

Nonfiction Writing Samples 1-6

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



Grade One Writing

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

Sample 1



Today is Wensday may 21 2003
 my plant is 19cm and my uther plant is
 4.cm and My uther plant is 5.cm. and
 have 4 Leavses and I have greer
 Leavses and We planted a bean and
 2 peas.

Discussion:

This sample uses a journal entry format, describing a common science activity in Grade 1. There is an illustration accompanied by several observations. Although the piece is written as one very long sentence, there are several thoughts contained in it.. It is possible that the author was asked to extend the journal entry by adding details; this might explain the repetition of the “leavses” and the apparent after-thought of the kinds of seeds that were planted. The use of “leavses” might indicate either a copying error from a word wall or other word centre or an overgeneralization of adding “es” to make a plural. “Wensday” and “uther” appear to be applying “sounding out”, while “greer” (for green) is likely another copying error. Although there is no punctuation inside the piece and each idea is connected with “and”, the author has correctly placed capital letters where new sentences should have begun.

APPROACHING STANDARDS

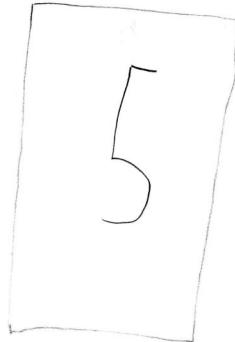
Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- content is a simple description
- writing includes a few details
- uses words related to topic
- uses simple declarative sentence pattern
- writing is individual
- uses a mixture of approximated and conventional spelling
- errors may be distracting but basic communication is understandable



Dedicated
to Mrs McKeith.

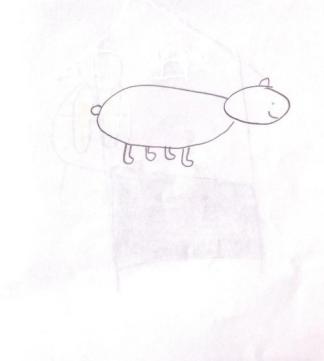
Did you know people in church?
Put numbers on the bears



they watch out for bears.



the bears are polar bears



Some polar bears live under
cabins.



go on a bear watch



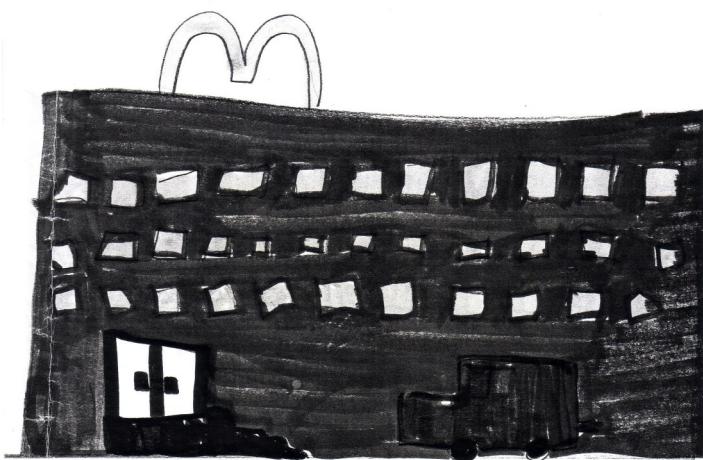
Discussion: This sample is modeled on a simple expository book (similar to leveled early-reading texts). Each page has a simple sentence and an accompanying illustration. The sample also shows the cover, with the title (author and illustrator have been removed); it also has a “dedication” page. The content is made up of simple statements taken from either a personal experience or a more complex source that was listened to or viewed. These are likely the key ideas the author remembered. There are descriptive details (they put numbers on the bears, some bears live under cabins) and some of the illustrations add further details (“don’t walk”, binoculars for the bear watch). There are some words related to the topic (polar bears, bear watch). There are simple declarative sentences, but the author also uses a question to introduce the subject, in the same way many simple expository texts do. Punctuation and capitalization are inconsistent.

APPROACHING STANDARDS

Rubric qualities:

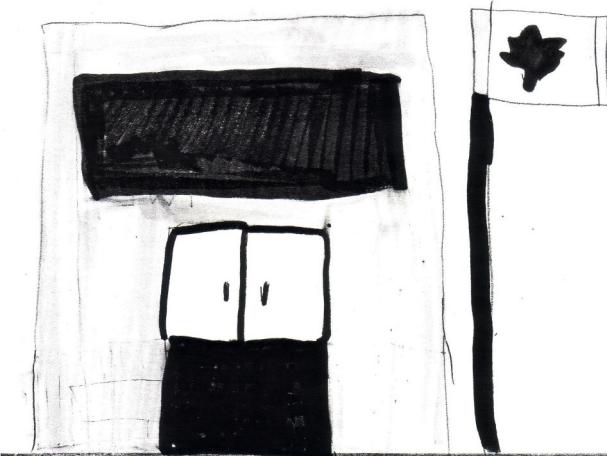
- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- content is a simple description
- writing includes a few details
- writing is modeled on a familiar organizational structure (simple expository book: picture and one line of text)
- uses words related to topic
- uses simple declarative sentence patterns
- writing is individual (sounds like child is telling the information)
- uses a mixture of approximated and conventional spelling
- errors may be distracting but basic communication is understandable

Yellowknife



This is the McDonald. People both in Yellowknife and the surrounding communities come here to the McDonald. Yellowknife population large enough to have this place.

Rae-Edzo



This is the Healthcenter. People in the community come here to get a checkup. The Healthcenter is important to the community because it helps people stay well.

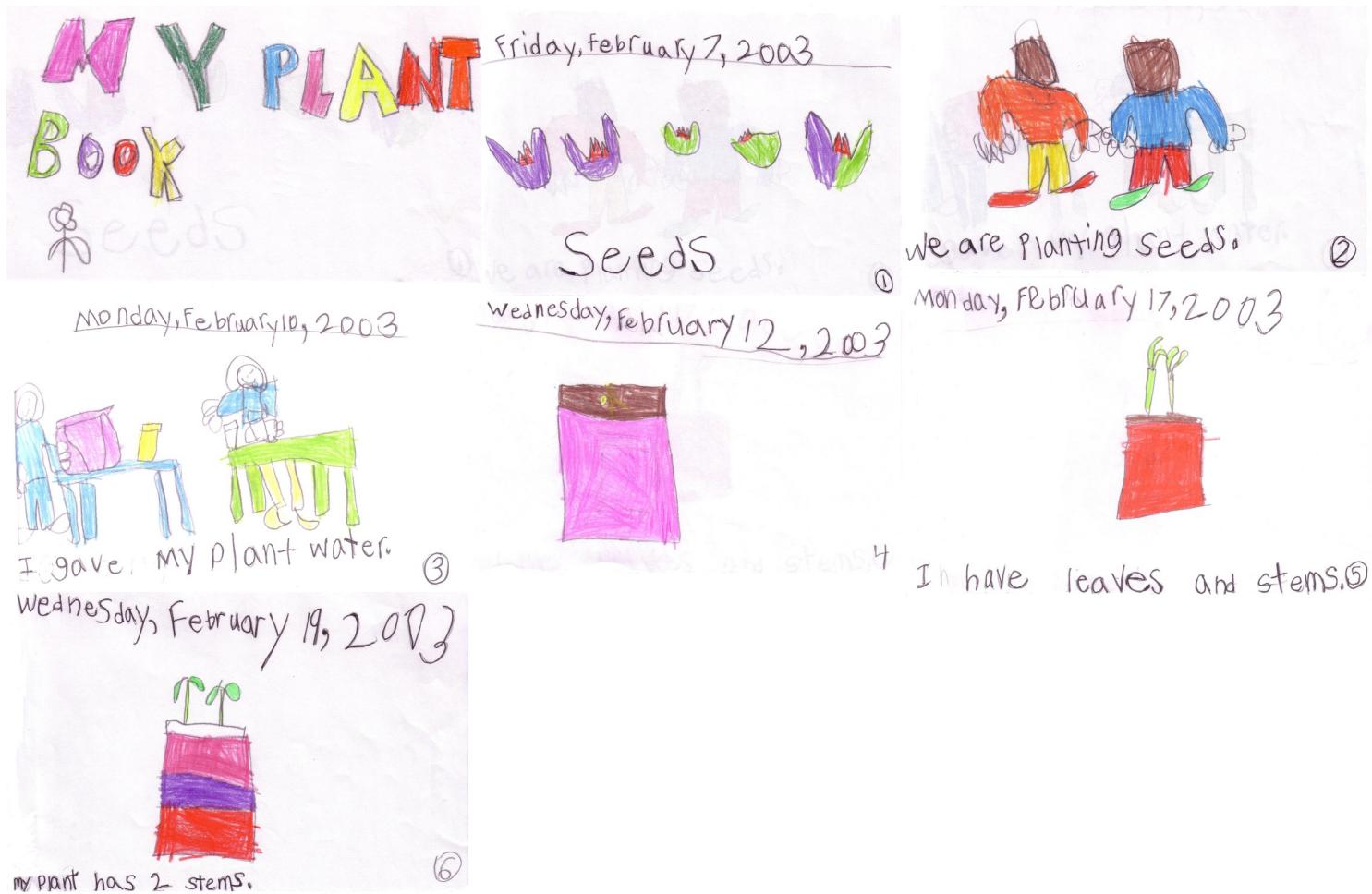
Discussion:

This sample shows a comparison piece, likely based on class discussion. The class may also have used a graphic organizer, which would give support for the structure of the piece. Some of the word choice in this sample reflects class generated ideas ("surrounding communities", "population") as does some of the sentence structure ("People both in Yellowknife and the surrounding communities", "important to the community because..."). The reference to "the McDonald" requires the illustration to understand that it refers to the hospital next to the McDonald's restaurant. There is only one spelling error in the sample (McDonald), possibly indicating some editing, at least for spelling. There are some omitted words on the first page, which may mean the editing process was not complete.

MEETING STANDARDS

Rubric qualities:

- topic usually reflects personal experiences or ideas from classroom study
- writing stays on topic
- content is a simple description; may include misconceptions
- writing includes a few details
- writing is modeled on familiar organizational structure (likely a graphic organizer)
- uses words related to topic
- uses simple declarative sentence patterns
- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, "I", and the beginning of sentences
- uses periods at the end of sentences
- errors may be distracting but basic communication is understandable

**Discussion:**

This sample shows observations from a common Grade 1 science experiment. It is written as a book, with illustrations and simple sentences. The structure is modeled on the simple expository books that are common in Grade 1 classrooms. The information is understandable even without the illustrations. The sentences are very basic, with no additional detail or description, but the illustrations bring some further information (the seeds sprouting, a water jug, cups of seeds along a ledge). Words such as "water", "leaves", and "stems" are specific to the topic of planting seeds. Although the sentence structure is basic, it does carry some voice; the statements sound like a student's descriptions of the events in each picture. The conventions in the sample are strong; the "p" in plants may be either upper case or simply misaligned on the line.

MEETING STANDARDS**Rubric qualities:**

- topic usually reflects personal experience or ideas from classroom study
- writing stays on topic
- content is a simple description
- writing includes a few details
- writing makes sense independent of context setting illustration
- writing is modeled on a simple organizational structure
- uses words related to topic
- writing is individual (sounds like child is telling the information).
- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, "I", and the beginning of sentences
- uses periods at the end of sentences
- errors may be distracting but basic communication is understandable



Deers eat grass. Baby deers have spots. Some deers live in the forest. The father deers have horns. Foxes are the deers enemy. Deers walk on there feet.

Discussion:

This sample shows a student summary of information about a topic studied in class. There may have been specific prompts for the information, or it may have been simply a list of the information the student remembers or thought was important. The structure of the piece is like a list, in that there are no connections from one sentence to the next, but this is typical of Grade 1 writing. The use of "deers" as a plural could either be a dialectic variation or an overgeneralization of adding "s" to create plurals.

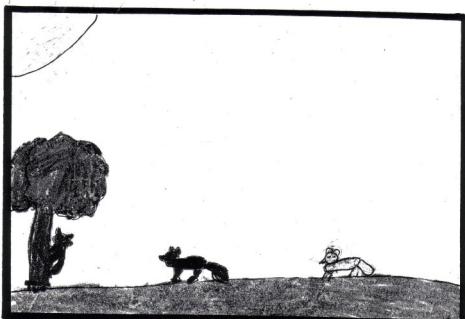
MEETING STANDARDS

Rubric qualities:

- topic usually reflects personal interest or ideas from classroom study
- writing stays on topic
- content is a simple description; may include misconceptions (horns)
- writing includes a few details
- writing makes sense independent of context-setting illustration
- writing is modeled on a familiar organizational structure (simple description)

- uses words related to topic
- uses simple declarative sentence patterns
- writing is individual (sounds like child is telling the information)
- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, "I", and the beginning of sentences
- uses periods at the end of sentences
- errors may be distracting but basic communication is understandable

Sample 6



Some foxes live in dens. Foxes don't have mush enemys. Foxes are related to dogs. Some foxes live in the forest. Foxes hibernate too. Some foxes can climb trees. Some foxes are white. Some foxes are black.

Discussion:

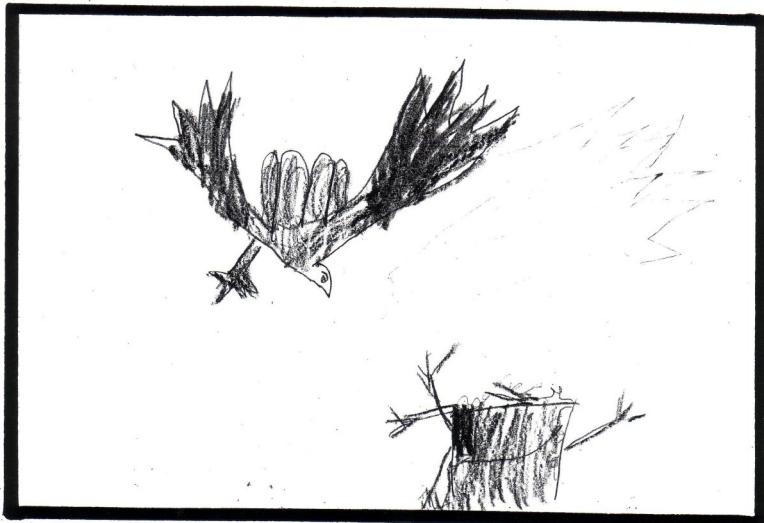
This sample shows a summary of information about a topic studied in class. The structure of the piece is still like a list, but there are two sentences that connect ideas ("some foxes are white", "some foxes are black"). There is some variety in sentence length. There are specific words connected to the topic ("enemies", "related", "hibernate"), but not a lot of description. Convention errors in spelling are minimal and do not interfere with the communication.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic usually reflects personal interest or ideas from classroom study
- writing stays on topic
- content is a simple description; may include misconceptions (hibernation)
- writing includes a few details
- writing makes sense independent of context-setting illustration
- writing is modeled on a familiar organizational structure (simple description)
- uses words related to topic
- uses simple declarative sentence patterns
- writing is individual (sounds like child is telling the information)

- uses a mixture of approximated and conventional spelling
- capitalizes first letter of names, "I", and the beginning of sentences
- uses periods at the end of sentences
- errors may be distracting but basic communication is understandable



This is a hawk he can fly.
he has big wings. he also has
a Sharp and pointy. he lives in a
nest. he is a little bit big.
he can fly with his feathers
he can fly high so he can
spot his pray. his pray is
mice and fish and lots others.

Discussion:

This sample also shows a student summary of information about a topic studied in class. It provides a topic sentence as an introduction ("This is a hawk"), and then goes on to provide details. The last three sentences show a logical connection of ideas. The author has used words related to the topic ("feathers", "prey") as well as descriptive words ("sharp and pointy"). Although the conventions are a bit weak (capitalization and omitted words), the content and voice are both strong.

EXCELLING AT MEETING STANDARDS**Rubric qualities:**

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

Grade Two Writing

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

Sample 1

Rabbits

What I know about rabbits

BayBys cant See
they cant wack
they eat carrots.
they have Bayby
rabbits

What I want to know
about rabbits.

Where Do
rabbits live?
Where do the
rabbits go
in the winter?
They are Animls.
The grown ups
eat carrots.
When the BayBy
rabbits are all
grown up they
can go off on there
own.

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- writing includes simple details
- title gives topic
- follows simple research organizational patterns (graphic organizer)

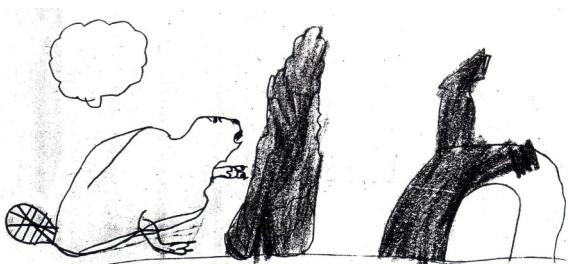
- word choice is appropriate for intended audience
- uses a variety of simple sentence patterns
- uses conventional spelling for most familiar or high frequency words
- uses spelling generalizations, patterns, or structural analysis
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable

Discussion:

This sample is a KWL (Know-Want to Know-Learned) chart about rabbits. Each column is a set of facts. The first and third columns (Know & Learned) share some connections (babies, carrots); what was learned is not connected to the questions in the centre column. Also, the author has generally used complete sentences in the chart, as well as punctuation. These points might indicate that the chart is being used as an activity, but is not actually being used as a tool to record research information. The spelling errors show the use of spelling patterns ("bayby" with the /-ay/ family and then the /y/ ending that sounds like /e/; "wack" instead of "walk") and poorly applied generalizations (/s/ in "grown up's" but no apostrophe in "cant"). The confusion between "their" and "there" (in the last column) is common in grade 2.

