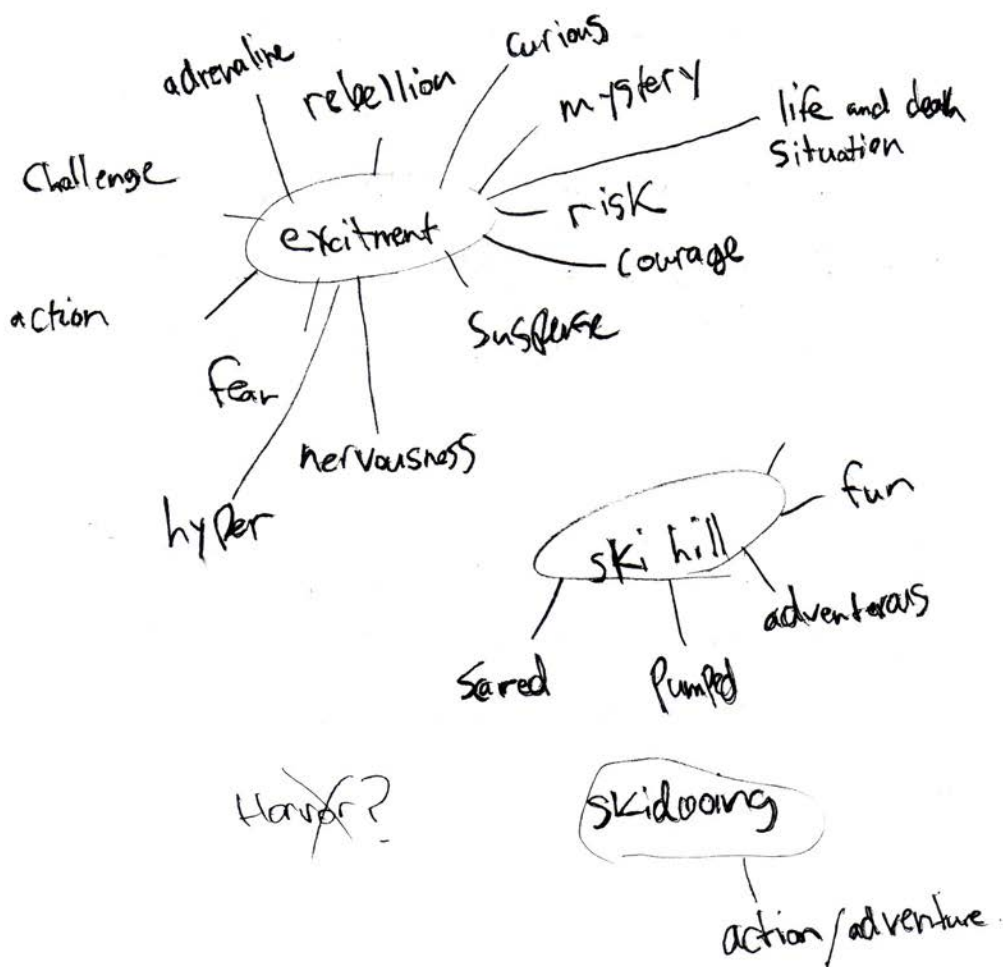
Discussion: This sample tells a story in first person; the narrator has been in an accident and has to go to court. The introduction to the piece is well done. It engages the reader and sets the tone for the events that might follow. However, once the author gets into the middle of the piece, the story becomes a simple list of who did what. There isn't the same effort to hold the reader's interest, there are no major events, and nothing is really connected to the story. The reader is left to guess at who the characters are and what the motivation is for their actions. The ending tries to make a statement, to tie the piece together, but it is not really clear what the author is trying to tell us. There are numerous spelling errors which do interfere with the flow of the piece, as well as some punctuation and capitalization errors when using quotation marks. The sentence structure is clear, but there is a lack of descriptive detail, particularly in the middle and end sections.

APPROACHING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Story problem integrated into story content
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Writing is organized in paragraphs
- Consistently uses a variety of sentence structures

PLANNING PAGE



Losing is for Losers.

My name is Tom. I'm from Inuvik. I have been racing skidoos for about 30 years now. I started skidooring when I was 19. I didn't take skidooring seriously until I was 23. My first race was just a local race between my friends, ever since then I fell in love with racing. I love the joy of winning. I'm going to tell you the truth I love winning. I hate it when I know someone is better than me. I just hate it.

I was thinking of retiring soon. My wife really wants me to quit but I don't want to. I was grocery shopping one day at the local Tj's, and on the door I saw a

flyer about an upcoming race. I scanned the rest of the page and in the bottom right it said in Bold letters Prize Money \$8000. The race was suppose to take place on January 29th. That means I have a week to practice. Not good.

Somehow I convinced my wife to let me go. She really doesn't want me to go because she said I might get hurt at my age. Pfft.