APPROACHING STANDARDS

Sample 2



Description:

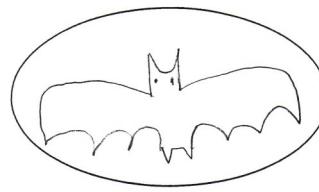
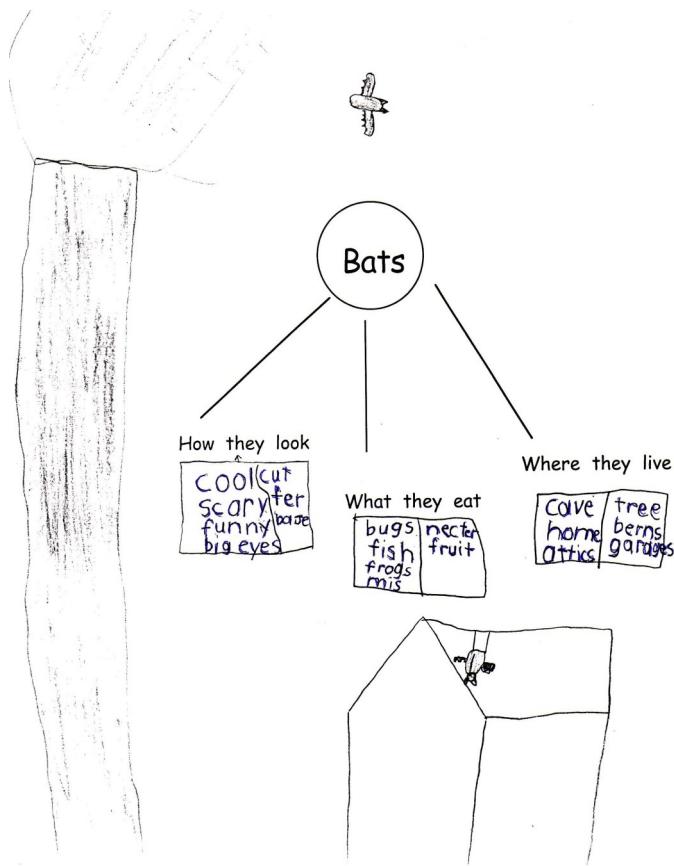
This sample is a student summary of information about a topic most likely studied in class. It provides descriptive details (furry animals, flat tails that look like paddles) and uses words that are specific to the topic (swim underwater, slap their tails, danger). The sentence construction shows combinations of ideas using transition words like "with" and "so". The piece is interesting to read, but the spelling errors do interfere somewhat with communication. The over-generalized use of hyphens to continue words on the next line is also distracting, but not uncommon in grade 2.

APPROACHING STANDARDS

Facts About Beavers.
Beavers are furry
animals, with flat
tails that look lik-
e palese. Beavers
haft too choo wo-
od so that ther
e teeth dont
groe. Beavers can
swimm underwater
for 15 minutes.
Beavers back
feat help them
swimm.
Beavers slap ther
e tails to tell
theres dager

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- writing includes simple details
- title gives topic
- middle follows topic
- follows simple research organizational patterns
- word choice is appropriate for intended audience
- uses words related to topic
- uses a variety of simple sentence patterns
- writing engages audience
- uses conventional spelling for most familiar or high frequency words
- sometimes uses periods, question marks, and exclamation marks



A bat in flight

What do bats look like?

Bats look like
they have very
big eaes, and very
big ers.

What do bats eat?

Bats eat mice and fish, bugs
and fruit, They eat nectar
and frogs.

What habitats do bats like?

Bats like attics and homes
to live in. Bats live in bat
homes to.

Interesting facts I learned about bats:

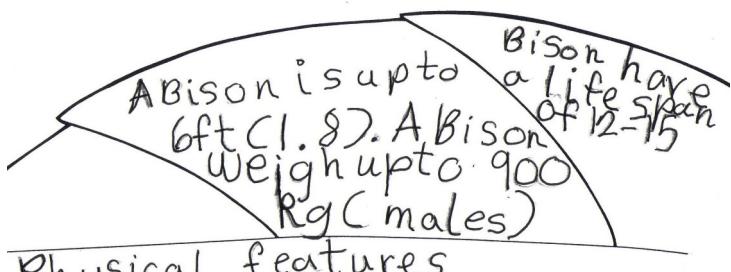
I lerd that bats are noct
chrnl.

Discussion: This sample is a student summary of knowledge about bats. There is a graphic organizer recording ideas, then summary statements are generated from the ideas. Not all of the ideas are included in the summary statements; this may be because there was not enough space on the second page to accommodate all the ideas. However, there were ideas included in the summary statements that are not on the graphic organizer page, so it may also mean that the student did not use the graphic organizer in the way it was intended to be used. This is not uncommon in grade 2. The content is specific, and the vocabulary in both the graphic organizer and the summary page is generally related to the topic (bat home, nectar, nocturnal, attics). While the sentences still follow a fairly basic subject-verb pattern, there are some more sophisticated patterns as well (Bats look like they have very big eyes, and very big ears. Bats like attics and homes to live in. Bats live in bat homes, too.). Many words are spelled correctly. Errors tend to be around letter combinations ("eaes" for "eyes", "ers" for "ears", "lerd" for "learned") but there are phonetic errors ("cut" for "cute", "berns" for "barns", "noctchrnl" for "nocturnal") and some that are likely visual errors ("to" for "too").

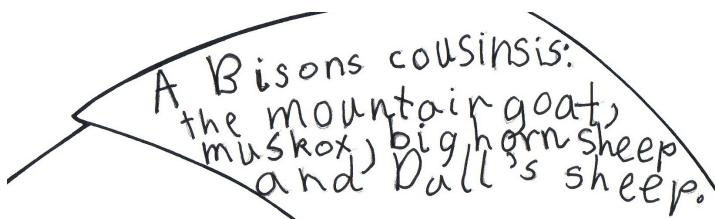
MEETING STANDARDS

Rubric qualities:

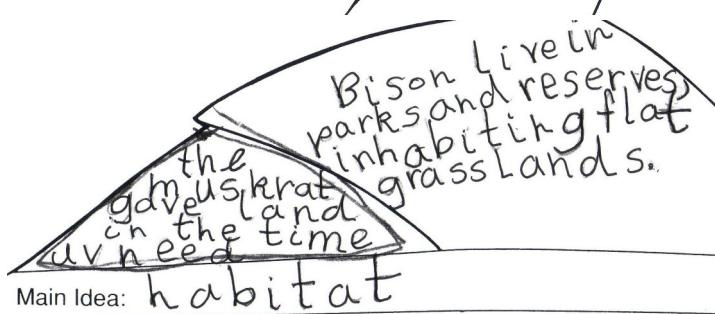
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- word choice is appropriate for intended audience
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- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable



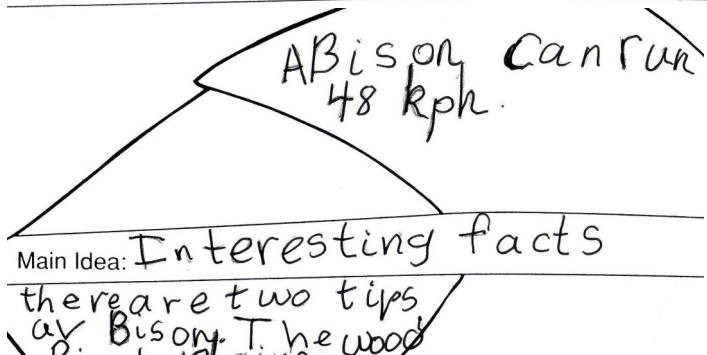
Physical features



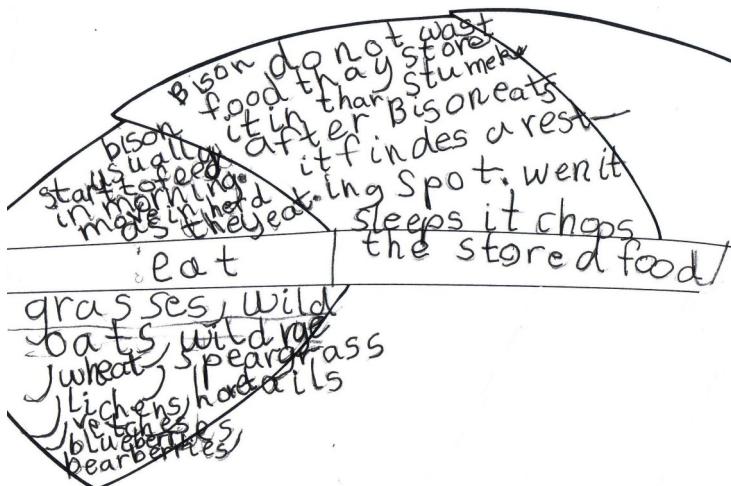
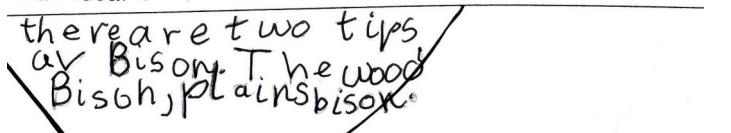
interesting facts



habitat



interesting facts



A Bison can run 48 kph.

Main Idea: Interesting facts

There are two types of Bison: the wood bison and the plains bison.

Discussion: This sample is a lengthy research project that uses a set of graphic organizers with pre-determined headings. Once the information has been collected in the graphic organizer, the ideas are written as sentences in the first draft. There is evidence of adult support in revising and editing. Based on the language and sentence structure, it would appear that some of the sentences have been copied directly from the sources, as they are significantly more complex than the rest of the text. This is not uncommon with primary students, who may struggle with putting ideas from a source into their own words. The first draft also contains information that does not appear in the graphic organizer. There is also an idea about muskrat that is not included in the draft.

The vocabulary in the draft is appropriate, although there are words included that are likely not the student's own (inhabiting, life span, chocolate brown grasslands). The sentences are generally simple patterns, and are all declarative. More complex sentence structure stands out as being possibly copied from the source text (Bison live in parks and reserves, inhabiting flat grasslands; From thousands of years ago to a few hundred, one animal has shaped the North America's Indigenous People).

Because of the erratic sentence structure, it is more difficult for the audience to engage in the writing. There is little sense of the student telling the information; rather it is a recitation of facts. This may indicate that the student was not particularly engaged with the topic; it also may be that a second draft would bring more "voice" to the piece.

MEETING STANDARDS

Continued on next page

Special Features (Adaptations) *This is physical features*
The Bison is the biggest
 land animal in north America. A Bison has ~~2~~
 chocolate brown fur. It has 2 coats. The 2nd coat
~~1st coat~~ is thick. A Bison can see half a mile away. A Bison can smell one mile away. A Bison can hear a twig snap 500 feet away. A male Bison's horn is 38 centimetres.

Dene Kede Connection

From thousands of years ago to a few hundred, one animal has shaped the North America's Indigenous people. Bison gave life to the Dene people because they were used for food, clothing, Tipisang were strong spiritual creatures.

Habitat

Bison live in parks and reserves, inhabiting flat grassland. They do not () in the winter. They roam several hundred kms to find food. In the old days they roamed all over the NWT.

Interesting Facts

A Bison can run up to 48 kph. There are two types of Bison the wood Bison and the plains Bison. A Bison's cousin is the mountain goat, muskox, big horn sheep and Dall sheep. The big hump on the Bison's back helps his head stay up because it is musl.

Physical Features

A Bison is up to 6 ft (1.8). A Bison weighs up to 900 kg (males). Bison have a life span of 12-15 years. Color - ~~dark~~^{light} brown bodies and darker brown heads.

-horns? →

Males are than females.

Food

Bison eat grasses, wild oats, wild rye, wheat, speargrass, lichens, horehounds, vetches, blueberries, bearberries. Bison do not waste food. They store it in their stomach. After the Bison eats it finds a resting spot. When it sleeps it chews chows

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- follows organizational structure appropriate to form (simple research)
- word choice is appropriate for intended audience
- uses words related to topic
- uses some descriptive words to create an image
- uses a variety of simple sentence patterns
- uses conventional spelling for most familiar or high frequency words
- uses spelling generalizations, patterns, and structural analysis
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable

food

the stored food. Bison usually start to feed in the morning. They move in the herd as they eat.

This is what I learned at our race car rally.



- I learned that inside it was flat and they went farther.
- Outside I learned the ground was ~~rough~~ and the car didn't go very far.

- I learned measuring in centimeters is harder than meters or dm.
- I learned that sometimes they went so far we had to put more rulers attached.
- I learned that math could be fun when measuring with cars.

Discussion: This sample is a summary of observations based on a shared classroom experience. For the observations to make sense, the reader has to infer what the experience was, but it is possible to do that and the student voice is quite clear in the piece. The sentence structure is repetitive, but reflects the prompt at the top of the page. When students start with a set format, it is not uncommon to have this kind of repetition at this grade.

MEETING STANDARDS

Rubric qualities:

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

Wolves!

Why do wolves howl? Wolves howl to find their pack. How do wolves hunt? Wolves use their ears to hear animals moving around. They use their sense of smell to

help them find animals. Wolves need to be good hunters. Each wolf pack has a territory. A territory is the place where a wolf pack lives and hunts. Wolves can smell other wolves that come into their territory.

Discussion: This sample is a collection of facts. The author has used a “question/answer” format to engage the audience. The questions do not have a strong connection, but the information in the answers flows logically. The explanation of the term “territory” shows a good use of a standard expository format. The piece has no real conclusion; it ends with another fact, although the fact is connected to the previous information. The sentence structure is varied and keeps the piece interesting. The word choice is strong, and uses vocabulary that is specific to the topic (“territory”, “pack”). The spelling and punctuation makes the piece easy to read.

EXCELLING AT MEETING STANDARDS

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| | What does the bear look like? | Where is the bear's den? What does it look like? | What does the bear eat? | Interesting Information |
|-------------------|--|---|--|--|
| Polar Bear | 3m long, black-noses, small, furry ears, mammals and live in the bear family, 2 fur coats. | Polar lives in Arctic, Not pale, is there eat live alone, with babies for years. 2 fur coats. | Eat seals, walrus are good and good swimmers, Cat plants, mice, rabbits, birds, eggs, theres lots of fish, whales. | 30 years, They are good swimmers, They have nose plugs, They have canine teeth, live in the water, swimming, Canine teeth. |

Habitat- Where the Polar Bear lives
 Key words to look for when highlighting: name of a city, den, **Polar Bears** live in the Arctic and in the North Pole. There's lots of ice and snow there. They live alone with their babies. They make holes in the snow to live in. Water swashes under the ice!

| | What the <u>Polar</u> Bear eats |
|--|--|
| Key words to look for when highlighting: animal names, plant names | They eat seals, walrus and Walrus pups. Did you know they eat plants, mice, rabbits and eggs in the summer. They also eat fish, whales and seabirds. |

| | Interesting Facts- other information that we want to share |
|--|--|
| | They are <u>exellet</u> swimmers and divers. Did you know they have nose plugs for swimming. They have webbed feet. There are big canine teeth in their mouth. The babies are pink when they are first born. |

Continued on next page

Appearance- What the Polar Bear looks like
 Key words to look for when highlighting: fur, size, color, weight, eyes, ears, head, nose, height, body
Did you know Polar Bears are 3m long and have black noses. They also have small, furry ears. Polar Bears are the largest bears in the bear family. They sometimes live for 30 years. Their fur is warm because they have 2 fur coats.

Discussion: This sample shows a completed research project. It has simple notes completed on a graphic organizer with pre-determined headings. The information is then put into a first draft and edited for spelling, grammar, and punctuation. The final draft adds bold print for emphasis, and illustrations and captions. The final draft is very similar to the format used in many grade level expository texts. There are a variety of sentence patterns, which add variety and interest to the piece. The final draft has well-edited spelling and punctuation, making it easy to read.

EXCELLING AT MEETING STANDARDS

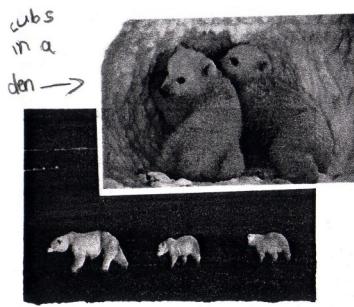


POLar Bears



Appearance - What the Polar Bear looks like.

Did you know Polar Bears are 3m long and have black noses? They also have small fury ears. Polar Bears are the largest bears in the bear family. They sometimes live for 30 years! Their fur is warm because they have 2 fur coats.

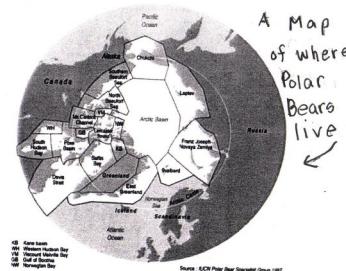


Diet - What the Polar bear eats.

They eat seals, walrus and walrus pups. Did you know they eat plants, mice, rabbits and eggs in the summer? They also eat fish, walrus and seabirds!

Habitat - Where the Polar Bear lives.

Polar Bears live in the Arctic and in the North Pole! There's lots of ice and snow there! They live alone with their babies. They make holes in the snow to live in Water swashes under the ice!



Interesting Facts

They are excellent swimmers and divers. Did you know they have nose plugs for swimming? They have webbed feet. There are big canine teeth in their mouth! The babies are pink when they are first born!

Rubric qualities:

- topic is clear
- writing stays on topic
- content is a collection of ideas
- writing includes simple details
- title or opening sentence gives topic
- middle follows topic
- follows organizational structure appropriate to form (simple research)
- word choice is appropriate for intended audience
- uses words related to topic
- uses descriptive words to create an image
- uses a variety of simple sentence patterns
- writing engages the audience
- may show emphasis by using different sizes of print
- uses conventional spelling for most familiar or high frequency words
- uses spelling generalizations, patterns, and structural analysis
- sometimes uses periods, question marks, and exclamation marks
- errors may be distracting but basic communication is understandable

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

The Best Career

The RCMP must put on a special uniform. The pants have a yellow strip that was as bright as a bumble bee. It was cool. Constable Namis was in training and in unavasade and he must iron to jump over a fence. Constable Namis is a good RCMP man. Wow! in training he ironed to drive at high speeds. They ironed to amee a fire arm. They ironed to

wrestle. Wow!

Constable Namis is a general duty officer. Some RCMP people are pilot and highway patrol officer. RCMP people use dog to look for bombs, drugs, lost people. Working is a RCMP man is a special career. Wow!

Discussion: This sample is a simple description of a classroom experience. It uses some descriptive language ("bright as a bumble bee") and some language specific to the topic ("training", "general duty officer"). The ideas are all related to the topic, but are not connected to each other so the piece does not flow well. It does, however, have good voice. The author engages the reader through variation in sentence length, language, and sentence type (exclamatory and declarative). This sample appears to be a first draft; there are a number of spelling errors that slow down the reader, as well as a few missing words. However, the intent of the communication is still clear and relatively easy to understand.

APPROACHING STANDARDS

Rubric qualities:

- topic is clear
- main ideas are supported with some evidence (described with facts)
- includes descriptive details
- topic is stated at the beginning
- simple conclusion is stated
- word choice is appropriate for intended audience
- uses some descriptive language to create an image
- writing engages audience
- voice is evident (sensing the person behind the words)
- writing creates tone that is consistent with the content
- uses own words
- uses capitalization correctly
- uses end punctuation correctly

MY ANIMAL RIDDLE
What eats seals
and sometimes walruses?



THIS Report Is On The Polar Bear

Discussion: This sample is a simple research piece. Each piece of information is written as a separate idea; it is more like a list than a connected piece of writing. The word choice and sentence structure indicate that some of the information has likely been copied directly from the source ("Polar bear's main prey", "most numerous seal in the Arctic", "living symbol of the Arctic", "one of the most ferocious of all bears"). By grade 3, students should be able to record information in their own words. The repetitive nature of the sentence structure does create an expository tone, similar to simple "Did You Know?" books, without the questions. The format is not particularly engaging for the audience, as the statements are not really connected to one another, so the piece doesn't flow very well. The spelling and punctuation are strong and the piece is easy to read; the format and voice, however, do not meet the grade level standard.

APPROACHING STANDARDS

The Polar Bear

The Polar bear can be 10 feet (30m) long and weigh 1,700 pounds (770kg).

The Polar bear has clear colored fur (not white).

The Polar bear's front paw is smaller than its back paw because its front paw is wider.

The Polar bear lives in Canada, U.S.A. (Alaska), Greenland, Russia, Norway and Denmark.

The Polar bear lives in the Arctic. When all the snow melts it will move farther up north.

The Polar bear's main prey is the ringed seal and sometimes walruses.

The Polar bear lives in a huge snow burrow.

The Polar bear sleeps in a huge snow burrow that can fit 2 30 meter Polar bears.

The Polar bear moves by walking, swimming and running.

The Polar bear's main prey is the ringed seal, the most numerous seal in the Arctic.

The Polar bear is a living symbol of the Arctic. It is one of the most ferocious of all bears, and one of the largest land-living carnivores.

Rubric qualities:

- topic is clear
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful way
- word choice is appropriate for intended audience
- uses a variety of simple and some compound sentences
- writing creates tone that is consistent with the content
- uses capitalization correctly
- spells most high frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

Narwhals

This report is about a narwhal. The narwhal is a gray brownish color. Narwhals have chubby and streamlined bodies with no dorsal fin. They have a round head, a 10 feet tusk, and a body that is 5 feet long. They have short flippers and tail flukes.

Narwhals live in Arctic oceans around North America.

Narwhals don't migrate.

Narwhals diet includes fish, squid, and krill.

There enemies are polar bears, sharks, killer whales, walruses and Inuit kill 1,000 Narwhals a year.

To escape from a killer whale they stay close to the ice. The killer whale will then be afraid of hitting its dorsal fin on the ice.

Narwhals are not an endangered species. There are 30,000 left in the world.

Narwhals are sometimes called the unicorn of the sea. They are close relatives of the beluga. Narwhals have a special vertebrae that allows them to turn their head. They travel in groups of 6 to 12. Narwhals Latin name is Mondon Monoceros. Their mating season is in April and their calfs are born in July or August.

Discussion: This sample is a summary of research information found in texts. Most of the piece appears to be written in the student's own words, although there are some phrases that sound quite sophisticated compared to the rest of the piece ("chubby and streamlined bodies", "close relatives of the beluga", "special vertebrae that allows them to turn their head"). Each item of information is presented in a separate paragraph, indicating a basic understanding of the purpose of paragraphing (starting a new idea); however, the ideas do not flow well and there are no transition words. The source titles are cited, but without authors. By grade 3, students should be recording both the title of the source and the author. Even though some of the information is in the student's own words, there is not a clear sense of voice from the piece. The tone is consistent with sharing information but there is little sense of the author's perspective or personality in the piece. Spelling is generally good (some there/their confusion); there are a few problems with sentence structure, including number agreement and internal punctuation ("Narwhals diet", "There enemies are ... and Inuit kill 1000 narwhals a year"). Proofreading with a partner or adult might catch these errors.

APPROACHING STANDARDS

Resources:

1. [Whales](#)
2. [Whales, dolphins and porpoises](#)
3. [Narwhal](#)
4. [Whale](#)

Rubric qualities:

- topic is clear
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful way that is connected to the writing purpose
- word choice is appropriate for intended audience
- uses a variety of simple and some compound sentences
- writing creates tone that is consistent with the content
- uses capitalization correctly
- spells most high frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication
- lists titles (but not authors) of sources used

| | What does the bear look like? | Where is the bear's den? What does it look like? | What does the bear eat? | Interesting Information |
|------------|---|--|--|--|
| Polar Bear | 3 m long, black nose, small furry ears, mammals, thick white fur, webbed toes, sharp claws, thick layer of fat, 650 kg, largest animal in bear family | they are made of ice and snow, They are on seals, ocean, camiflouge, They are in the Arctic, Their dens are big & wide | They eat plants in the snowy summer, They eat seals, whales, sea birds, fish, caribou, in the winter, Arctic foxes | can gallop fast when it is snowy, They have sharp teeth, they have yellow tan fur, long snout, big paws, sharp claws, short tail |

Habitat- Where the Polar Bear lives
Key words to look for when highlighting: name of a city, den, animal, place, etc.

Did you know that it is -250° in the Arctic! The Polar Bear's den is made of ice and snow. The Arctic is on the frozen ocean. The ice is very strong on the frozen ocean. The den is camouflaged in the snow.

Continued on next page

Appearance- What the Polar Bear looks like
Key words to look for when highlighting: fur, size, color, weight, eyes, ears, head, nose, height, body

The Polar Bear is 3 meters long. They Polar Bear have a black nose. The Polar Bear is a mammal. The Polar Bear has thick white fur. ^{to keep it warm} The Polar Bear has a thick layer of fat and sharp teeth. It weighs 650 kilograms. Did you know that the Polar Bear is the largest animal in the bear family? They have a built in nose plug. It can weigh as much as a small car.

What the Polar Bear eats
Key words to look for when highlighting: animal names, plant names

Did you know that the Polar Bear can eat smaller Polar Bears. Polar bears eat seals, walruses, whales, seabirds, fish and caribou in the winter. Did you know the Polar Bear eats plants, berries, mice, rabbits and birds eggs in the summer?

Interesting Facts- other information that we want to share

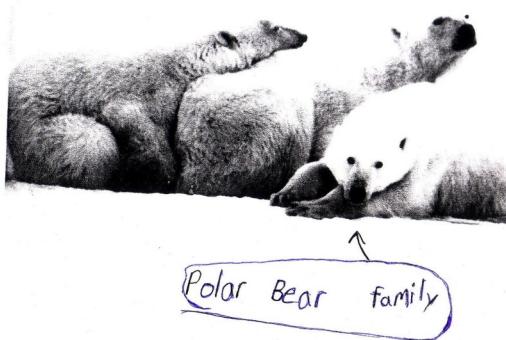
Did you know Polar Bears can stay under water for two minutes. ~~They~~ The Polar Bear has a built in nose plug. They can gallop to get away from predators.

Discussion: This sample shows a multi-step research project with a graphic organizer for recording information in pre-determined categories, a first draft, and a second draft that includes illustrations and captions. The note-making starts well in the first column, using key words, but then the student begins to write in sentences for the remaining three sections. This limits the amount of information that can be recorded and also makes it more likely that the student will simply copy the information from the graphic organizer to the first draft, rather than considering the points and then putting them together in a logical sequence. There is evidence of revision from the first draft to the second draft, changing sentence type and length, as well as some editing. Some of the pictures and captions are photocopied, but there are no sources noted for them. There are also hand-drawn illustrations and hand-written labels and captions, indicating an understanding of the use of such text features. The final draft also has some examples of bold print being used for emphasis. The final draft of the piece follows the same organizational pattern that was set up in the graphic organizer, with the information divided into the four categories. Although the information in each category is connected to that specific section, the connections between ideas in each section are not clear and the sections do not flow as well as they should. Each section still reads like a set of unconnected facts. Despite this, however, there is still a sense of voice in the piece, and the content is strong.

MEETING STANDARDS

Polar Bear

Appearance What the Polar Bear looks like. The Polar Bear is 3 meters long. They have a black nose. The Polar Bear is a mammal. The Polar Bear has thick fur to keep it warm. The Polar Bear has a thick layer of fat and sharp teeth. It weighs 650 kilograms. Did you know that the Polar Bear is the largest animal in the bear family? They have a built in nose plug.



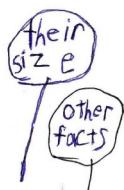
Polar Bear family

Diet - What the Polar Bear eats. Did you know that the Polar Bear can eat smaller Polar Bears? Polar Bears eat seals, walruses, whales, seabirds, fish and caribou in the winter. Did you know the Polar Bear eat plants, berries, mice, rabbits and birds eggs in the summer.

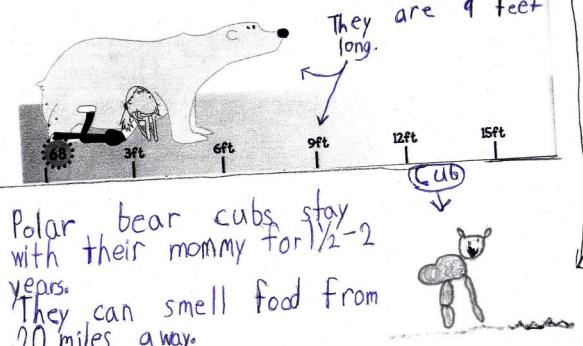
Habitat - Where the Polar Bear lives. Did you know that it is -250°F in the arctic? The Polar Bear's den is made of ice and snow. The arctic is on the frozen ocean. The ice is very strong on the frozen ocean. The den is camouflaged in the ice and snow.

Habitat

Polar bears live in the Arctic on icy, cold land and on huge patches of frozen ocean.



A baby polar bear is called a **cub**. Mother polar bears dig **dens** in the snow, where they give birth to their cubs.



Polar bear cubs stay with their mommy for 1/2-2 years.

They can smell food from 20 miles away.

Interesting facts other information we want to share
Did you know Polar Bears can stay under water for two minutes? The Polar Bear has a built in nose plug. They can gallop fast to get away from predators.

Rubric qualities:

- topic is clear
- describes the topic with facts
- includes descriptive details
- topic is stated at the beginning

- information is organized in a meaningful way that is connected to the writing purpose (includes heading, illustrations, and captions)
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses some descriptive language to create an image
- uses a variety of simple and some compound sentences
- writing creates tone that is consistent with the content
- uses capitalization correctly
- spells most high frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

What is a Penguin?

- bird
- 18 kinds
- can't fly
- lays eggs
- amazing swimmers
- warm blooded
- have feathers
- heavy bones

A penguin is a bird but it can't fly. There are 18 kinds of penguins and they lay eggs. Penguins are warm blooded. Penguins are amazing swimmers. Penguins have feathers to keep them warm. Penguins have heavy bones.

Meet the Family

- mom
- baby
- dad
- feathers
-
- the baby out of the egg
- the dad takes care of the baby

After the mom comes back from the sea to feed the chick and it is the first time to see the baby. The baby penguin has gray feathers. The dad gives the baby to the mom then the dad goes to sea.

How do they move?

- toboggan
- waddle
- swimmers
- porpoise
- dive
- hop

Penguins toboggan if their feet get tied. Did you know penguins waddle all over the ice? Penguins purpose to get air when they are in the water. Penguins can swim very very fast. Penguins dive deep into the sea to get food.

Appearance

- have tail
- have orange yellow fur
- orange on side head
- webbed feet
- black white
- flippers

Penguins have black and white feathers to keep them warm. Penguins have flippers to help them swim fast fast from predators.

Habitat

- Antarctica
- New Zealand
- Falkland Island
-
-
-
-

Adélie and Emperor penguins live in Antarctica. A little blue penguin lives in New Zealand. A Rock hopper penguin lives in the Falkland Islands.

Food

- Krill
- squid
- fish
- shellfish
-
-

Penguins get food from the sea. A penguin's favorite food is Krill and squid and fish. Penguins also eat shellfish.

Enemies

- leopard seals
- sea lions
- skuas
- gulls
-
-
-

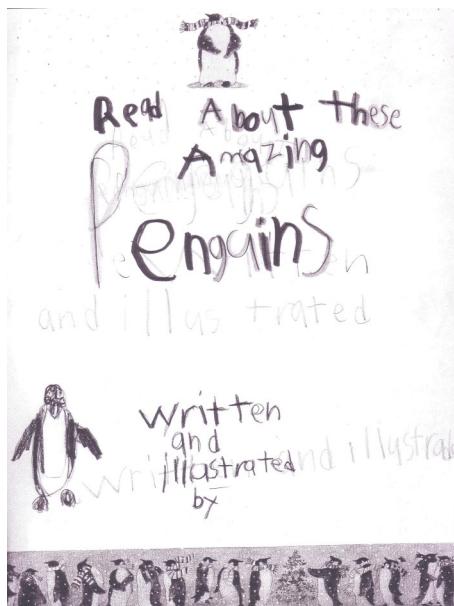
Leopard seals are very good at catching penguins. Seals catch adult penguins. Skuas snatch penguin eggs and baby penguins. Gulls get the babies from the dad or the mom and flies away with them.

Emperor penguin

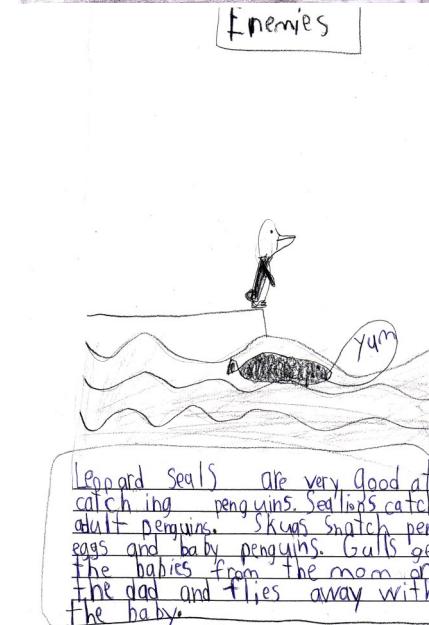
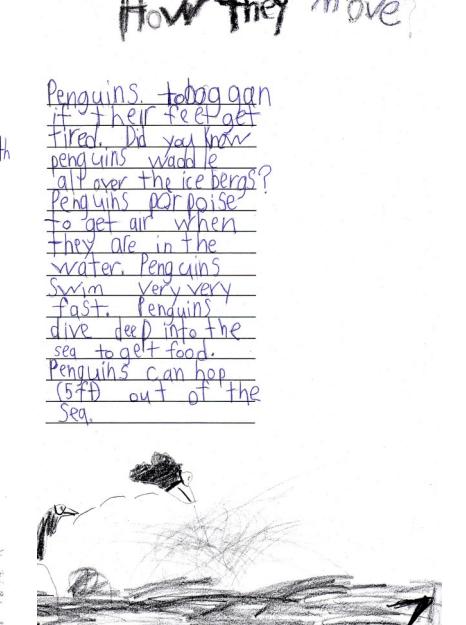
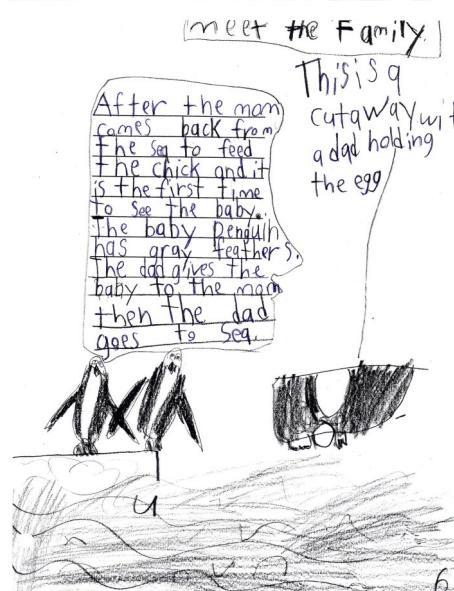
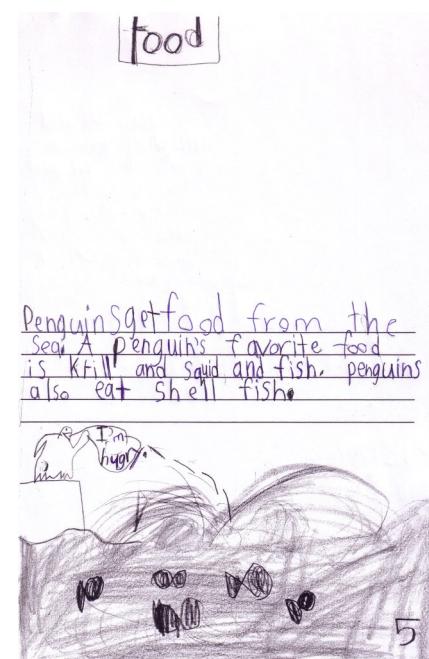
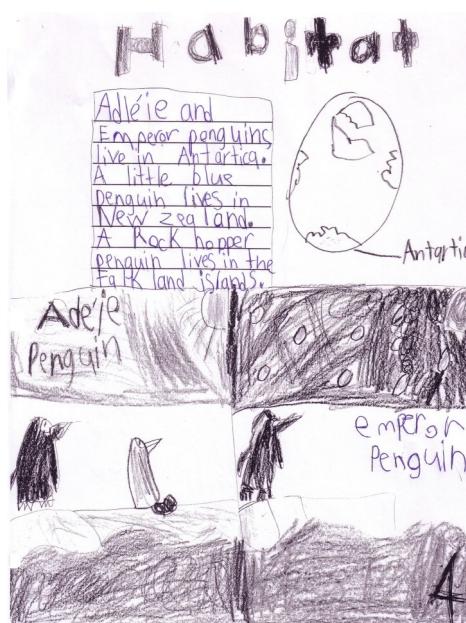
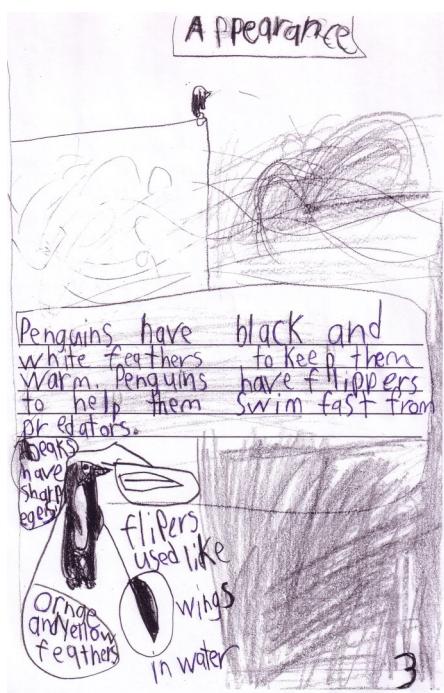
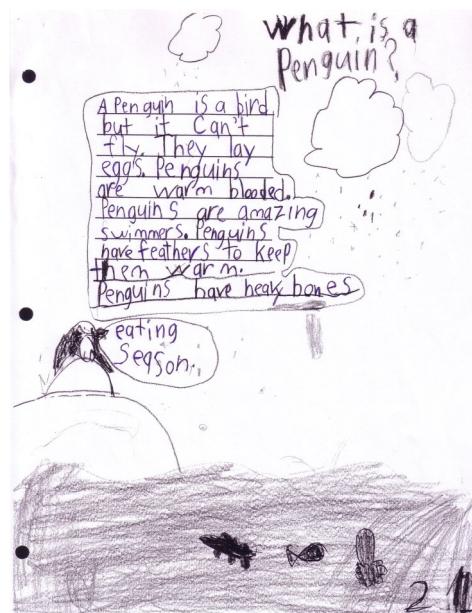
- height
- weight
- live
- dive
- eggs
-