I talked to my friend Shawn. He is also going on that race. Shawn said that I ^{was} crazy for doing this. I've been through worse.

Just one more day till the big race. I just get the goosebumps thinking about it. At the same time I also get pretty terrified. Wow what could I get with \$5000 dollars. Hmmm another skidoo? boat? trips? I can't wait.

Today is the big day. I didn't have much sleep. I heard from Shawn that there is going to be 12 people at the race. It doesn't matter I will race 2 people or even 1 million people and I would still win. I'm so nervous about the race. Why should I? I can take a bunch of rookie Punks.

We were at the starting line. I could see the other people beside me. Hands shaking. leg moving up and down. reminds me of me at there age. Right before this I met one of the guys his name was John. He said that this was his first race. What a rookie.

All of a sudden I heard the gun go off. I wasn't even ready. I gunned the engine. I was ahead of everyone. I saw my wife. She had my kid. I slowly waved at them as I went by. We were halfway towards the finish line. I was ahead of everyone I think. I'm going to win I thought to myself.

I could feel myself sweating. I felt damp and soaked. There was at least 1 more kilometre to the finish line. The rookie was right behind me. I saw the look on his face. I thought to myself, "why not". I pressed the brakes and the rookie won. Afterwards the rookie said "thank you". I said "your welcome you deserved it". For the first time ever I was satisfied with being 2nd place, and that's all that matters.

Discussion: This sample is written in first person, like a memoir. It has a basic, to-the-point introduction that introduces the characters and the setting. Although the problem isn't directly stated (the piece is more a description of the situation, but it does work towards a decisive point near the end), the piece moves along developing the character and an understanding of his emotions. The paragraphing shows the passage of time as well as the changes in focus for the main character. There is an effort to provide descriptive details, but the word choice is quite basic. Still, the author's voice comes through in the writing, and it does sound like a middle-aged man wrote the piece. There are some errors in conventions, but they do not interfere significantly with understanding of the piece.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Context and characters are developed and sustained throughout the story
- Characters are developed through their words and actions
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a believable climax
 - Establishes connections among actions/events (cause and effect, compare and contrast)
- Ending is connected to actions/events and resolves the story problem
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses varied sentence lengths to create effects
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with the story/characters

Believe in Yourself

When I was a little girl, I remember always curling up on my mother's lap, listening to her angelic voice sing harmonious lullabies as we rocked away in the rocking chair. Sometimes I would sing along and she would tell me that my voice was a wonderful gift from God. As I grew older she would harp at me to share my voice with the world, but I was always too shy. Her favourite expression to me was "Believe in yourself", she would say it at least 10 times a day.

When mom was diagnosed with cancer, I would sit at her bedside singing and writing songs with her. She would cry and say that my voice was like a chorus of angels.

Dad and I were devastated when mom said her last goodbye. My family wanted me to sing at her funeral, but I could not bring myself to do it. Singing was just not the same without my mom.

As I was going through mom's things I found a necklace that she used to wear. Engraved in it was her name, Heather, and her 3 famous words, "Believe in Yourself".

Believe in yourself. You are a great singer. Believe in yourself. I chanted these words in my head until they were pounding like the beat of a drum. My best friends, Michael and Kate, somehow convinced (forced) me to audition for the school musical. They said that my voice was perfect for the lead role and that I would easily be cast the part. Clutching my mom's necklace that I had been wearing for 3 months - and the lyrics to the song mom and I wrote while she was in the hospital, I opened the door of the auditorium and waited for the judge to call my name.

"Julia Winslow" the judge's cackly voice boomed, causing me to jump in my seat. Nervously I walked on to the stage. "Welcome Julia" she said, "I am Ms. Farlen, the drama teacher. I understand that you are going to sing an original song?"

"Yes ma'am" I whispered.

"Wonderful! You may begin when you are ready."

There was a small audience that had watched the previous performances sitting in the stands, and even more kids were trickling in to watch mine.

Kate gave me a wink and started to play the piano, cueing me to start singing. I did not know that I would have such a big audience, so I was more nervous now than ever. With one hand on the mic and the other on the necklace I looked at the ceiling and sang to my mother.

It was no surprise when I arrived at school Monday that I was cast as the lead role. By the time I had finished singing, everyone was in tears, even Ms. Farlen.

Practices began after school and we worked hard for many months. Michael helped with the set design and Kate designed the costumes. The night of the musical came quickly and I was still a little nervous. But, I know that my mother would just kiss me and say "Believe in yourself!"

After my first song my heart was racing and I no longer felt the need to puke. I had done a wonderful job at singing and I was excited to sing the rest of the songs.

At the end of the show my dad greeted me with a hug and a tear in his eye.

"You were spectacular honey" he beamed, "Your mother would be very proud".

I knew that he was right too. Even though my mother was not here with me in flesh, she will always be with me in spirit. Her 3 words will be in my heart forever, reminding me that if I believe that I can do something I will succeed.