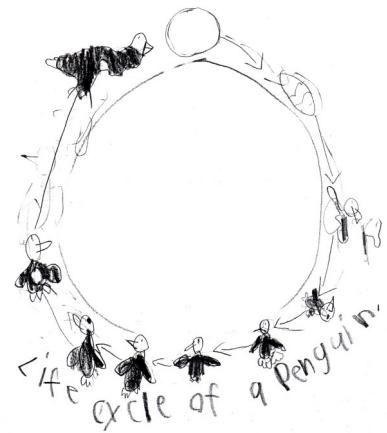
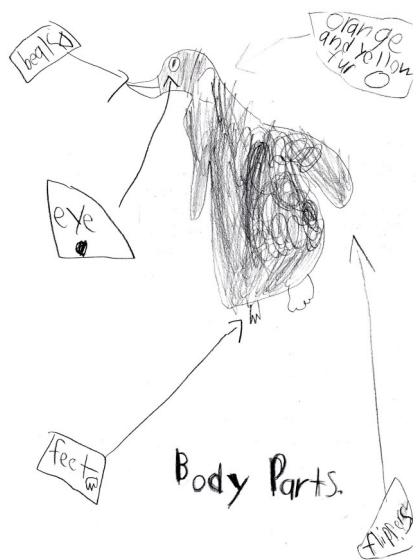
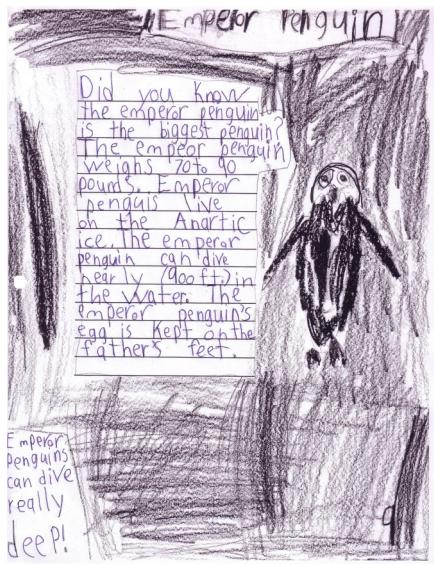
Did you know the emperor penguin is the biggest penguin? The emperor penguin weighs 70 to 90 pounds. Emperor penguins live on the Antarctic ice. The emperor penguin can dive nearly 900 feet. Emperor penguins live in the water.

Continued on next page



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10

Discussion: This sample is a more complex piece of research. There is a note-taking frame based on pre-determined categories, and then a space for the first draft of the section underneath. It is evident that the author took care to include each item from the notes (see the checkmarks). There is some evidence of revision between the first and second drafts. The ideas presented on each page of the second draft are all connected to the specific heading; some sections flow better than others. The use of transition words between ideas might help. The author has also included illustrations, captions, and diagrams in the second draft. The labeling and organization of the piece show a good understanding of the use of text features in expository writing (cutaways, labeled diagrams, table of contents). Although the piece is not particularly neat or easy to read, there is a strong voice in this sample that is evident in the variation in sentence type and length, word choice, and the illustrations and captions. The effort to match the text and the illustrations and diagrams shows a good understanding of the craft of writing expository text. There are no sources listed for the research, which should be included in grade 3.

MEETING STANDARDS

Rubric qualities:

- topic is clear
- describes the topic with facts
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful way that is connected to the writing purpose
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses some descriptive language to create an image
- uses a variety of simple and some compound sentences
- writing creates tone that is consistent with the content
- uses capitalization correctly
- spells most high frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

Culture Camp

On Friday we had Dene Culture Camp.

First we learned about the beaver. The beaver. The beaver built its lodge out of mud and wood. The biggest lodge is 700 feet in meters the biggest lodge 200 meters. The beaver mostly eats fresh sprouts. The beaver also eats trees.

Next we learned about the Raven. The Raven has hollow bones so it can fly straight. The Raven has a strong heart so it can pump blood to its muscles. The lungs are stony so it can get lots of oxygen so it can flap hard. The tail of a Raven will help it.

turn.

It is time to do some trapping. Trapping is what the Dene people did to catch animals. One of the traps they used long ago is wood trap. The wood trap will crush the animal. The Dene also made weapons to kill the animal.

I learned that the Dene did lots of work.

Discussion: This sample is a summary of information learned through a cultural experience. The author has used the structure of the day (different activities throughout the day) to organize the writing. There is a separate introduction and conclusion, and each paragraph discusses a separate topic (the beaver, the raven, and trapping). There are good transitions between the paragraphs, and the information in each paragraph also flows fairly well. There is an effort to use different sentence lengths and to change the sentence beginnings to add interest and make it more interesting to read. An editing conference might have caught the errors in the piece (punctuation, spelling, and repeated words) which would have improved the overall appearance of the piece. However, the content, organization, and craft make it an excellent piece of writing.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic is clear
- describes the topic with facts
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful way that is connected to the writing purpose
- simple conclusion is stated
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses some descriptive language to create an image
- uses a variety of simple and some compound sentences
- writing engages audience
- voice is evident
- writing creates tone that is consistent with the content
- uses own words
- uses capitalization correctly
- spells most high frequency words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- errors do not interfere with communication

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

1840
Hunting Buffalo
Essay

In 1840 the Métis would hunt buffalo for food, clothing, and shelter. Of course their main source of food was buffalo, and what the hunted was normally buffalo.

The men did all the hunting and trapping; women would prepare meals, make clothing (do anything but what the men do).

But in all communities there are rules. And the Métis rules for hunting are:

Buffalo Hunting Rules:

- On Sundays buffaloes were not allowed to be hunted.
- All hunters had to stay in a group.
- All hunters had to take turns for guarding the camp.
- The first time a hunter breaks any rules, his bridle and saddle would be cut all up.
- The second time he breaks a rule your coat would be cut up.
- The third time you break a rule you were to be whipped.
- Anyone that stole something would stand in the middle of a crowd, yelled at, their name and called thief.

Discussion: This sample states that it is an essay, although the format is not continued after the first paragraph. It may be that the author was experimenting with a new format or was not familiar with what would be expected in an essay (introduction, body with information and supporting details, and conclusion). The topic, hunting buffalo, is stated in the title and in the first paragraph. The remainder of the piece talks about Métis community rules, although not all of these are specific to buffalo hunting. The author struggles with maintaining tense and point of view (shift from past tense to present between second and third paragraph; "first time a hunter...his bridle and saddle...second time he breaks...your coat") as well as trying to be consistent in listing the rules. Control over sentence structure is also weak in places ("women would prepare meals, make clothing (do anything but what the men do)"; "... yelled at their name and called thief").

APPROACHING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are supported with evidence: information is factual; may include unnecessary information
- topic is stated in the beginning
- word choice is appropriate for intended audience
- uses end punctuation correctly
- errors do not interfere with communication

Sample 2

If I woke up and heard a bear outside my tent I would first find its shadow, then when I found it, I would make lots of noise to scare it off. I'd keep doing that for about five minutes. Then I'd slowly poke my head out to see if it was gone. If it was, I'd quickly and quietly pack up my stuff while keeping an eye out for the bear. Then I'd drive home and call the workers. Then they'd come and relocate the bear and I can go camping.

Discussion: This sample is a response to a prompt. The topic is stated in the first sentence, and it is organized in a logical sequence. There is generally good variety in sentence length, although there is some over-reliance on "then" as the most common conjunction. The piece uses some good descriptive language ("slowly poke my head out"; "quickly and quietly pack up"; "while keeping an eye out for the bear"). Voice is evident in the piece, through interesting word choice and the variety in sentence length.

APPROACHING STANDARDS

Rubric qualities:

- uses a variety of simple and compound sentences
- uses some transition words
- voice is evident
- writing creates tone that is consistent with content
- uses capitalization correctly
- spells most words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- uses commas and apostrophes
- errors do not interfere with communication

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- main ideas are supported with evidence: information is factual
- topic is stated in the beginning
- conclusion is stated
- word choice is appropriate for intended audience
- uses precise vocabulary related to topic

QUESTION

WILL THE FOOD COLORING HAVE ANY EFFECT ON THE PLANTS?

HYPOTHESIS

I think the plants might change colour and grow a bit bigger, or they might not grow at all.

materials

one cup
soil
cotton
one egg
food coloring
pepper grass seeds

RESULTS

My results show that neither one grew, which means either the food colouring made it a poisonous environment for the plants to live or the seeds were bad.

CONCLUSION

My conclusion is that more tests have to be done to make an accurate conclusion.

Discussion: This sample follows a standard Science experiment format, although it is missing the "Procedure" section, which leaves a significant gap in the intended communication. The rest of the information is well presented; the hypothesis is not particularly clear, but trying to include multiple possibilities in the hypothesis is not uncommon for grade 4. The information in the "Results" section is also minimal; more details would make the summary statement carry more meaning. The author has used bold print and increased font size to add emphasis. Having the entire piece centred on the page (rather than right-aligned) may have been intentional, or it may be a result of trying to centre the headings.

APPROACHING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main idea is supported with evidence
- topic is stated in the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose (headings)
- conclusion is stated
- word choice is appropriate for the intended audience
- uses precise vocabulary related to the topic
- uses some transition words
- writing creates a tone that is consistent with content
- spells most words correctly; unfamiliar words are spelled phonetically

Staticity

Question: What makes balloons stick (static) to walls longer, short hair or long hair.

Hypothesis: Both Spencer and I think that short hair will make the balloon stay longer.

Materials: ① balloons ② timer ③ partner

Procedure: ① Pick time to rub balloons on heads.

② Have someone time you and your partner.

③ When time starts, you and your partner rub balloons on head.

④ When the time stops you and your partner stop, try to stick balloons on wall. (one balloon represents short the other long hair).

Results: Long hair made the balloon stay on the wall longer than short hair. Our hypothesis was wrong. ^{Time} If we did this project again we wouldn't ^{short 4 sec} change anything except our hypothesis. ^{Long 30 sec}

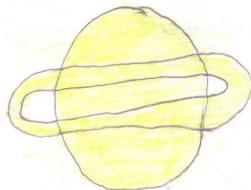
Discussion: This sample uses a Science experiment format. It is well organized. Some of the points are a bit unclear, primarily due to unclear word choice ("pick time to rub balloons on head"; "short hair will make the balloons stay longer"). Once the reader has inferred that the experiment is about creating static electricity, it is easier to make sense of the piece. There is a chart included in the piece, adding detail to the results. As well, the author has chosen to use underlining and circling to enhance the organization and make the piece easier to read.

APPROACHING STANDARDS

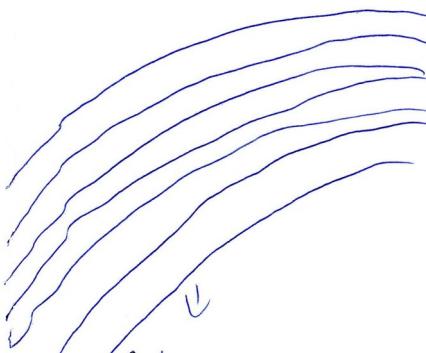
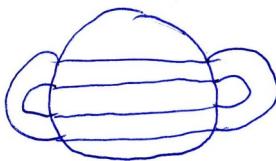
Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain topic: information is factual
- main idea is supported with evidence
- topic is stated in the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose (headings)
- conclusion is stated
- word choice is appropriate for the intended audience
- uses precise vocabulary related to the topic
- writing creates a tone that is consistent with content
- uses words that add clarity and detail
- uses capitalization correctly
- spells most words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- uses apostrophes
- errors do not interfere with communication

Saturn The yellow Planet.



Pictures



Saturns rings are made of ice pieces. Some are as small as somebodys clipped fingernails. Others are as big as 3 story houses. They are also very colourful.

Saturn
Saturn is a big planet. Jupiter is the biggest planet. If Saturn was hollow about 750 planet earths could fit inside.

If you were on Saturn you would weigh 15 pounds more than on earth.

In 1610 a great scientist Galileo first saw Saturn through his telescope. He said it looked like a planet with ears and it was the biggest planet at the time.

Saturn.

It was the only planet with a ring but in 1970 Uranus and Jupiter were discovered with rings. The ring on Saturn is made up of 100 and 1000s of tiny rings.

Saturn is made up mostly of gases and liquids. Like Jupiter, Saturn is covered by bands of clouds that circle the planet. But Saturn's clouds are much paler than Jupiter's and are covered by haze.

what are Saturns rings made of.

A. gas

B. ice

C. rocks

D. dust

How big can Saturns rings be.

A. a house that's 3 stories
B. a bus

C. as big as a grown house
D. as big as a bike.

How many rings are these? Nobody knows there was too many so they stopped counting.

Discussion: This sample models a brochure format, folded in thirds with information on both sides of the paper. The centre section on the back is empty. The two sections of the inside of the brochure that give information have the same heading ("Saturn"); each idea is contained in a paragraph, although the paragraphing is not formatted clearly (no indents, no spacing between paragraphs). While students are working with paragraphing in grade 4, they still require guidance and support, and are not expected to be able to paragraph independently. There are no connections between the paragraphs, and so the two sections read more like a list than a connected piece. The multiple choice questions have the answers embedded in the text, but there are no specific answers given, indicating the author has not yet mastered this text feature. There are illustrations and a caption, indicating some familiarity with that text feature. The language is descriptive, particularly in the "questions" section, and in the caption. The sources for the information presented in the brochure are not recorded.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- main ideas are supported with evidence
- may include unnecessary information
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose
- word choice is appropriate for intended audience
- uses descriptive language to create an image
- uses a variety of simple and compound sentences
- writing engages audience
- voice is evident
- writing creates a tone that is consistent with the content
- uses capitalization correctly
- spells most words correctly; unfamiliar words are spelled phonetically
- errors do not interfere with communication

Question

What will roll down faster a RAMP. A egg,baseball,can,or puck.

Hypothesis

I think the baseball will roll down faster on theRAMP.

Materials

You will need 20 cm of books for the height,49 cm of poster board for the length. You will need a baseball,egg,can,puck and toilet paper and stopwatch.

Procedure

1. Make a RAMP, height of 20 cm and length of 49 cm, out of poster board (RAMP),books (height) and toilet paper (landing).
2. Mark a starting on RAMP.
3. Hold egg at start line, let it go and start the stopwatch.
4. Stop the stopwatch when the egg hits the toilet paper.
5. Write time on the T-table.
6. Repeat 2 times
7. Hold the puck at the starting line, rounded side down.
8. Time how long it takes to roll down.
9. Do the same thing with the baseball
10. repeat 2 times
11. Do the same thing with a can on its side.
12. Repeat 2 times
13. Find the average time for each object.

Results

The can went down the fastest

The baseball went down the 2nd fastest

The egg went down 3rd fastest

The puck went down last.

Next time I will make sides for it and make it higher.

Conclusion

The can went down faster because it is smooth and rounder.

Discussion: This sample follows the format of a standard science experiment write-up. The sections are specific to the format and each contains adequate information. Unfortunately, not all of the information is clearly presented, so understanding does falter ("What will roll down faster a ramp"; "(RAMP, books (height) and toilet paper"). Sentence structure is quite basic; the piece does not really engage the reader. The author has used underlining, headings, and bold and uppercase letters for emphasis, indicating some understanding about using text features. The "Results" section lists the order of speed down the ramp. The final sentence ("Next time I will make sides for it and make it higher") presumably refers to the ramp, but is out-of-context. There is no discernable voice in this piece, and so it is not particularly interesting to read.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- topic is stated at the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose
- conclusion is stated
- word choice is appropriate for intended audience
- uses some transition words
- writing creates tone that is consistent with the content
- spells most words correctly; unfamiliar words are spelled phonetically
- errors do not interfere with communication

Basketball is my sport of the day. There are rules and different things you have to do. You play the game like this - you have to dribble the ball and you have to make the ball go in the basketball net. There are only about five players at ~~on~~ a team.

The rules of the game are simple. You are only about two steps after dribbling. You are always supposed to dribble if you want to walk. You are not supposed to dribble after you stop dribbling. You are not supposed to let the ball go out of bound ~~if~~.

Now how to score points is easy. You have to make the ball go into the nets. There are different places to score from like The 2 pointer shot, or the three pointer shot. The net are about 9 to 10 feet tall.

The way you shoot a ball in the net is easy to. You just have your arms bent in the air with the ball and your leg bent to. You just keep looking at the net the try to shoot it in to the net.

Discussion: This sample uses a simple essay format with an introduction to state the topic ("Basketball is my sport of the day") and separate paragraphs for sub-topics. There is no concluding paragraph. The author has attempted to explain a complex game and assumes a great deal of background knowledge on the part of the reader. However, this is not uncommon in grade 4. The author's voice comes through clearly. In fact, several sections of the piece are written exactly the same way they would have been spoken. The purpose of the hyphens in "dribble" is not clear, but may be for emphasis. There is good variation in sentence length, and the author works hard to engage the audience

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are supported with evidence; information is factual
- topic is stated at the beginning
- word choice is appropriate for intended audience
- uses a variety of simple and compound sentences
- writing engages audience
- voice is evident
- uses capitalization correctly
- uses end punctuation correctly
- errors do not interfere with communication

Buffalo Hunt

The Metis hunted buffaloes in the summer. The Metis would hunt on horseback. No one was allowed to kill buffaloes on Sunday. No one was allowed to go ahead or go behind the group. If anyone was to break any of these rules, the hunter's saddle was to be cut up. If the hunter did it again, his coat was to be cut up. If the hunter did it again for a third time, he was to be ~~was~~ whipped. If someone stole ~~and~~ something, the owner to be taken to the ~~center~~ centre and, be called a thief and their name was to be called out three times. The Metis hunted for food. Also, to use the buffaloes' hides ~~was~~ for clothing. The people who is involved, was the Metis. The Metis hunted, the women sewed and taking care of the children. The Metis aren't the same now and days. The Metis don't ride horses and shoot a gun at the same time.

Discussion: This sample is a descriptive paragraph. The author introduces the topic and then provides details and examples. Although the paragraph is titled "Buffalo Hunt" Some of the information is only loosely related to that topic, but generally the focus on the topic is maintained. There is a concluding sentence for the paragraph. There are some problems with tense consistency and complete sentences, but this is still a developing skill for many grade 4 students.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are supported with evidence; may include unnecessary information
- topic is stated at the beginning
- conclusion is stated
- word choice is appropriate for intended audience
- uses a variety of simple and compound sentences
- writing engages audience
- voice is evident

- uses capitalization correctly
- uses end punctuation correctly
- errors do not interfere with communication

Hunting

Hunting is loads of fun. It is loads of fun because you get to try new things. You get to learn new stuff like goose calling and you get to bring back a souvenir. You can also shoot a gun and go canoing. Also, helicopter rides help you find wild life. It is fun to build teepees there too. It is fun to ring the geese's necks and cook the geese over the campfire. Even though it stinks it is still fun. So if you like trying new stuff, hunting is for you.

If you want to go hunting you have to be prepared. Some things you could do be prepared are dress warm, bring sleeping bags, and bring a gun. And to be safe do what the adult says keep the gun on safety. Never hold the gun unless the adult says because it could be loaded or safety could be off also you shouldn't go in the woods by your self because a bear can come out. So when you go hunting remember be prepared and be safe.

Discussion: This is an opinion piece that supports an opinion (hunting is fun) with a number of examples. Although there are some errors in spelling and punctuation, and some typing errors, the piece has good content and organization, and it engages the audience. The author first tries to persuade you that you will enjoy the activity and then gives advice on how to be safe while doing it. There is generally good control over sentence structure (the run-on sentence in the second paragraph might be a typing error) and some correct use of commas in the compound sentences, however this is not consistent. There is some good description ("wring the goose's neck"; "even though it stinks"; "if you like to try new things, hunting is for you") although the word choice is not particularly imaginative. The word choice and descriptive phrases do give a sense of the author and the piece has good voice.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are supported with evidence; explains opinions and ideas
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose
- conclusion is stated
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses a variety of simple and compound sentences
- uses some transition words
- writing engages audience
- writing creates a tone that is consistent with the content
- voice is evident
- uses capitalization correctly
- errors do not interfere with communication

Game- European Hand ball

What you need - you would need....

- 4 ~~pirons~~ pillows 
- 1 soccer ball 
- 2 teams    team 1    team 2

European

Handball

In the game European Handball you would need....

- 4 pillows (2 for each team)
- 1 soccer ball
- 2 even teams

Those are the things you need to play know here is How to play

How To Play

First when the game is starting 1 kid from each team goes in the middle. The Refere or teacher throws the ball into the air. If the ball bounces the first one to catch it gets to take 3 steps with the ball in the hand. If they want they could pass it to the team mate or kick it. If the ball bounces twice you can't pick it up. The game is the same thing like soccer but when it bounces you can pick it up.

The team with the most points at the end of the game Wins! The game is like 2 games put together. Soccer and European Handball, it is a very fun game. If it bounces you have to pick it up from the air. If it falls and bounces again you can't pick it up. Now that's how you play European Handball!

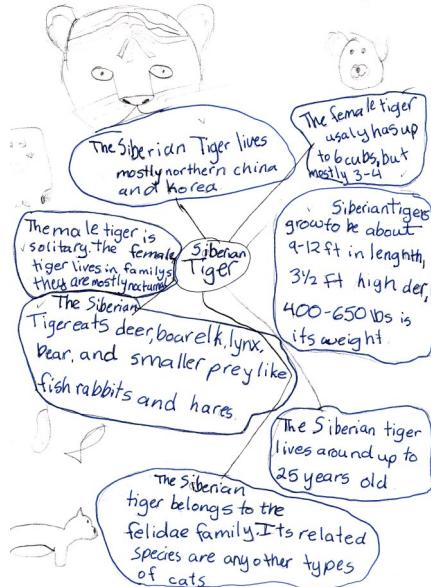
Discussion: This sample attempts to explain a game. It assumes a lot of background knowledge and leaves out some significant pieces of information, but it still manages to convey the gist of the process to the reader. The piece combines a point form list as part of the introduction. The remainder of the text, started under a new heading, is basically one long paragraph, indicating the student has not yet mastered paragraphing. The piece contains some good transition words ("First", "If", Now that's how you...") and makes use of text features such as capitalizing ("WINS!"), ellipsis (...), and exaggerated punctuation (large exclamation marks). There is enthusiasm in the piece and the author appears to be making a strong effort to persuade you that you will like this game. The piece easily engages the reader.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are supported with evidence; information is factual
- topic is stated at the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose
- conclusion is stated
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses a variety of simple and compound sentences
- uses some transition words
- writing engages audience
- voice is evident
- uses capitalization correctly
- spells most words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- uses apostrophes
- errors do not interfere with communication

Sample 11



The Siberian Tiger

The Siberian tiger is a carnivore. Siberian tigers grow to be about 9-12 ft in length and 3 ft or so in height. The Siberian tiger's coat is striped black and orangish, yellowish coat and has white on its sides. Its body is large and very strong.

The Siberian Tiger is found in China and Korea.

The Siberian Tiger's diet is mostly meat. Siberian tigers eat deer, boar, elk, Lynx and bear. It also eats small animals like: fish, rabbits, and hares.

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The Siberian tiger is found in China and Korea.



The Siberian tiger's diet is mostly meat. They eat: deer, boar, elk, Lynx, and bear. It also eats small animals like: fish, rabbits, and hares.



The Siberian tiger's life span is up to 25 years of age.

The male Siberian tiger is a solitary animal. The female Siberian tiger lives in a family. They are mostly nocturnal.

The female has 3-4 cubs in a litter. The female tiger has babies when they are 3-4 years of age. She is pregnant for 3 to 3 1/2 months. They mate any time of the year.

There are very few Siberian tigers left. The Siberian tigers belong to the cat family. It is called the felidae family.



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Discussion: This sample is a piece of research. It shows the graphic organizer used for collecting the information, the first draft (which contains some editing) and a final draft that includes some illustrations and labels. The first draft shows some changes from the original notes, putting the ideas into sentences a bit differently and choosing to leave out some information. There is an effort to use internal punctuation including commas and colons. The introduction to the piece is not strong; the author starts to immediately talk about the animal's appearance after saying that it is a carnivore. Grade 4 students often struggle with explaining the topic before they begin sharing the information. The concluding paragraph starts off well, but then has an unconnected idea stuck on at the end. Once again, this is not unusual for grade 4. The sentence structure is quite repetitive, and this makes the piece less engaging. There is little sense of the author in this piece. The tone is consistent with a "report", but does not make an effort to excite the reader about the topic.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- main ideas are supported with evidence; information is factual
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose
- conclusion is stated
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- writing creates tone that is consistent with content
- uses capitalization correctly
- spells most words correctly; unfamiliar words are spelled phonetically
- uses end punctuation correctly
- uses commas
- errors do not interfere with communication

The Griffin and the Manticore have many things in common. The Griffin has a mixture of creatures as does the Manticore. They both have lion in them. They also both have claws and fur. They are both "Beasts of Never". The Manticore and the Griffin both have tails. They each also both have two eyes on their face.

The Griffin and the Manticore have many different qualities. Such as the Griffin has curled claws where as the Manticores are straight. The Griffin hears all where with the Manticore it doesn't say. They each have heads, but the Manticore's is human. The lion on the Griffin is very clear, but it says no one has ever seen the lion in between the Manticore. The Griffin only has two different creatures in him where as the Manticore has three. The Manticore has human in him and the Griffin does not.

As you can see, I have stated many facts about the Manticore and the Griffin in compare and contrast. Now you can see how the Manticore and the Griffin are different, yet very similar at the same time.

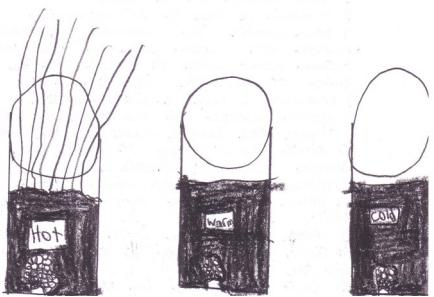
Discussion: This sample is a comparison essay. It has an introduction, comparisons, and a conclusion. The author includes the similarities between the two creatures in the first paragraph, then goes on to contrast them in the second. Both characters are taken from an outside source, and some background knowledge on the part of the reader is assumed. The control of sentence structure falters in some areas, especially in the contrasting points ("Such as the Griffin has curled claws where as the Manticore's are straight"; "The Griffin hears all where with the Manticore it doesn't say"). However, some sentences show better control ("They each have heads, but the Manticore's is human"; "The Manticore has human in him but the Griffin does not"). This variation is common in grade 4 as students work with more complicated sentence structures. The conclusion restates the main idea (different, but with many things in common). The use of first person in the conclusion is also common in grade, as students may still not have complete control over maintaining a specific point of view.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- main ideas are supported with evidence; explains opinions and ideas
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose
- conclusion is stated
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses a variety of simple and compound sentences
- writing engages audience
- writing creates tone that is consistent with content
- uses capitalization correctly
- uses end punctuation correctly
- uses commas and apostrophes
- errors do not interfere with communication

The Sugar Experiment



Question Sugar Experiment
Which dissolves sugar best, hot, warm or cold water?

Hypothesis
I think the cold water will dissolve sugar best (faster).

Materials
Three cups, three sugar cubes, water, kettle, fridge, stop watch.

Procedure
1 label the cups one is called hot, second one is called warm, one is called cold.
2 boil water in a kettle.
3 measure 1 cup of boiling water.
4 pour water in normal cup called hot.
5 drop one sugar cube in the water.
6 time how long it takes for the sugar cubes to dissolve in the water.
7 measure 1 cup of warm water.
8 pour water in normal cup called warm.
9 drop one sugar cube in the water.
10 time how long it takes for the sugar cube to dissolve.
11 measure 1 cup of cold water.
12 pour water in normal cup called cold.
13 drop one sugar cube in the water.
14 time how long it takes to dissolve in the water.
15 put all times in the + table.

Results

our hypothesis was right.
The hot water dissolved the fastest. It took 27.78 seconds.
It took 1:05.99 seconds to dissolve.
The sugar cube in warm water.
It took 3:28.88 seconds to dissolve.
The sugar cube in cold water.
If we did this experiment again we would try to see how fast salt dissolve.

| type of water | time to dissolve |
|---------------|------------------|
| Hot | 27.78 sec |
| Warm | 1:05.99 sec |
| Cold | 3:23.88 sec |

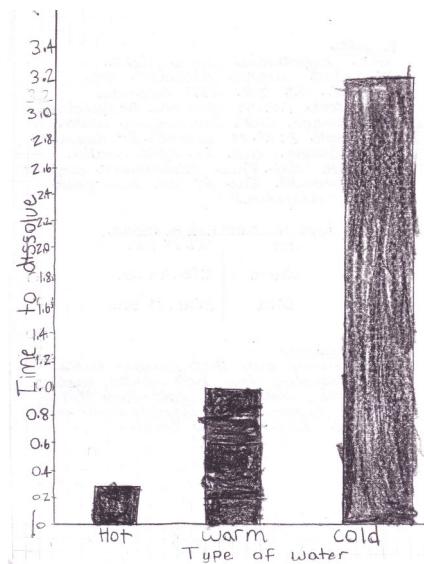
Conclusion
we found out that sugar cubes can dissolve in hot water fast. It goes slower in cold. Hot things turn sugar into liquid and cold things keep sugar solid.

Discussion: This sample shows a complete Science experiment write-up. The format is clear and specific, the information is easy to follow, and the text is supported by a chart and a graph. There is an inconsistency between the hypothesis and the results statement, but that is likely a transcription error. There are some sentence structure problems in the results, with incomplete sentences being used. This appears to be a pattern that is followed without actually going back to proofread the final product. The piece is well laid out, and the chart, graph, and cover illustration all serve to support the text.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes sufficient information to explain the topic
- main ideas are supported with evidence; explains opinions and ideas
- includes descriptive details
- topic is stated at the beginning
- information is organized in a meaningful/logical way that is connected to the writing purpose
- conclusion is stated
- word choice is appropriate for intended audience
- uses precise vocabulary related to the topic
- uses a variety of simple and compound sentences
- writing engages audience
- writing creates tone that is consistent with content
- uses capitalization correctly
- uses end punctuation correctly
- uses commas and apostrophes
- errors do not interfere with communication



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

Rich Gal leaves \$2,000,000 to pet poodle!

Millionairess' siamese cats have hiss fit,says lawyer. After yesterdays sad lose of Jasmine McLen leaving her money to her poodle "Poopsey", her two cats "Cleo" & "Siame". The house and every thing in it will be sold on ebaystuff.com on March 22,2003.

The highest bidder will get a maid, the dog, and the cats.

On the day the bidding began over 22,000 people were bidding for the house. The time was 5 days and 3 hours

On the fourth day 20,000 people bided.

On the third day only 18,000 people bid.

with only 2 days left the count made a big drop to 12,000.

And on the final day only 7,000 people bid and one came out the winner.

The winner was Susan Spring with a bid of \$27,000,000.

"I was so glad to win the house" Susan says.

Cleo, Siame, and Poopsey are happy to be Susan's pets.

By Jason W.

Discussion: This sample is written as a newspaper article, using a fictional set of facts. The author demonstrates some understanding of the format. The piece contains an interesting headline and sub-heading ("Rich Gal leaves \$2,000,000 to pet poodle" and "Millionairess' Siamese cats have his fit, says lawyer"). It has an introduction, provides details, and has a conclusion. It is also organized in paragraphs, with the most important information given in the beginning and the end. The middle section of the piece gives the details of the online bidding, even though the introduction says that the sale will be held in the future, making the piece somewhat more difficult to follow. Also, the details provide information that is not directly connected to the beginning of the piece. This kind of "run on" information still happens in Grade 5; revision work that focused on making the message clear might have helped. The introductory sentence shows a lack of control with sentence structure that is also apparent in other places in the text. There are errors in conventions that might have been corrected with a conference or further proofreading.

APPROACHING STANDARDS

Rubric qualities:

- main ideas are expanded through examples
- includes descriptive details
- includes unnecessary information
- content is developed with audience/purpose in mind

- beginning states topic and may introduce some supporting details and ideas
 - conclusion, though brief, is supported by information in content
 - word choice is appropriate for intended audience

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

Sample 2

Aliens Plant Thoughts in TV Star's Brain



If you've been watching *Mornings With Matt*, you may have noticed that Matt's questions-and-outfits- have been getting a bit strange lately. And, now some scientists claim they know the reason why. By Bailey Corrigal The Tell-All Tribune

Sacramento, C.A.- Matt Johnson, the famous TV star, has been rushed to the hospital by scientists. They think that they have the reason for his weird questions and outfits.

"We now have a new theory for aliens. They plant thoughts in TV stars' brains and make them think they are some one else," says Johnny Jacksonville, a scientist.

The scientists think that the aliens are hiding away in a U.F.O., and that they planted thoughts

about Elvis Presley in Matt's brain. That would explain Matt's weird questions and outfits.

The workers at the Tell-All Tribune wanted to ask Matt some questions (They chose me for the job!)

"Have you been feeling a bit strange after you got out of the hospital?" Was my first query to Matt.

Matt answered, "Well, when you come to really think about it, yes. I have been feeling a bit strange after I

got out of the hospital. I'd hate to break it to you, but my lawyer wants me to look at some of the suspects. You have to go now, but it was nice talking to you." Then Matt left the studio. I didn't get much out of him. The scientists not say that the aliens are getting thoughts into the TV star's brain making us watch a certain movie that is called *Signs*.

As a town advisory, we ask people not to watch this movie!

Discussion: This sample is a newspaper article based on fictional information. The headline and sub-heading set up the piece, and the introduction continues the topic. The details in the middle section are somewhat vague ("weird questions and outfits", "hiding away in a UFO", "planted thoughts about Elvis Presley") and the actual interview is the weakest point of the article, with only one question that is not really connected to the previous information and a vague and predictable response. The conclusion to the piece is not clearly connected to the information given in the beginning (watching the movie "Signs"), although ending with the "town advisory" is a clever concluding sentence. There are some grammar and convention errors that interfere somewhat with the clarity of the communication. Conferencing or proofreading likely would improve the final quality.

APPROACHING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes descriptive details
- beginning states topic and may introduce some supporting details and ideas
- information is organized in a meaningful/logical way that is connected to the writing purpose
- word choice is appropriate for intended audience

- uses varied sentence lengths
 - writing engages audience for a specific purpose
 - writing creates tone that is consistent with content

- spells most words correctly; errors do not significantly impede meaning

Respect is...

Respect is listening to others when they are speaking. If you use your manners you are showing respect. Don't touch other people's belongings. If you want to show respect, never make fun of other people's feelings or their looks. If you are vandalising you are not showing respect. Respect is thinking before you act.