Discussion: This piece is written as a story with a positive message. The author is writing to encourage others to share her experience of success by believing in themselves. The introduction sets the context for the piece—losing her mother to cancer and her mother’s final encouragement that she “believe in herself”. The middle of the plot and the ending are predictable, but still quite well written. The actions in the middle move along quickly enough to keep the reader interested, with enough detail to be believable. The ending, while predictable, does tie everything together and reiterates the message from the introduction. There is good descriptive detail, and an effort is made to use a variety of sentence types and lengths. There is definitely voice in the piece. There are minor convention errors but they do not interfere with the clarity and flow of the piece.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader’s interest
- Content is clearly conveyed
- Story problem integrated into story content
- Dialogue and action work together to advance the plot
- Context and characters are developed and sustained throughout the story
- Characters are developed through their words and actions
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a believable climax
 - Establishes connections among actions/events (cause and effect, compare and contrast)
- Ending is connected to actions/events and resolves the story problem
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses effective descriptions
- Consistently uses a variety of sentence structures
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with the story/characters

The Impatient Farmer and the Strawberries

Farmer Harold gazed out at his fields of newly planted grain and vegetables. He cared deeply for his vast crops but he had always longed to grow something more special in his garden. There was one great joy in Farmer Harold's life: strawberries. He simply couldn't live without them.

So, Farmer Harold decided to plant his own strawberries that summer, when the late May air was sweet and warm. He went to the Farmer's Market to buy some strawberry seeds and then he set aside a small square of his land to serve as a bed for the new additions to his garden. Farmer Harold tenderly looked after his seedlings, making sure that the soil was never too wet and never too dry. He protected the delicate plants from the fierce wind and took extra precautions so that they never got too much sun.

Every day the temptation to pick a few of the strawberries grew harder to resist. Farmer Harold would stare and stare at his unripe strawberries and imagine how sweet and juicy they would be. His mouth would begin to water, he would reach out a hand to pick one of the scrumptious fruits and then he would quickly draw it back again, telling himself to be patient. But, day and night, Farmer Harold dreamed feverishly of his strawberries. He wanted to taste them so badly that one fateful day in mid June, Farmer Harold failed to stop himself.

He carefully washed the barely pinkish fruits and placed them in a bright blue bowl. Then, sitting in a lawn chair on his front porch, Farmer Harold chose the largest strawberry of all, which was almost the size his thumb and plopped it into his mouth.

Disappointment surged through Farmer Harold. The strawberry tasted bitter and hard, not rich and fruity like the strawberries he had so often enjoyed. It was only then that Farmer Harold realized what a fool he had been. "Patience is everything," he chuckled to himself, and threw the strawberries onto his compost heap as the sun disappeared over the horizon.

Discussion: This is a cautionary tale about the virtue of patience. The piece is well put together and has good conventions, but it does not particularly engage the reader's interest, and the content seems flat. There is very little voice in the piece, even though the author has used some good descriptive words and phrases. While technically a good piece of writing, it lacks the ability to make the reader care about it.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content is clearly conveyed
- Characters are developed through their words and actions
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
- Ending is connected to actions/events and resolves the story problem

Rubric qualities (cont'd):

- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses precise vocabulary
- Consistently uses a variety of sentence structures
- Consistently uses correct capitalization-
- Consistently uses correct punctuation in a variety of sentence structures

The weather was exceptionally nice out that day; however Alexis wouldn't be one to know. She was mainly inside lately. It was the middle of February so things were starting to finally warm up. For the past month and a half Alexis had one major thought on her mind. It was lengthy and difficult, without any help it would be almost impossible to perform.

She sat in the room with her 8 classmates just like any other day. But it wasn't just any other day, it was the day that she had finish the project. Looking down on the piece of paper before her she read "Culturing Bacteria". Everything was complete, she had spent all her time on this project and this was something she had promised herself she would not do. All that was left was to glue the work onto her back board. Alexis was extremely satisfied with the outcome of her over-all project. You could even say she felt 'proud' of this so called "accomplishment". Yet, none of those feelings could trump the one outstanding thought in Alexis' mind "I HATE SCIENCE FAIR".

There were definitely reasons that Alexis felt this way. Every year she would put great amounts of effort into her science fair projects and every year she would feel the humongous sense of failure. She was sick of it, a teenager can only take so much until she breaks down. So this year she decided she wasn't going to care, just give up and complete her project for the marks she would receive in science class.

When the day came for the judging to be done at school she considered faking sick. The sense of failure was too much for her to handle today and even worse the thought of what others thought of her. Alexis may not always show her low-self confidence and low-self esteem

but it is always there. Always telling her she's not good enough and always seeming to prove itself right.

There was also two more reasons Alexis didn't want to go to school and have failure written on her forehead. One being her boyfriend, although he may say he doesn't care how she does in school, how she looks or how she does at others things such as sports there is always a part of her telling herself he does care. This part makes her fear messing up it also makes her fear the outcome when she does slip up in even the smallest of ways. The second reason was her 3 bestfriends, these best friends are always there for her, however, they do think of themselves as higher than her. They believed that they could do so much better and they forced it into her mind that they could as well.

Alexis forced herself to go to school, classes started normally, until it was her turn to present. She had a huge problem with presenting, ever since she started school. The idea of being judged just didn't settle well with her. That feeling she got everytime she was nervous right in the pit of her stomach just wouldn't go away.

Judging went over rather smoothly the judges made her comfortable although she still didn't believe she was capable of winning the science fair.

At the awards ceremony Alexis won first place. This meant she would have to go through all of the science fair stress and presentation once again. Her science teacher wouldn't let her drop out and neither would her boyfriend.

To attend the regional science fair the upcoming weekend Alexis had to wake up at 6 a.m. on a Saturday morning. This did not please her at all.

But after the judging was over things weren't so bad, her body calmed down and she was able to relax. That was until the awards ceremony came around again. This time she was thinking that the projects other than hers didn't look that great and if /when she lost her mind would tell her she had reached an all-time-low. But when the judges announced the winners, Alexis had come in first.

This meant Alexis was to go to nationals in Ontario. Her, another girl from MMS and a boy from Tulita, there were also 2 alternates the first being her boyfriend and the second another boy from Tulita. Alexis felt a sudden rush, she didn't want to have to go through the whole science fair dreadful preparation once again.

Everyone was congratulating Alexis, everyone except for her boyfriend. In fact her boyfriend was so upset he cancelled their plans and told her he didn't want to see her right now and he just wanted to go home. This crushed Alexis, she definitely didn't intend to make trouble over the science fair, she didn't even want to do it in the first place.

Her boyfriend wanted to go and she didn't want to go but didn't want him to go. It was a huge decision and part of her was telling herself it would be fun. But her boyfriend told her he didn't want her to go, so he suggested neither of them go. They made this promise then told the teacher their decision, however, she decided to be difficult and not allow Alexis to make that decision.

After days of persuading and guilt and reverse psychology Alexis was forced to make her final

decision. She had 4 or 5 teachers on her back as well as no idea what her boyfriend thought or wanted and a science guy who was setting up labs for her to do.

Alexis' final decision was to go. She will be attending the Canada Wide Science Fair in May 2010 at the Trenton University Campus in Peterborough, Ontario. This decision was not easily made no matter what others may think. The influence, guidance and pressure of people around her made more of a difference on her decision than her own thoughts. Truthfully she doesn't know if it was the right decision but that's yet to be found.

Discussion: This is a personal memoir. It has a lot of voice and generally engages the reader well. The author brings a lot of passion to the piece. Although there are places where the content is sometimes hard to follow (when making the decision to travel to Ontario, for example), it is certainly possible to follow the thread of the story and the thoughts of the narrator. The inward self-analysis gives us insight into the narrator and explains some of her decisions. The ending makes us want to know how things resolved for her. There are a number of convention errors in the piece, and some do interrupt the flow for the reader. There is not a lot of descriptive language, but the straight-forward word choice is a good match for the content.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Story problem integrated into story content
- Dialogue and action work together to advance the plot
- Context and characters are developed and sustained throughout the story
- Characters are developed through their words and actions
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a believable climax
 - Establishes connections among actions/events (cause and effect, compare and contrast)
- Ending is connected to actions/events and resolves the story problem

Rubric qualities (cont'd):

- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses precise vocabulary
- Consistently uses a variety of sentence structures
- Uses varied sentence lengths to create effects
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with the story/characters

Many moons ago, the sun was always shining, the sky was always clear and blue, and also, it never rained. It couldn't, there was no such thing as rain then. Because that's the way the sky god kept it.

But one day the sky god's wife fell ill. The sky god was so torn and angry, that clouds formed for the very first time.

For many days the sky god's wife was sick. And so for many days there was no sun or light. Just dark cold days from the clouds hovering above.

Many days of clouds turned into many weeks of clouds, which became months. Until one day, the sky god's wife, and love, died. The sky god was so upset and heart broken, and he started to cry. Just a little bit at first, and then more and more. And as the sky god cried, his tears of his loss and pain fell down from above and onto earth, creating rain.

The sky god mourned for many days after that and on those many days, the rain did not cease. When finally, the sun had had enough of the sky god's crying and shone his light through the clouds. His light drying the sky god's tears.

But even now, when the sky god misses his wife very much, he will cry. Making it rain. And that is why there is rain.