Remember if you give respect you get it!

Discussion: This sample is a description that gives a number of examples related to a specific topic. There is no introductory sentence (the piece starts with examples) but there is a conclusion. The details are quite general, but are all connected to the topic. Sentence structure is well-controlled and there is some variation in length and beginnings. There is not much descriptive language, nor is there much evidence of voice, but the piece is well constructed and flows nicely.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic
- conclusion, though brief, is supported by information in content
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses a variety of simple, compound, and some complex sentences
- uses varied sentence lengths
- writing engages audience for a specific purpose
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct end punctuation
- spells most words correctly; errors do not significantly impede meaning

The Bompas Times

January 9, 2004

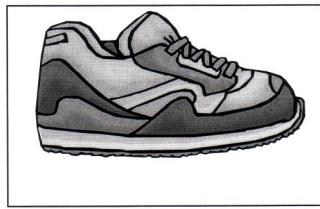
Volume 46

Price: 15 cents

The Shoes With A Bounce!

The Key To Basketball Is Here!

Ft. Simpson-Two People, Steven Boutilier and Amber Erasmus, invent shoes with springs. Boutilier and Erasmus explain that they thought of this invention while playing basketball in the gymnasium of Bompas Elementary



The Rebounders, shoes with springs!

School, Ft. Simpson N.T. Canada. They also explained that there is no off and on button, "you just put on the Rebounders and jump!" Boutilier replied. Boutilier and Erasmus invented this product for people that need to jump higher in sports and get things in high places.

Coming Soon, Rebound boots and other Rebound sports shoes other than basketball.

Discussion: This sample is a newspaper article written using fictional information. It provides the "5W's" in the piece, leading with "who" and "what". It also includes a quote. The information is basic, but it is clearly presented and the piece flows nicely.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- includes descriptive details
- content is developed with audience/ purpose in mind
- beginning states topic
- information is organized in a meaningful/logical way that is connected to the writing purpose (includes diagram and caption)
- conclusion, though brief, is supported by information in content
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses a variety of simple, compound, and some complex sentences
- writing engages audience for a specific purpose
- writing creates tone that is consistent with content
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Emu Photos

EMU



Introduction The emu is one of the world's largest birds. It is a light brown colour, and is known to be quite clumsy. In fact, in Australia there is an old saying, "as stupid as an emu." The height of an emu is up to six feet and they weigh about 65-100 lbs. Female emu are heavier than male emu. Emu have steady legs and 3 big toes on each foot.

Where found The emu is found in Australia, except in rain forests and cleared land. The emu is rare in northern areas and deserts.

Related species The emu is related to other flightless birds such as the kiwi and the ostrich.

Breeding The emu mates in December and January. The male emu builds a nest under

a bush or small tree. In April or May, the female emu lays 9-11 dark greenish coloured eggs. It takes 8 weeks for the babies to form inside of these green eggs. At the age of 2, the emu is old enough to have babies. The emu only has babies once or twice in her life.

Life Span In the wild, emus can live up to 5-10 years, but it can live much longer in captivity.

Interesting facts Here are 5 interesting facts about the emu: (1) The emu lives in small groups except during breeding season. (2) The early settlers made omelets from emu eggs. One egg fed several people. (3) The stomach

of an emu was found to contain nearly 3,000 caterpillars. (4) Emus investigate any object they come across. One emu drank the remaining paint from a can of paint and then swallowed the tin. (5) The emu's body can still function if they weigh 45 pounds.

Food The emu likes to eat foods with lots of nutrients such as seeds and fruit. If it can not find those foods, they like to eat small animals such as lizards and rodents. To help the emu to grind its food the emu takes pebbles in with its food. The emu must have access to fresh water.

My opinion I myself don't think emu's are "dumb" birds. I think the emu is special in its own way. I think of the emu as a unique bird. It is neat that there are only 4 birds in the world that can not fly, and the emu is one of them. I really enjoyed writing about emu's and I hope you enjoyed reading about them!

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- main ideas are supported with evidence
- includes descriptive details
- may include unnecessary information
- beginning states topic and may introduce some supporting details and ideas
- main ideas are expanded through examples
- main ideas are supported with evidence
- includes descriptive details
- may include unnecessary information
- beginning states topic
- information is organized in a meaningful/logical way that is connected to the writing purpose
- conclusion is supported by the information in the content
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses a variety of simple, compound, and some complex sentences
- uses varied sentence lengths
- writing engages audience for a specific purpose
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation-spells most words correctly; errors do not significantly impede meaning

Discussion: This sample is a simple research project containing categorized information and unlabeled photos. The introduction includes a physical description of the emu. The subsequent sections each describe a specific aspect of the bird, including five interesting facts, which are not really connected to one another, other than they are deemed to be interesting. The final paragraph serves as a conclusion. The author wraps up the piece and offers an opinion on the emu that refers back to the introduction. The sentence structure is generally well controlled and there is variety in sentence length and sentence beginnings.

MEETING STANDARDS

Title: Dog and BoneBeginning: what

dog and bone - two mixed teams

- all students in class - in gym
- equipment is bean bag - it's interesting

1 2 3 4 5 6 7 8 9 10 - it's a challenge

②

1 2 3 4 5 6 7 8 9 10

Middle: how

- divided in teams - need a caller
- caller calls numbers from 1 to 10.
- have to pay attention to hear the caller call numbers

Ending: why

- then we try to get the bean bag
- then you try to get it past your team's line without letting the other person tag you.

How to Play Dog and Bone

Once upon a time

my classmates didn't know how to play Dog and Bone. So I told them how to play the game. First we need two teams, of 10 or more players on each team. Then we need a caller that talks really clear. After that we need to tell the teams their numbers for each player on one team. Then we need to tell the other team their numbers. We play it in the gym. Remember it's a challenge and it's interesting too. The equipment we need is a bean bag and lots of players.

Here are the rules of the game Dog and Bone. You need to pay lots and lots of attention so you could hear the caller say the numbers. But most of all, you can't play around and be silly. If you do not pay attention and you

Discussion: This sample is a "how to" description of playing a game. Although it is supposed to be an expository piece of text, the author does not appear to have a clear understanding of some of the features of that genre. The planning is done as a B-M-E (although the secondary descriptors—what, how, and why—are suited to an expository piece), and the piece itself starts with "Once upon a time...". The piece does, however, have very clear voice, and is generally well-organized, although it does presume some background knowledge about the game (the purpose of the game is more clearly described in the planning section than in the piece itself). There are some good descriptors ("challenge", "equipment", "energy") and the sentence variation keeps the piece interesting to read. The introduction (once past the "once upon a time" section) works well, as does the conclusion. Some of the sentence connections are a bit unclear, but generally the piece flows quite well.

MEETING STANDARDS

get called, the other team gets a point.
So always listen to the caller!

Finally, you need to get the bean bag and get it past your team before the other person tags you. But my most favorite part of Dog and Bone is trying to pass your team so you can get a point. If you pass your team's line without letting the other person tag you, I tell you, you can get lots of points if the caller calls your number lots. Sometimes you can play against a higher grade.

This is a good game because you can play it inside or outside. It's just about like "red rover" but a little bit different and simple. It's a good game because you can cheer your team on and also get lots of energy. Also it is a lot of fun!

2 teams 1 2 3 4 5 6 7 8 9 10 11 bean bag

1 2 3 4 5 6 7 8 9 10 11 + 1 team

Rubric qualities:

- topic is focused and maintained
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- information is organized in a meaningful/logical way that is connected to writing purpose (weak transitions between paragraphs)
- conclusion is supported by information in content
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses a variety of simple, compound, and some complex

- uses varied sentence lengths

- writing engages audience for a specific purpose
- voice is evident
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Mr. Alien,

A birthday Party is a day of the year when you're a year older. Like going from 9-10. First of all a week or so before the party you give out invitations to who you want to invite to your party. You put information on them like what day, time and place it is. Then on the day of the Party we decorate the house with streamers and balloons to make the house look decent for a party. When everyone comes they bring you presents to help celebrate the party. Also your mom makes you a cake and puts candles on it. Then after everyone is singing, "Happy Birthday to you! Happy birthday to you! Happy birthday dear so and so! Happy birthday to you!" You blow out the candles your 10 or 9. Then everyone will eat the

prizes. I like dunking for apples.

Dunking for Apples

You fill up a bin of apples and put water in the bowl you each take turns putting your face in the water and try to bite an apple.

Do you want to know how to make a cake? You go great. I'll show you.

How to make a cake

Ingredients! 1. Pour cake mix in cake mix bowl.
2. Put in 2 eggs.
water oven 350° 3. Pour in water.
4. Put in cake pan.
5. Put in oven at 350°.

Let it cook to 1/2 hour to an hour

the cake and then we might open presents. Inside presents of them are toy books or are: movies, Anything. Then we play games Duck duck goes or a scavenger Hunt.



Huh!!! You don't know how to play those!

Duck, Duck Goose.

Everyone sits in a circle and one persons it. He/she taps the heads of everyone the head she taps and say goose has to get up and run around. Whoever gets to that spot first is safe and that persons it.

Scavenger Hunt

Every one finds clues until they found the treasure.

Then we watch movies and fun little quizzes for

Does that sound fun?
It does. Great. What's your name? Frank? That's a nice name. What planet do you come from? Planet zilk. cool!

Do you want to join us?
Okay come on. Hey guys this is Frank. Hi Frank!
Hey Franke

The End

Discussion: This sample is an explanation of an event. It contains both facts and opinions. The premise on which the explanation is based is obviously fictional, but the information is factual. There are a number of text features incorporated in this piece, including sidebars and headings, as well as a recipe. The author's voice comes through clearly in the piece and an effort is made to engage the audience as though they were the alien. The interjections ("You do? Great. I'll show you", and "Huh?? You don't know how to play those?") add interest to the piece. Maintaining that kind of specific point of view is difficult at Grade 5, and this is done well. Errors in conventions (punctuation, capitalization, and spelling) are evident, but do not impede the meaning. A conference or proofreading would catch most of the errors.

MEETING STANDARDS

Rubric qualities:

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

- uses descriptive language to create an image, including adjectives and adverbs
- uses a variety of simple, compound, and some complex sentences
- uses varied sentence lengths
- writing engages audience for a specific purpose
- voice is evident
- writing creates tone that is consistent with content

Sample 8

Dear Sister, July 22, 1793.
 I am having a wonderful time out here.
 I have just reached the Pacific ocean.
 The food tastes good. When I was at a friendly village I could taste the salt water air.
 I saw Native people. man it was cool! I saw beautiful mountains and when I was climbing them, boy, I was tired and hungry! Our Dog is good to us because he can smell danger. And we can smell the pretty pine trees. We went on fast rivers. Sometimes I heard Our Dog barking to warn us because there was a bear. I was so happy to have a Dog like that! When we were in the river we heard splashing water and we saw lots of trees. On the way to the Pacific ocean we ate lots of food. We ate dry fish and meat. I have lots of friends helping me to get to

the Pacific Ocean so I can make a map of Canada. I wish you were here so you can see this! It's so beautiful out here well, I will see you at home and you are going to see our Dog too!

Love your brother,

Alexander

Discussion: This sample uses historical information in a letter format; some of the information is factual ("just reached the Pacific Ocean", "I saw beautiful mountains", "I can make a map of Canada") and some is interpretive ("I was tired and hungry", "our dog is good to us", "I have lots of friends helping me") based on the author's prior knowledge. The piece is somewhat disjointed (not all the sentences flow logically) but the communication is still clear. Both the focus and the point of view are maintained, which helps with the readability. The format of the letter is weak (date and greeting on the same line, no paragraphing) but the piece is being written to explore the content, rather than as an authentic letter.

MEETING STANDARDS

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- includes descriptive details
- may include unnecessary information
- content is developed with audience/purpose in mind
- information is organized in a meaningful/logical way that is connected to the writing purpose (weak transitions between sections)
- conclusion, though brief, is supported by information in content
- word choice is appropriate for intended audience
- uses a variety of simple, compound, and some complex sentences
- uses varied sentence lengths
- writing engages audience for specific purpose
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

My name is T... D... K... . I'm 10 years old and I was born on April 27 1993. I have black hair, brown eyes and tanned skin. I was born in Yellowknife and I've lived here ever since. I am in grade 5 and I've been at N... since kindergarten.

My family is fairly quiet. My mom works at A... C... and my dad is one of the owners of M... . They are both very kind. Then there is my brother J... , who is okay. He likes to listen to music and read. I also have a dog named Teala. She is very friendly and has blond fur. We live in a house on and we have lived there for 6 years. Right now we are doing renovations in our basement. I got a new bedroom downstairs.

We have traveled to a lot of places. We've gone to Edmonton where we go to the West Edmonton mall to do some shopping and visit our little cousins. We have also gone to Raymond, Alberta and we visit our Grandma and Grandpa K... and sometimes our cousins. Right outside of Raymond is a city called Lethbridge. Sometimes we eat there and play around. In Calgary we would stay the night at our Great Grandmas house and visit. In Fort St. John, B.C. we would stay at our Grandpa and Grandma N... house and visit our other cousins. Sometimes we go to Sorrento, B.C and we rent a cabin with some of our friends. We go swimming and golfing and have lots of fun. In the year 2001 we rented a house on Salt Spring Island where we went to lots of beaches and we did a little shopping. When we were at the beaches sometimes we saw crabs, shells, starfish, seals, and a lot more sea life. In Vancouver we stayed with our cousins in their apartment and we went to see the whales at the Vancouver Aquarium. We have also been to Disneyworld with our Grandma and Grandpa N... . My favorite ride there was Big Thunder Mountain Railroad.

The things that I usually do are read comics, play electronics, play soccer, squash, and do karate. Sometimes I will play other sports. The books I like are adventurous and funny. Also I like adventure, comedy, and action movies. The kinds of T.V. shows I like are funny ones also.

My favorite subjects in school are math and P.E. Those are my favorites because I like to add and things like that and in P.E I like playing the games.

When I grow up, I want to be a pilot. I want to be a pilot because I think they have cool jobs flying from place to place.

Rubric qualities:

- topic is focused and maintained
- main ideas are expanded through examples
- main ideas are supported with evidence
- includes descriptive details
- content is developed with audience/purpose in mind
- beginning states topic and may introduce some supporting details and ideas
- information is organized in a logical/meaningful way that is connected to the writing purpose
- conclusion, though brief, is supported by information in the content
- word choice is appropriate for intended audience
- uses descriptive language to create an image, including adjectives and adverbs
- uses a variety of simple, compound, and complex sentences
- uses varied sentence lengths
- writing engages audience for a specific purpose
- writing creates tone that is consistent with content
- uses correct capitalization
- uses correct punctuation
- spells most words correctly; errors do not significantly impede meaning

Discussion: This sample is an autobiography. The piece contains a basic introduction and conclusion, and provides lots of details. The body of the piece is divided into paragraphs and each paragraph contains details about a specific topic. There are a few examples included in the piece, and some descriptive language (kind, friendly, adventurous) but the language does not serve to create any specific images. The piece is well-constructed, but the information reads more like a list than an interesting autobiography. There is very little voice in the piece. This sample shows good writing skills, but it does not engage the audience particularly well.

MEETING STANDARDS

Speech

Have you ever met someone who's different

Have you ever seen someone who's different being teased

Have you ever been teased? Have you ever done something to try stop teasing?

People tease people because they're different, but I think everyone should be respected equally.

First I think everyone should be respected equally because people who tease people who have a disorder are disrespectful.

It's mean and it really hurts them.

If these people feel bad, they could stop doing things they love. They might lose interest in school and if they don't get education they might not be able to get a job, without a job life can be hard. Also these people might hear things being said about them that can make them feel bad. If it feels really bad they might do something so that people won't notice them.

Secondly, I believe people who are different can be nice people

They can teach you things you didn't know before. Just because they aren't good at one thing doesn't mean they can't do anything. They might have a special talent in something you might like to learn and they can teach it to you. They can also be that one friend you can talk to or make you feel better. If you are nice to them they are more likely to help you but if you are mean to them they might not want to help.

Lastly, I think it will make you feel better if you respect them because you're doing a good deed. If you are friendly they can show you things you haven't seen before or make something silly seem amusing. When you feel good about yourself you will work harder in school and get better marks. I think everyone should be respected equally because people who have a disorder can be really nice. Just remember, if the outside is different doesn't mean the inside is too.

It will also make you feel better if you respect others equally.

Discussion: This sample is written as a speech, to be presented orally. Because it was not intended to be read by others (but rather to be listened to), conventions such as punctuation, spelling, and capitalization are not as important as the content. The piece contains a good introduction, using question to ignite the listener's interest. The use of "First", "Secondly", and "Lastly" give structure to the piece and show a familiarity with those organizational structures. Each paragraph contains a main idea and supporting details and/or examples. The language used is not particularly vivid or descriptive, but the piece works together well, and it does sound like a grade five student speaking.

EXCELLING AT MEETING STANDARDS

Rubric qualities:

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

Rubric qualities:

- word choice is appropriate for audience
- uses descriptive language to create an image (adjectives, adverbs, comparisons)
- uses a variety of simple, compound, and some complex sentences
- uses varied sentence lengths
- uses some transition words
- writing engages audience for a specific purpose
- voice is evident
- writing creates tone that is consistent with content
- uses correct capitalization
- spells most words correctly; errors do not significantly impede meaning

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

The Life of D... R...

D... R... was born on May 29, 1991 in Stony Plain, Alberta. She has one brother named D... . He is tall, has black hair, and wears glasses. She also has a mom, named C... , who is short, and a dad, named D... , who is tall, and they are both kind. She has also lived in a lot of places spread out over Canada. First she lived in Stony Plain, then moved to Iqualuit, then went all the way to Cambridge Bay, then to Edmonton, and now she lives in S... . Her favourite food is corn, and her favourite drink is Pepsi. D... 's favourite holiday is Christmas because she gets a lot of presents. In her spare time she sits at her computer and plays games. She is best at running and wants to be a teacher when she gets older. Her favourite subject in school is Gym, and her least favourite subject is Recess. When she gets older, she wants to go to Wembly, Alberta. Her favourite teachers that she already had are Mr. A... , and Ms. D... . I hope she gets great teachers in the future. In sports, she likes everything, except hockey. Her favourite T.V. show is Real T.V., and her favourite movie is Black Sheep. Her favourite book is the bible because she said it's the best book ever, and if she could have any wish in the world, it would be to have peace.