Discussion: This sample is a pourquoi story, seeking to explain a natural phenomenon (rain). It sets a reasonable introduction, giving characters and setting, as well as the problem. The middle proceeds simply, but with adequate detail. The ending is logical and consistent. The paragraphs flow well together, and there is nice use of word choice and repetition ("mourned for many days and on those many days") for effect. There are some convention errors and sentence fragments in the piece that detract from the overall impression, and the piece would benefit from editing.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Story problem integrated into story content
- Content generates reader's interest
- Context and characters are developed and sustained throughout the story
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a believable climax
- Ending is connected to actions/events and resolves the story problem
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience

Rubric qualities (cont'd)

- Uses effective descriptions
- Uses varied sentence lengths to create effects
- Writing creates tone that reflects feelings/emotions consistent with the story/characters

What Happened To Rainsford

Memories of his life flashed before him. He remembered his dear old mother in the New Orleans Old Folks Home, his father lying beside her in a starched white bed, his wife Clara and his bubbly daughter back at home. That was the moment in time when he realised his life was too important to let go to waste. He had to stay alive! He had to fight!

Getting up to the surface would be his first task, after all he needed air to swim to Ship Trap Island. Kick, kick, his legs propelled him up to the surface of the water, where he took a gulp of fresh Caribbean sea air and relaxed. Water had never been exactly his thing, especially when it surrounded him like a dark blanket. However, he had never imagined the surface could hold just as many dangers. Literally hundreds of sharp pointed fins circled menacingly around him. Sharks! Once again, he was dragged under water. Then, Rainsford the hunter became the hunted. Nobody ever saw him again.

Discussion: This sample could be considered a “small moment” story, with an ironic twist. The story starts abruptly, but the introduction does grab the reader’s attention. Some of the context is left for the reader to infer—is his drowning an accident or his own choice? The middle gives very little detail, but the relaxing lull before the fins are spotted does show good pacing. The ending poses questions even as it finishes the story. The insertion of short sentences (Kick, kick... Sharks!) add interest to the piece and keep the piece a bit edgy. The paragraphing is not as effective as it could be; a second break before the conclusion might have given more impact. Otherwise, the conventions are good.

MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader’s interest
- Story problem integrated into story content
- Context and characters are developed and sustained throughout the story
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction

Middle develops plot

- Rising action/events are selected to move the plot forward towards a believable climax
- Ending is connected to actions/events and resolves the story problem
- Word choice is appropriate for intended audience
- Uses effective descriptions
- Consistently uses a variety of sentence structures
- Uses varied sentence lengths to create effects
- Writing creates tone that reflects feelings/emotions consistent with the story/characters
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures

Orange Mud

It was sometime during March break between third and fourth grade. My best friend, Sean, and I were going on with our daily summer routine: Running through the field across the road, kicking dandelions, taking shortcuts to other parts of the neighbourhood and spying on other kids.

We were relaxing under the shade of the giant spruce tree in Sean's front yard, thinking of what to do next. A few of our friends and a couple of older kids from down the street came up to us through the blazing sunlight and asked us if we wanted to play hide-and-seek in the forest behind the field. Sean and I knew this forest very well from all the time we spent in there, so we decided to go with them. We thought that we would be going to our usual place to play, down the gravel road and near the small river that made its way through the forest. But, when we arrived at the edge of the tall, dark trees, we walked down a muddy trail and stopped in front of a place Sean and I had never dared to go: a very small opening in the trees that lead to a steep, rocky trail that was completely hidden from the sun by the thick canopy of leaves suspended low above the trail. It took quite a bit of convincing from the older kids to make us follow them through there, but the peer pressure finally won over us and we went in.

It was probably the most eerie place I had ever been. There were long moss-like vines hanging from the dark grey scraggly trees and the place was infested with mosquitoes. We walked along this path for a while until it opened up to a large clearing. The forest floor was covered in moss except for a few smooth rocks and a small spring protruding from the otherwise green and fuzzy ground. The trees around the clearing had more colour to them and were spaced further apart, which made our nervousness disappear.

One of the older kids volunteered to be 'it' for hide and seek and we set off in all directions. Outside of the clearing, the ground was littered with small, deep, bright orange puddles. We had noticed a few of these in other parts of the forest, but there were more here than we had ever seen. Everyone was careful to avoid them, although this became increasingly difficult as we sometimes had to run to find a hiding place. Several games went by without incident and the sun was beginning to set, so we decided to play one more game and head home.

Our friend Liam began counting and we sprinted off into the trees. I spotted a place for Sean and me to hide, behind an old piece of plywood leaning against a stump. We ducked behind it and sat there listening for the sound of Liam making his way through the bush. We sat there for quite a while, probably because Liam was so bad at finding people. After nearly half an hour, he found us, told us that we were the last ones to be found and ran back to the clearing. We followed Him. Halfway there, I heard a loud 'Eww!' behind me and I turned around to see my best friend

hopping around on one foot, the other was covered to the ankle in bright orange mud. I began laughing and helped him back to the clearing.