And that my friends is the life of D... R... .

Discussion: This sample is a brief biography, giving a list of facts about a fellow student. There is no real introduction (nothing that sets a purpose); the piece sets out facts about the student (birth date, family, where she has lived), then goes on to list favourite things. The final sentence makes a good conclusion, and is the only place where the author's voice is apparent. There is no paragraphing in this piece, which makes the changes in ideas seem more pronounced. Although it is still quite easy to follow, it does not flow smoothly. Some sentences combine ideas that are not connected ("She is best at running and wants to be a teacher") and some leave the reader wondering what the significance might be ("When she gets older, she wants to go to Wembly"). The formatting of the piece (centred on the page, hard-to-read font, and no paragraphing) are not consistent with grade 6 standards.

APPROACHING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- descriptive details enhance piece
- beginning develops topic with supporting details and ideas
- word choice is appropriate for intended audience
- uses descriptive language to create an image (interesting words and phrases including comparatives and superlatives)
- uses a variety of sentence lengths
- voice is evident
- writing creates a tone that is consistent with content
- uses correct capitalization
- uses correct end and internal punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning

Plan

| | |
|--|---|
| where? in a sand pit near the community dump | who? Local Landowner Archaeologist from yellow museum |
| How? By Accident | what? Landowner made discovery of Ancient Artifacts |
| when? Early Sunday morning | meuseum contacted |
| why? Because People lived 500 yrs Ago. | Artifacts sent to museum for study |
| | Artifacts to be displayed at a later date |

Local landowner makes discovery

Early Friday morning Adele Etchinelle went down the bank for a walk. After awhile Adele found something in the bushes, it was an old backpack with old knives, spoon, and old items. Adele phoned the archeologists in Yellowknife museum to investigated the ancient item that was found. The archeologists said the backpack was ~~* 3 paragraph~~ ancient way back in 1930. When the mountain Indians came to Tulita to do their trade fur for food. The archeologists asked Adele if they could have the old backpack for display at the museum in yellowknife. Adele said yes.

Discussion: This sample is written as a newspaper article. The information being used is realistic, but fictional. The author apparently has some gaps in prior knowledge which are apparent in the descriptions ("found something in the bushes", "old backpack", "ancient way back in 1830"). The article is built around answering the 5 W's, but still carries a sense of "telling a story". The plan is a better summary of the information than the actual article is, which may indicate that the author is not particularly comfortable with the format of a newspaper article. There is no clear introduction, and the conclusion is weak. The editing marks for the third paragraph do not show a good understanding of paragraphing.

APPROACHING STANDARDS

Rubric qualities:

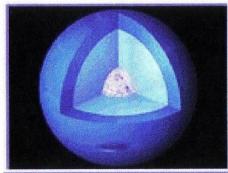
- content is developed for a specific audience/purpose
- topic is focused and maintained
- descriptive details enhance piece
- beginning develops topic with supporting details and ideas
- writing is organized in paragraphs
- word choice is appropriate for intended audience
- uses a variety of sentence lengths
- voice is evident
- uses correct capitalization
- uses correct end punctuation
- spells most words correctly; errors do not significantly impede meaning

The Interior

The only way we tell Neptune's core is by its mass, radius, rotation period and the behaviour of the Hydrogen, Helium and Methane. Neptune's core is composed of rock and ice, and is likely no more than one Earth mass.

Moons

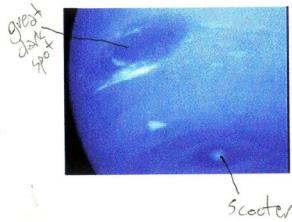
Neptune has eleven moons. Seven of the little ones are called Triton. The other four are new and have not been named yet. Neptune's interior:



General Info.

Neptune is one of four gas giants. Neptune is called a gas giant because it is mostly covered in bright blue Methane gases and is a giant. The winds can carry the Methane clouds up to 1,100 km per hour. Neptune (like Jupiter) has a spot, two actually. One is called the Great Dark Spot, the other, smaller, one is called the Scooter.

For twenty out of two hundred forty-eight years Neptune becomes the ninth planet from the sun. Since Pluto has an elliptical orbit and its orbit and Neptune's orbits criss-cross.



Dissapearances

In 1994 Voyager 2 saw that Neptune's Great Dark Ring was not there. That is when the found the Scooter. But sure enough it had just moved, that proves how much Neptune's atmosphere changes.

Rings

Neptune has four rings, below are their names and distances (in kilometers) from Neptune. Main is 62,930 away from Neptune, Plateau is 53,200. Inner is also 53,200, and Diffuse is 41,900.

Mass and Diameter

Neptune is the 4th largest planet in diameter. Its diameter is 49,532km that is 17.23 times Earth's diameter. It's mass is 1.0247 kg times Earth's mass.

Satellites

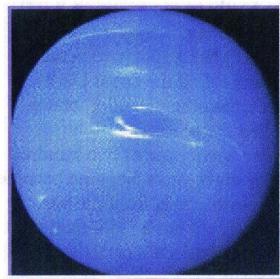
Neptune has eight satellites. Triton and Nereid you can see from Earth, the others are Naiad, Thalassa, Despina, Galatea, Larissa, and Proteus. Triton is by far the biggest.

Triton and Nereid

Triton is named after King Neptune's son and Nereid is any of the sea nymphs (the 500 daughters of Nereus and Doris). Nereid is thought to be an asteroid or an object from the Kuiper belt due to its odd orbit. Nereid was discovered in 1849 by Lassell. Lassell found Triton only a few short weeks after Neptune. Triton:



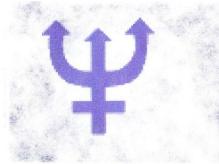
Neptune, By



History

Neptune was discovered on September 23rd 1846. Neptune's orbit around the sun takes 164.78 years, that's a lot compared to Earth's 364.3 days. That means since Neptune's been discovered it hasn't even gone around the sun once! It rotates only 16 hours and 3 minutes, which's just over half of Earth's 24 hours. Neptune's normal surface temperature is -357 F. It was named after the god, Neptune for its bright blue colour, just like the sea.

Neptune's ancient symbol is:



Rubric qualities:

- content is developed for a specific audience/purpose
- descriptive details enhance piece
- writing is organized in paragraphs and follows the appropriate organizational pattern for the genre (brochure); includes photos and illustrations
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses descriptive language to create an image with comparisons
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- writing creates a tone that is consistent with content
- spells most words correctly; errors do not significantly impede meaning

Discussion: This is a simple research project. It has a very broad focus (Neptune) and has information grouped into categories with headings and sub-headings. The research is presented in a brochure format. The research contains significant inaccuracies. These, along with sudden shifts of focus, might indicate that the information was copied in parts from a book, rather than compiled from a source through notes and summarization. Some of the headings are specific to the information (Satellites, Rings) while others contain extraneous information (History, Moons). There is very little background information given, and a lot of prior knowledge is needed by the reader to make sense of much of the information. While the piece is technically quite good (headings, illustrations, facts, statistical information, and conventions) the content is lacking in meaning. Also, there are no references cited, which is a notable gap.

APPROCHING STANDARDS

Free Time

Kids can work, but do require some freedom. Free time is a good example of this freedom. When kids work all day, they become uncomfortable, bored, uneasy, and depressed. Also, when we work all day, we should at least have no homework. It is unfair to work all day at school and go home and work more. This gives us no time for fun things like sports, fishing, boating, Videogames, playing with friends, watching t.v. or even just relaxing.

It is understandable to assign homework for the work that hasn't been done in class, but not to assign homework with no time to do it in class. Work is important, but so is fun.

If there are fun things to look forward to, like free time, no homework, field trips, or going outside work tends to get done better. When there is nothing to look forward to, time passes slowly and work doesn't get done as easy. This brings me to the conclusion that we should have some work and some free time.

Discussion: This sample is a persuasive piece, attempting to argue for more free time for students. The piece is divided into three paragraphs, but each paragraph seems to have the same main idea. The first sentence in the introduction hooks the reader, and then the author goes on to provide some examples and supporting details. The final sentence in the last paragraph attempts to frame the conclusion, but it is not clearly connected to the rest of the text. Several of the sentences contain lists of feelings or activities; these tend to make the piece less interesting to read. The word choice is basic, and the sentence structure is generally simple or compound. However, the author's voice does come through clearly.

APPROACHING STANDARDS

Rubric qualities:

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

- beginning develops topic with supporting details and ideas
- writing is organized in paragraphs
- conclusion can be a summary of main ideas
- word choice is appropriate for intended audience
- uses a variety of sentence lengths
- voice is evident
- uses correct capitalization
- uses correct end and internal punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning

Sample 5



My Anecdote

Mon 03 Mar 03

Paris has some interesting stories associated with it. During the Second World War there was a law that you couldn't die or be buried there. The reason for this was that so many of France's own heroes died that there was no room left in the city cemeteries. The government told the people that if they were feeling unwell they should go to a hospital outside the city immediately, for they couldn't take the 'risk' of anyone dying there. The law doesn't stand currently (thank goodness) but if you were thinking of going to Paris for your last breath, I'd suggest you reconsider!

Discussion: This sample is a "human interest article" based on historical information. Although the title is not particularly interesting, the piece itself engages the reader. It provides some specific details. The word choice is specific, and the sentence structure is varied in length. There are simple and compound sentences. The final sentence provides a conclusion and clearly shows the author's voice.

MEETING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- descriptive details enhance piece
- beginning develops topic with supporting details and ideas
- conclusion is a summary of main ideas
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses a variety of sentence lengths
- voice is evident

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

Smoking Essay!

Smoking is very harmful to your health. People who smoke are more likely to die younger than people who do not smoke.

My dad started smoking when he was in his twenties and stopped when he was 49. In the time he ~~smoked~~ he tried everything he could to quit. Until he found the patch, which helped him quit. He is 50 and he is still using the patch to quit but he does not have urges for them all the time now.

When people smoke they are not always happy. When my Dad was smoking he was always telling me how much he wanted to quit but he couldn't because it was too addicting. After seeing how it affected my Dad I don't think that I will ever smoke.

Smoking is not only harmful to the person that is smoking but to the people around the smoke. The person that is smoking has a filter for all of the things in the cigarette. However the people who are breathing in the smoke do not have a filter. This means they are getting everything that is inside the cigarette.

Some people think that they can have just one cigarette to see if they like it. However this is not true. Inside of every cigarette there is something called nicotine. This keeps you smoking and going back for more. You should think of this everytime that you have a cigarette in your hand.

Discussion: This sample is an essay. It uses some factual information (hazards of smoking, second hand smoke) but not in specific terms, and there are no sources cited. There is a strong personal connection and the author's voice is clear. The introduction is basic and the conclusion is included at the end of the last paragraph, as a summary of the final sub-topic rather than of the whole piece. However, despite the difficulties with the piece, it presents a good argument. It has a specific main idea in each paragraph and provides information to support the author's opinion. The author connects the details (difficulty quitting, addiction) to a personal goal ("I don't think I will ever smoke"). Although there is an awkward spot in sentence phrasing ("Until he found the patch, which helped him quit"), generally the sentence construction is good. There are varied sentence lengths and types. There are very few convention errors, and the communication is clear.

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting ideas are expanded through inclusion of interesting and relevant details and examples
- descriptive details enhance the piece
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing is organized in paragraphs, with appropriate transitions
- conclusion is a strong statement
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses comparisons to create an image
- uses a variety of sentence lengths
- voice is evident
- writing creates a tone that is consistent with content
- uses correct capitalization
- uses correct end punctuation
- spells most words correctly; errors do not significantly impede meaning

Samuel De Champlain

Samuel de Champlain was the son of Marguerite Le Roy and Anthoine de Champlain. He was one of the Canadian Explorers, was born in Brouage, France between 1567 and 1570. He married 12 year old Hélène Boullé. They wanted a family so they adopted three girls aged 11, 12, and 15. Champlain named them Foi, Esperance and Charité (Faith, Hope and Charity).

Champlain's interest in navigation began at a very young age. He was only a boy when he went to sea with his uncle. He went up the Saguenay River with some Algonquins in a birch bark canoe. While in Port Royal he explored the coast from Cape Breton, Nova Scotia to Cape Cod U.S.A.

The Expedition was led by Pierre Du Guade de Monts. In 1632 France got Canada back from England. In 1633 Champlain returned to Quebec and rebuilt the Habitation. During his life time Champlain made trading and military agreements with the Native Peoples. He crossed the ocean 21 times. He sowed the seeds of French education at Quebec. He published journals filled with maps, charts and detailed drawings. He became known as the Father of New France. In 1635 he died there on Christmas day.

In 1602 he was part of another expedition where he served as a Lieutenant under De Monts. He made friends and traded with the Hurons, Algonquins and Montagnais. They also helped him on expeditions. He later named a lake after himself. On September 14, 1629 Quebec was taken over by the English when Louis and Thomas Kirke seized it in the name of England. In mid June the Expedition continued up the St. Lawrence River to a place called Kebec. Champlain mapped the St. Lawrence River. He was a geographer and a map maker on an expedition to Acadia, which is now called Nova-Scotia.

Discussion: This is a summary of information in essay format. It clearly has been researched, although there are no sources cited. The piece has predictable organization, following the key points of Champlain's life beginning with his birth and ending with his death. The writing is technically sound. The sentence structure is varied in length and type, and the paragraphs are constructed with a topic sentence and supporting details. It fulfills the academic purpose of the writing. With the editing, there are very few errors. However, the piece does not have much voice. The sentences do not flow well and the paragraphs are not clearly connected. They read more as a list of facts than a sequenced piece of writing. In this sample the content and structure are all correct, but the piece does not engage the reader.

MEETING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing is organized in paragraphs
- conclusion is a summary of main ideas
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses a variety of sentence lengths
- uses correct capitalization
- uses correct end punctuation
- uses appropriate noun-pronoun agreement
- spells most words correctly; errors do not significantly impede meaning

Good morning teachers and fellow students, I am here today to talk to you about the dangers of online chat rooms. Sure a chat room to you probably looks and sounds safe but are they really? Did you know that 15 percent of kids have met an online friend in person and 12 percent of those people said that they had a bad experience. Don't get me wrong chat rooms are cool. They are the latest way to talk to many different people from all over the world and make new friends. Chatting to people can be fun but it can also be dangerous. These rooms are filled with hundreds of nameless and faceless people. You never know who anyone is or what they are like. Many people are honest and are just there to have fun. Not everyone is what they claim to be you can never trust just anyone online.

It is very important not to give out any personal information to people online. You should never tell anyone your first or last name, age, address, phone number, school or any other personal things. Giving the wrong person this info can be very dangerous. An online predator with just your first and last name can easily find out everything about you and your family using the Canada 411. Remember that all people aren't bad but you are talking to a stranger. You must treat a stranger online like a stranger that you would meet on the street you would not give out any personal information or agree to meet up with them. If you ever come across someone online that makes you feel really uncomfortable you should tell your parents and stop any more contact with this person.

An online predator makes contact with kids through chat room conversations, e-mails, instant messaging and message boards. Many teens us peer support. Peer support is online forums that help teens deal with their problems. Predators look for vulnerable victims who seem lonely, rebellious, or confused. They then try to seduce their target through attention, affection, kindness and even gifts. They devote a lot of time, money and energy to be up to date on the latest music and activities of young kids. Girls are the most vulnerable because in a long time relationship with someone in a chat room they are more likely to tell personal information when they trust the person.

To know if you are chatting with an online predator here are some ways to tell. If the person gets upset or angered when you ask questions, if the person seems to good to be true chances are they are, if their personal information is incomplete they probably aren't who they say they are and if the person forbids reference checks. If any of these signs appear when your talking to someone online they could be a predator.

Many kids our age today spend more time on the Internet than they do developing social skills, doing homework or playing face to face with other kids.

A chat rooms is a public place. Many do not use their true identity to everyone they chat with. Those who wish to harm kids choose there victim by seeing who appears to be lonely or left out. They can pretend to be supportive and sympathetic and gain the trust of that person and pretend to really listen. Using a web cam or microphone give you predator access to see what you look like and what you sound like.

If you are ever visiting a chat room these are the main rules that you should remember. Your screen name should always be something that has nothing to do with your real name or reveal any personal information. Never give out any personal information. Do not use swear words in chat rooms. Keep your password to yourself. You should always tell your parents if someone online is making you feel uncomfortable. And the rule that everyone should know is never make plans with someone online but if you do you should make sure that you bring a parent and make sure you meet in a crowded place and not an empty parking lot.

I hope that my speech has taught everyone something about chat rooms and their dangers. I am sure you have probably heard all this before but there are still kids out there telling strangers things that they should not and this is very dangerous. There are many cases dealing with kids who have met secretly with their so-called online friend and they have put them selves in a lot of danger. These online predators are sick people and we need to do more to stop these situations and keep chat rooms safe and clean so that everyone of all ages can chat freely. Just remember if you are ever in a chat room keep safe and don't tell anyone personal information because you never know the person your talking to could be an online predator.

Discussion: This piece is written as an essay, but is apparently intended to be delivered as a speech. The topic is clearly introduced. There is a sub-topic with supporting details in each paragraph. The conclusion summarizes the main points in the essay. There is a strong author's voice in the piece. The word choice is strong ("lonely, rebellious, confused", "angered", incomplete information") and clear. There are some problems with sentence structure, including internal punctuation (commas) and run-on sentences ("Not everyone is what they claim to be you can never trust just anyone online", "You must treat a stranger online like a stranger that you would meet on the street you would not..."). There are also some minor convention errors (us/use, your/you're, there/their). Despite these, the communication is clear and the content and organization certainly make up for the weaker structural pieces.

MEETING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting ideas are expanded through examples
- descriptive details enhance the piece
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing is organized in paragraphs
- conclusion is a summary of main ideas and arguments
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- voice is evident
- writing creates a tone that is consistent with content
- uses correct capitalization
- uses correct end punctuation
- spells most words correctly; errors do not significantly impede meaning

Deadly Diets: Anorexia and Bulimia

Hi, today I'm going to talk about deadly diets, and how they could lead to anorexia or bulimia. The problem is though, that it isn't really the diet that causes these illnesses. Anorexia and bulimia are mostly psychological problems created by trying to fit an image most likely because the sufferers are trying to impress someone. Then they diet intensely, but in their mind, they never quite fit the image they want. So, they keep dieting because they've developed anorexia or bulimia.