When we arrived, a couple of kids asked Sean if he had stepped in one of those weird orange puddles. Suddenly, one of the older kids screamed, "It's acid, your foot's gonna fall off!"

Sean began screaming and we were all panicking. We decided to take turns carrying him back to his house. We went back up the creepy trail, the muddy trail, the gravel road and across the field. It was a great relief when we got back because we were all getting tired of Sean's incessant high pitched screams.

Later that night, I couldn't sleep. Thoughts about what would happen if Sean's foot fell off were racing through my head. We wouldn't be able to run around and play anymore and neither of our lives would be the same again all because of a puddle of orange mud.

The next morning I walked up to the front door of his house and prepared for the worst. Sean answered the door with his huge goofy grin on his face and seemed to have read my mind. His foot hadn't fallen off and his dad had told him that the orange acid was actually just half-decomposed pine needles sitting stagnant in spring water. The only thing that could have disappointed him that day was that he had to go shopping for new shoes.

Discussion: This sample is a short story. It sets up a strong introduction, and the character development and actions through the story are consistent with the context. The author uses excellent descriptions as well as strong voice. The reaction of the character being told he'd stepped in acid was typical for a child that age, as was the response to carry him home. The twist at the end made the story humorous and kept it interesting. There are only minor errors in conventions that do not impact the clarity of the piece.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Story problem integrated into story content
- Dialogue and action work together to advance the plot
- Context and characters are developed and sustained throughout the story
- Characters are developed through their words and actions
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a believable climax
 - Establishes connections among actions/events (cause and effect, compare and contrast)
- Ending is connected to actions/events and resolves the story problem
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses precise vocabulary
- Uses effective descriptions
- Uses figurative language to enhance writing

Rubric qualities (cont'd):

- Consistently uses a variety of sentence structures
- Uses varied sentence lengths to create effects
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with the story/characters
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Eliminates unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

"Wooooosh" went the water as it was running into my canoe faster than I could bail it out. I had been white water rafting before but I had never gotten a hole in my canoe like this. I knew that I was almost through the rapids but I didn't know if I could last that long. Just then I hit huge rock that caused my canoe to flip over. I landed in the water separated from my canoe and supplies, not sure which way was up or down and I didn't think that I would reach the surface ever again. Searching frantically, even though I was under water, I had hit my head, and then everything went blurrier than before. I was knocked out, food-less, and without a canoe, great.

What I would imagine to be hours later, I had woken up on a shore. Nothing was around me but trees, dirt and the water rushing by in a small creek. I didn't know what to do. At first I just freaked out for about 10 minutes, nothing responded to my yelling, so I assumed I was alone. What to do now, I thought to myself. I ran a list of things through my head; freak out for a bit longer, find food, go for another swim and hope to land somewhere else, or make a shelter. It seemed to me that finding food and Shelter should be at the top of my list.

So, I started my journey to go find food. I figured that through this thick forest I would be able to find some sort of berry or plant that looked safe to eat. I went about 5 minutes into the forest and encountered several birds and insects, and even a snake. Then I found a bush that had things on it that looked like Raspberries. I picks as many as I could, then, I headed back towards the loud creek from where I started. Once I go there I went and ran the berries through the creek to rinse them off. Then I popped one in my mouth. The berry's juices squirted on my tongue. It was amazing! I knew I had to go back for more later, but for now I would just eat the ones that I had.

Now it was time to make shelter. I had been thinking about how I could go about it and had decided on building a simple lean-to against one of the larger trees. This had been quite an easy task compared to how I thought that it was going to be. I also thought I had made it very well, and that it would last me a long time. Not that I wanted to be out here for long.

That night, while I had been trying to fall asleep on the bed I made of tree boughs, I had been thinking. How long would I be out here for? Should I go

find help, or should I wait for help to find me? I had decided that since it was a good location with food and a well made shelter that should just stay here for at least 2 weeks. If it runs much more time than that, then, I would go and try to find help myself.

The days had gone by pretty smoothly with only a few more encounters with snakes as the big events. It was now day 12 and I was starting to get worried, should I really leave in a few days? I had no clue and decided to wait until at least day 16 to be making that decision.

Here it was, day 16, I had made shelter, found another type of berry to eat, caught fish with a spear I had made by sharpening a tree branch with a rock, and I had survived. Though, I wasn't in too good shape compared to how I was just 3 weeks ago. I had decided to pick as many berries as I could and gather my tools and head up the creel. Staying here wasn't getting my anywhere and I thought that if I went far enough up the creek I could find the larger river and set camp there. People in another group could be canoeing in the river then I could have more hope.

So I was off. I got up early in the morning, and traveled that whole day. I had found a larger channel so I rested the night, though; I was planning on traveling another day to make myself farther up the river. I made another lean-to but made sure to put my red wind breaker on the shore, beside the river, just in case.

I had woken up to what I thought was another snake. But no, this was definitely not a snake. This was my rescue! Someone carrying my wind breaker had been shaking my leg trying to wake me up. It was a tall man in something similar to what I had been wearing when I was canoeing just 18 days ago. I sprung up and yelled, "Thank-you!" The man looked startled from my sudden burst of gratitude but then accepted it.

"I take it your Richard?" said the man.

"Yes, yes I am."

Discussion: This sample is written as a memoir (though one assumes it relies on secondary sources). It sets up the context well and engages the reader's attention with some well-crafted description. The story moves at a fairly regular pace and the narrator's character develops in a fairly predictable way. The ending brings closure to the piece in a unique way, without dragging out the story. The voice in the piece is consistent with a teenager; the word choice and descriptions are good, and the details add the context without distracting the reader. There are some convention errors that should have been caught in the editing process, but none that interfere with the understanding of the piece.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Story problem integrated into story content
- Dialogue and action work together to advance the plot
- Context and characters are developed and sustained throughout the story
- Characters are developed through their words and actions
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a believable climax
 - Establishes connections among actions/events (cause and effect, compare and contrast)
- Ending is connected to actions/events and resolves the story problem
 - Effective conclusions
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses precise vocabulary
- Uses effective descriptions
- Uses figurative language to enhance writing
- Consistently uses a variety of sentence structures
- Uses varied sentence lengths to create effects
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with the story/characters
- Eliminates unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words

"Today is February 24th, 2582." Said Corbax, as soon as I woke. "Would you like some breakfast Ms. Haze?" I shook my head, making little puffs of white hair fly around my face. I would not talk to her. She is a *wild*. And they didn't deserve my breath.

I smiled. Letting my hands run though the white cushiony floor. I still remember.

I remember everything. The smell of my father's famous waffles, and syrup wafting through the house. The colour of the morning sky, all shades of pink and blue as the sun peaked over the horizon. I can even remember the sound of my father's low but happy voice calling my name.

I remember my age as well. I was ten years old the day *the wilds* came—yet I can't, and haven't been able to remember my present age for quite a few years.

I would ask *her*. But I know I would just regret it later on. It wasn't *that* important.

Searching around the room with my eyes, I found nothing new. Which I guess would be a good thing, considering I have been in this exact room for hundreds of years. But I longed for something new... anything new.

My name is Emily Haze, and I have been trapped in a white blank room since July 20th 1997. Sometimes I wish I was crazy, so I could imagine my father was still alive. So I could imagine everyone I cared about was still alive.

But I had no such luck.

⊙ ⊙ ⊙

I woke to the sound of my father calling me downstairs for breakfast. He always made me a huge, absolutely delicious breakfast on Sundays. It made up for the weekdays when I'd be forced to eat bland cereals, and water. So he would make sure, he woke me up bright and early.

I lifted myself off the mattress and let my feet slide into the slippers that sat by my bed. I could hear the faint sound of the radio playing downstairs. Dad didn't like TV's and he refused to spend money on a contraption that made me waste my days sitting in front of it. I didn't mind. Despite what he thought, I wouldn't watch it. Me and Dad were always much too busy doing something else. Grocery shopping, visiting the animals at the zoo, like Bonny or Foster the monkeys I'd named, and sometimes if dad wasn't too busy, we'd go to church. Dad made us dress up in our best clothes so we could listen to Pastor Williams talk about God. And all the things we should and shouldn't do.

I walked out my bedroom door and skipped down the stairs, careful not to step on the last one, because it gave a dreadful squeak that hurt my ears.

"It's about time you woke up." Said father in a sweet voice. He gave me a big crinkled eye smile, which revealed his perfectly white teeth and dimples. He motioned me to sit down, so I did. The wooden chair squeaked as I sat which I was used to by now. "Apparently there have been earthquakes all over the country. So don't you dare leave my side today." I giggled at the worry in his chocolate brown eyes.

"Dad, I never leave your side anyway." He nodded, walking from out outdated stove to the dinette set he had ever since he and my mom got married.

He kissed me lightly on the top of my head, and placed a plate of his perfect waffles, orange slices, and scrambled eggs on the table in front of me.

I watched him walk back to the kitchen, clean shaven, wearing his favorite t-shirt and jeans. "Why do you smell like that?" I asked, after I smelt the cologne he was wearing. He never wore cologne, unless it was Christmas, or we went to church.

"Well..." He paused to take a deep breath. "I kind of sort of have a date today." He said shyly. I whipped my head around to find him smiling his brilliant smile that he seemed to only smile to me.

"Really?" I asked, feeling a little happier now. His optimism is contagious I concluded.

"Emily," He started. "I promise things will get better. We'll get a big house, and I'll get a great job. Life will be *amazing*."

⊙ ⊙ ⊙

My eyes whipped open.

"I don't want to see anymore." I whispered, as a few tears streamed down my cheeks. I would wipe them away, but I would catch sight of my old wrinkly hands and I would be forced to realise that this wasn't just one long nightmare.