Now, before I tell you more, you might want to know a bit about anorexia and bulimia. I'll explain anorexia first because it will make bulimia easier to understand.

Well, anorexia is an emotional illness where a person refuses to eat. The people most susceptible to it are teenage girls and young women. Even though the word anorexia means "without appetite," anorexics could be at the point of gnawing off their own limbs because of hunger. Anorexia is a psychological problem that causes the afflicted person to avoid food to the point of death unless they get serious and immediate help. They need this help because the main symptom of this disease is severe weight loss. This very quick loss of weight involves 25% of the person's body weight. If you read Reader's Digest, you might have read the story of a kid named Brandon, and his story would show how horrible this disease is.

Now, bulimia is almost the exact same as anorexia, except bulimics eat. When I say that, I don't mean to mislead you, because bulimics don't eat regularly, but when they do eat, they go on what we call a "binge." They eat and eat uncontrollably until they can't eat anymore. Then they feel horrible about how much they consumed, and either make themselves vomit, or take a bunch of laxatives. This disorder afflicts many more women than men. Bulimia usually strikes a person between 13 to 40 years old. A survey shows that several million women are affected by bulimia at some time in their lives. Some times a person will have bouts of bulimia that last only a few weeks or months. Others will experience bouts that can last years without interruption. A few side effects are sore throat and dehydration. Most people have thought bulimia is a psychological problem caused by childhood experiences, family influences and social pressures. Little scientific evidence supports this widespread theory, but group therapy has reportedly helped many bulimics with their disorder. Here's an interesting tidbit, research suggests that bulimia could be partially caused by a chemical imbalance in the brain. Various studies show that anti-depressant drugs have helped many patients gain partial or full relief from their symptoms.

So, as you can see, these illnesses are horrible and painful. If someone you know, like a friend, someone in your family, a kid from school, who had one of these awful diseases, wouldn't you want to do something to help them? Well, you can! All you need to do is start a support group for anorexics and bulimics. It's quite simple to do. You can use your own living room. All you have to do is chat with them for about an hour, talking about their experiences, their struggles, and what they've done to find relief. Remember, what if it was you who was seeking support and relief?

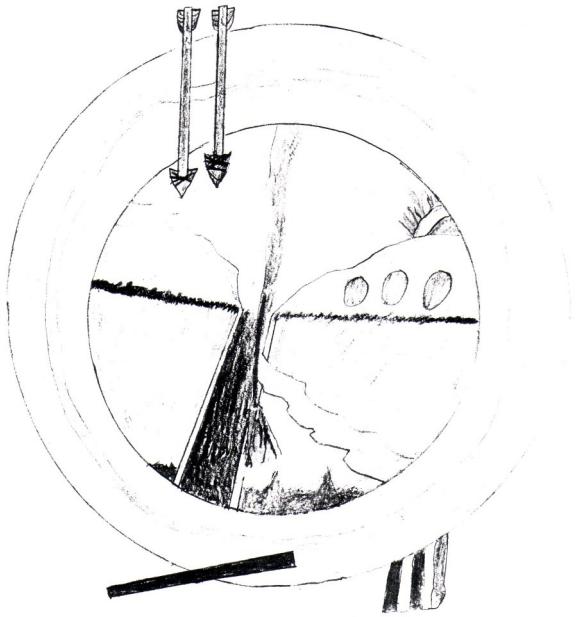
Discussion: This sample is written in essay format, although it is intended to be presented orally. The fact that it is a speech explains the informal introduction. The piece follows a logical organizational pattern and tries to connect the key points in the piece. The key points are generally supported by details and examples. The piece uses vocabulary specific to the topic ("psychological", "emotional" "chemical imbalance", "anorexia", "bulimia") and as well as some good descriptive words ("intensely", "susceptible", "widespread theory"). The transitions between key ideas are generally good, although a bit informal ("Now, before I tell you more...", "Well...", "Now,..."). The transitions work better as an oral presentation than in written form. The conclusion introduces a new idea (offering support) that is not particularly well developed. It is only peripherally connected to the previous information (by stressing how serious anorexia and bulimia are); the paragraph works well as part of the body of the piece, but not as the conclusion.

MEETING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting ideas are expanded through relevant details and examples
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details
- writing is organized in paragraphs and includes appropriate transitions
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- uses a variety of transition words
- voice is evident
- writing creates a tone that is consistent with content
- uses correct capitalization
- uses correct end punctuation
- spells most words correctly; errors do not significantly impede meaning.

Slavey



Food

Slavey hunted beaver, fox, mink, muskrat, brown-black bears, bison, woodland caribou, moose, fish (arctic grayling, pickerel, trout, and white fish), they would also pick berries, shooting and snaring birds, collecting bird eggs, and catching other small game.

Tools

Slavey tools included axe, ice pick, crooked knife to carve snowshoe frames, snowshoe awl, moose and caribou hide scrapers, caribou bone knife, fish hooks, knives, and stones to make pemmican, needles made from bird leg bones or wood.

Clothing

The Slavey people made clothes out of animal hides. They used rabbit, beaver, wolverine and fox on their clothing for trim. Rabbit fur was also used inside their moccasins for warmth in the winter. Their blankets were made with finger-crocheted strips of rabbit fur, and some of their clothing was also made this way.

Some of their winter clothing was hareskin parkas and pants, mitts and hat, also hide moccasins and trousers and leggings. Their summer clothing was made out of animal hides like caribou and moose which they hunted for food. Moss-bags for babies.

Arts and crafts

Bead work on their moccasins, coats and jackets, and mitts were beautifully designed with colorful beads obtained from the fur traders. They made beaded or porcupine-quill belts and arm bands. They made drums for ceremonial and recreation purposes. They would make fancy, colorful dog harnesses for their dog teams. They also made hide or canvas booties for their dog feet to prevent cuts on sharp ice in the spring. Dog-whip handles would have beautiful designs, they made baby rattles with pebbles in it for noise and balls (hide stuffed with moss). They also made birch bark baskets which were designed with beads or porcupine quills, and they were sewn together with spruce tree roots or babiche.

Description

The Slavey people are a race of people that have dark skin, hair and eyes. They are known as a friendly people and like to laugh and joke. They are a shy people until you get to know them and they feel comfortable with you. Their diet is mainly natural foods off the land. They like to drum dance and sing. The language spoken is called Slavey, and this has many dialects but they all understand each others dialect. The Slavey people are an oral people. Their history was never recorded but it was passed down orally to the next generation.

Customs

The customs of the Slavey people were passed down from generations ago and are still used today. Some of these are that the boys are taught male activities like hunting, fishing building teepees or log homes by their fathers, grandfathers, uncles or older brothers. The girls are taught female activities like sewing and cooking and gathering food by their mothers, grandmothers, aunts or older sisters. They are taught to respect all people, and to always listen to their parents because they have the knowledge and experience in living. They are to share amongst their people and provide for others like the elderly people, the widows, widowers and the disabled. This way everyone was cared for and had a feeling of belonging to the tribe. Tribes respected other tribes' territory and in this way each tribe had enough land from which to gather food. Elders would pass on knowledge to the younger people and story-telling would be used to guide the younger generations to be good people and live a clean and healthy life.

History

The history of the Slavey people goes back generations. They, along with other native people were living here in the Northwest Territories long before the whiteman arrived. When the whiteman arrived they relied a lot on the native peoples' knowledge to survive the harsh conditions of the north. They adapted to the native ways of life and sometimes they even married the native women and they remained in the north.

Transportation

The Slavey peoples' transportation method was birch or spruce bark canoes with oars or paddles, moose hide boats, rafts out of logs or trees tied together with ropes made out of hides, snowshoes, toboggans and they traveled by foot.

Weapons

The Slavey people used weapons like spears for big game, fish spears, bow and arrows, sling-shots, willow fishing nets, fish clubs, foot snare, deadfall traps, live traps, and snares for small and big game.

Religion

Long ago, before the religious people arrived in their territory, the Slavey people had their own form of religion. They believed in the Creator who made all things in this world. They prayed with the drum and gave thanks to the Creator for all he provided on the land. They had their prophets who relied on visions and dreams to predict the future and helped the tribe with decisions and guidance to survive hardships. They had drum dance ceremonies and feasts for births, weddings, and deaths. When people got sick, they would have their medicine-man perform healing ceremonies to heal the sick. The Slavey people believed that these powers were from the Creator because there were no doctors in those days. The medicine man would chant with his drum and ask for the spirit to come and cure the sick, and most times he would be guided to provide a special herbal drink as medicine.

Lifestyle

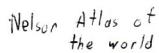
The Slavey people lived on the land or in the bush, most of the time they lived on the riverbanks so they could be close to the water source for cooking and drinking, for fishing for bathing and washing their clothes.

Houses

The Slavey people lived in caribou hide tents and log huts of sod and logs, and Slavey people still are living in them today.

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I found it hard to find some information through the internet and books. But my grandmother (Eleanor Bran) happens to be a Slavey Indian so she helped with some of this project.

Weapons



Tools



Transportation devices for winter travel



Summer travel



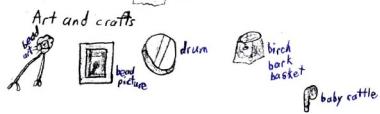
Clothing for Winter



Summer



Art and crafts



Discussion: This sample is a research paper. It has good content and organization, but the author seems to have some problems with layout. There is no introduction or conclusion in this piece; the topic and focus are inferred from the title page. Information is organized by categories. Some are better written than others and the author's voice comes through clearly in some sections. Based on the comment in the bibliography, perhaps these sections are the ones that came from the author's grandmother. The other sections (Food, Tools, Weapons) read more like lists of information; the sentences are not well constructed and the author's voice is absent. The bibliography has sources listed, but not completely or correctly. The pictures on the final page are well presented but are not all connected to the information in the text and therefore don't actually work to support the text.

MEETING STANDARDS

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting ideas are expanded through relevant details and examples
- descriptive details enhance the piece
- writing is organized in paragraphs and includes illustration and captions
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses prepositional phrases to create an image
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- voice is evident
- writing creates a tone that is consistent with content
- uses correct capitalization
- uses correct end punctuation
- spells most words correctly; errors do not significantly impede meaning.

Fighting in the NHL

6'3'', 245lbs Vancouver star winger Todd Bertuzzi may face charges and is facing a police investigation. For his actions he has received a long suspension from the National Hockey League after his brutal attack Monday night on Colorado Avalanche forward Steve Moore. This attack happened 3rd period during a game at General Motors Place. Colorado needed a big win after an embarrassing 7-1 loss to the Calgary Flames last Sunday. The Avalanche appeared to be headed in a winning direction after scoring 5 goals in the first period. The next night in Vancouver they seemed to be headed in the same direction, but the mood shifted when Todd Bertuzzi pulled the back of Steve Moore's jersey following by a blindsided punch to the head before landing on top of Moore. Bertuzzi didn't realize that Moore was injured and unconscious, so he took another swing at Moore's head, which could have been deadly, luckily Bertuzzi's teammate jumped on top of him and

grabbed Bertuzzi's arm before it hit Moore's head. If Bertuzzi's wouldn't have grabbed his arm, Moore would have been dead. Moore lying on the ice unconscious with a broken neck, concussion and multiple facial lacerations, the emergency crews rushed on to the ice surface and takes Moore away on a stretcher to the Vancouver hospital. Moore is currently in a hospital in Denver, Colorado and should be released soon. The injury has been very hard for the Avalanche to deal with. Bertuzzi is suspended for the rest of the season, including the playoffs and will have to apply for the reinstatement before the next season. The Avalanche wonder if or when Steve Moore will return. Although the Canucks must pay a \$250.000 fine for Bertuzzi's actions, the coach and the team support him 100 % and can't wait for Bertuzzi's return next season.

So many people have been getting hurt by high sticking and unnecessary fighting, why don't they wear full face helmets to prevent face injuries and

have the same rules as the W NHL so less people get hurt.

I'm sure that a lot of people are as curious as me as to why Todd Bertuzzi attacked Steve Moore.

A lot of people think that a part of the NHL is checking and hurting people but it's not it's getting the puck in the net. After this incident I decided to look in a dictionary for the definition of hockey to see if it says anything about physical contact. The definition of hockey is "A game played on the ice between two teams of six players each, in which players try to shoot a puck into the opposing team's net with sticks." It doesn't say anything about getting the puck into the opposing teams net with physical contact.

Todd Bertuzzi broke Rule #49 which is the deliberate injury of an opponent. Here are the consequences:

(a) A match penalty shall be placed immediately on any player who deliberately injures an opponent in any manner.

(b) In addition to the match penalty, the player shall be automatically suspended from further competition until the Commissioner has ruled on the issue. In this case the Commissioner has ruled that Todd Bertuzzi is suspended for the regular season though there is still a possibility that he will play for Canada in this Summer's World Cup of Hockey (WCH).

If it were up to me, I would send a message about violence to all the teams in the NHL that this violence won't be tolerated. The way you do that is not by taking away the instigator rule as some experts propose, that solution only leads to this type of violence, not away from it! How many more people have to get hurt? If the NHL keeps letting people get away

Discussion: The sample is an essay written in response to a current event. It is partly opinion, but also refers to specific events and references. Sources should be cited for both, but there is no bibliography with the piece. The essay is generally well put together, although the actual topic (Fighting in the NHL) is not clearly outlined until the second paragraph. The description of Bertuzzi's hit on Moore is an effective hook for the reader, however there are a lot of details in the introductory paragraph that are probably not directly related to the point the author might be trying to make. The author's voice comes through quite clearly. There are some problems with run-on sentences and incorrect internal punctuation, but generally the communication is clear and the errors do not detract from the message.

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with these attacks, it will never end, will this continue until someone gets killed by an unnecessary attack? Who knows?

Rubric qualities:

- content is developed for a specific audience/purpose
- topic is focused and maintained
- main and supporting ideas are expanded through examples
- beginning develops topic with supporting details and ideas
- establishes connections between key ideas and supporting details

- writing is organized in paragraphs
- conclusion is a summary of main points and arguments
- word choice is appropriate for intended audience
- uses precise vocabulary according to context
- uses descriptive language to create images (interesting words and phrases, comparisons)
- uses simple, compound, and complex sentences
- uses a variety of sentence lengths
- voice is evident
- writing creates a tone that is consistent with content
- uses correct capitalization
- Spells most words correctly; errors do not significantly impede meaning.

Modern Technology

I think modern technology has changed our world. At the beginning of time people had to do many different things to survive. Now in the year 2004 many of the things we do are helped by the use of technology. Today if all of our modern technology disappeared the earth would be in a big mess and people would find it difficult to survive. Today we use technology for transportation, communication, hospitals, safety and many other things in our everyday lives.

Some technology is good and others we could live without. If we did not have the technology for bombs, nuclear weapons, and military equipment it would be good for world peace. War would not be so easy, destructive and not so many people would die. However no technology would be bad for pollution and water treatment. We would have to use open fires instead of stoves and live in poorly built houses. People would be very sick without hospitals, medicine and special treatment. While some technology helps save peoples lives other technology can kill and injure people.

The best examples of technology exist in our everyday lives. We have items in our kitchens such as stoves, microwaves, dishwashers, blenders, fridges and all sorts of other gadgets. Other home items are lights, computers, video games, phones, t.v.'s, cd players and dvd players just to name a few.

Entertainment outside the house is theme parks. Theme parks have been improved by modern technology. Old wooden roller coasters have been replaced with new roller coasters that are more thrilling and more exciting because designers use computers to calculate angles and G forces. Other rides like use hydraulic lifts and computerized systems to help them work.

Even the food we eat is affected by technology. Some technology is used to speed up the processes of growing food. Like special green houses. Factories use technology to speed up the process of making food. They use the technology of robots. Robots play a very important role in making lots of things like clothes, cars, planes, food and many other things. Robots are also used in space exploration. Robots are ideal for space exploration because they would need no food and no water no air and not as much energy as humans and they could get into small places.

Modern technology can be used for good and bad. It is very important to us. It helps to make our life better and easier. In the future technology will be very advanced and I hope it will be used in good ways. We will have the technology to send humans to places other than the Moon. Technology has come a very far way since the beginning of time it has dealt with some of world's greatest problems. I think technology has made our world a better place.

Some of the most tragic events in history have been caused by the use of technology in bad ways, such as, the bombing of the World Trade Center and the World Wars. When the atomic bomb was invented people had a more deadly way of seeking revenge.

One question that needs to be answered is why would people use so much time and money to develop and improve technology. My opinion is that there is a simple answer. Technology helps to improve life and people can do things faster and more efficiently. To move faster people have invented cars, passenger planes, subways, cargo and cruise ships. To be more efficient people have invented computers, photocopiers and items for communication.

Some technology, like the telephone that was invented by Alexander Graham Bell, has helped our everyday lives. It is important because it is an essential part of communication. Computers are also another important piece of technology that has helped to speed up processes like calculations, e-mail and searching for information. The

automobile is used by people all around the world everyday and has helped with transportation to make life easier. It is also used to carry items from place to place. Technology has made it possible for the construction of many cars around the world. The one problem with cars is that with so many in the world they create large quantities pollution. Pollution is very bad because it can give people diseases such as lung disease, cancer, asthma, and others. Scientists are using technology to try to create cars that do not create pollution to decrease the amount of pollution in the world.

If you do happen to get a disease there are a lot of examples of modern technology at hospitals. For example some people get serious brain tumors destroyed without the surgeon even opening their head. The recovery time for these special operations is very short. Another piece of technology at hospitals is an MRI. This machine is similar to an x-ray machine. It gives a more detailed scan of your whole body without even touching a person.

Discussion: This sample follows an essay format. It presents the topic in the introductory paragraph and then presents arguments both for and against the topic. The conclusion summarizes some of the key ideas and is connected to the introduction. Each paragraph addresses a different aspect of the topic. There are details and examples given to support each key idea. Although some of the topic sentences are a bit vague ("Entertainment outside the house is theme parks."), most of the paragraphs are well constructed. Most of the sentence structure is good, although there are a few examples of run-on sentences. There are also some difficulties with pronoun reference ("some people get serious brain tumours destroyed without the surgeon even opening their head"). However, given the length of the piece, the errors are not significant. Because this is an opinion piece, there is no need for a bibliography.

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