"Can I help you?" Asked Corbax. Corbax is a robot, not the kind that rolled on two wheels or could finish your homework. Corbax is just a voice that echoed through the small white room. I hadn't seen another human being, let alone a moving creature for hundreds and hundreds of years.

"No." I answered. "I don't need help."

⊙ ⊙ ⊙

At first I felt a little tremor, like the feeling of a plane flying too low to the house. And then, it turned to a big vibrations. And then, the house was shaking. Knocking cups and plates to the floor with a crash.

"Dad!" I called, watching as my plate of food hit the floor. In a moment he had grabbed my flannel pajama shirt and shoved me under the table. I could see his lips moving, but couldn't hear anything. People were screaming outside, making it impossible for me to hear him.

The bright white light coming from the window above the kitchen sink blinded me, and was the last thing I saw on Earth.

When I woke, I could hear people, women, men, boys, girls screaming. Agonizing terrible screams. But could not see a thing, just blackness.

"Emily?" Whispered my dad, as the screams died down. "Are you awake?" He asked. I nodded my head, wishing more than anything that I could reach out to him, but tight restraints held me down. "Emily? Answer me, please..." I had never heard such urgency in his voice before.

"Yes." I whispered back through tears, my voice cracked when I answered. Everything was silent. No screams. Just the sound of my dad shaking.

"I need you to listen to me." He said in a firm tone. "When they walk through the door I want you to close your eyes and cover your ears." I knew now that he was crying. Making me cry even harder than I already was. "Promise me that you'll do this."

"I promise."

"I love you Emily." He said kindly. And then *they* came.

⊙ ⊙ ⊙

That was the last thing I had ever heard from my dad, besides the loud, excruciating screams that followed afterwards.

I remember waiting patiently for them to torture me too. But nothing came. Not the slice of a surgical knife, or the pain of some weird liquid eating through my guts.

Just nothingness.

"It's time for your pill Ms. Haze." Said Corbax in her soothing monotone voice.

I shook my head. I did not want to take the pill anymore. The pill is what kept me alive for all these years, and I did not want to live without my dad. He was all I had. And without him, I had nothing. No reason to live.

I lifted myself off the soft ground and looked for anything that could show my reflection, and found myself looking at the window that revealed the stars and planets. My face was much more wrinkled now. And my strawberry blonde hair was now bright white.

A tear fell down my cheek as I asked Corbax for the other pill. The one that does the opposite effect. It could kill me in seconds.

I am Emily Haze, and I have been studied for 585 years. And I will die alone, at the age of 595, not a single person will remember me, and no one will ever see my name and know all the pain I have gone through.

I don't care. I want it to be over.

I laid the pill on my tongue and took a big gulp of water which Corbax handed me. The pill easily slid down my throat and then I said all I could think of.

"I love you too, Dad."

Discussion: This is a science fiction piece. It relies on some background knowledge of the genre to make sense of the introduction, but generally the context is well set up. The use of the inserted symbols between the time periods as a transition device helps to keep the reader organized and in the right part of the story. The author does a good job moving back and forth between the two times. The paragraph and sentence lengths also help to keep the reader on track and moving through the story, more slowly during the early years, and faster in the present. As the author gets closer to the conclusion, the sentences and paragraphs become shorter yet. The tone and voice in the piece is generally consistent, especially considering the length of the piece. There are some inconsistencies as well (Corbax was a disembodied voice, but then hands the narrator the pill and water; the narrator was restrained, but then her dad told her to cover her ears), and some parts aren't well explained (Who are the Wilds? Why is only Emily saved? Was her father's date connected to the invasion?), but overall, the piece works well. There are some minor errors in conventions.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- Content is developed to enhance meaning and effect for a specific audience/purpose
- Content generates reader's interest
- Content is clearly conveyed
- Story problem integrated into story content
- Dialogue and action work together to advance the plot
- Context and characters are developed and sustained throughout the story
- Characters are developed through their words and actions
- Includes supporting details
- Beginning of story establishes key information
 - Effective introduction
 - Setting (time/place)
 - Characters (main/minor)
 - Problem
- Middle develops plot
 - Rising action/events are selected to move the plot forward towards a believable climax
 - Establishes connections among actions/events (cause and effect, compare and contrast)
- Ending is connected to actions/events and resolves the story problem
 - Effective conclusions
- Writing is organized in paragraphs
- Word choice is appropriate for intended audience
- Uses effective descriptions
- Consistently uses a variety of sentence structures
- Uses varied sentence lengths to create effects
- Voice is evident
- Writing creates tone that reflects feelings/emotions consistent with the story/characters
- Consistently uses correct capitalization
- Consistently uses correct punctuation in a variety of sentence structures
- Eliminates unnecessary repetition of words and ideas
- Applies Canadian spelling conventions to familiar and unfamiliar words