Outcome (indicator)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Context **CC7.1 Create various written texts that explore identity, social responsibility, and efficacy** (a) Create with clarity and correctness, and appropriate to a particular audience and purpose a variety of written compositions including narrative, descriptive, expository, and persuasive	With **originality and sophistication**, create written texts that include: • **insightful** message, content or idea (meaning) that creates a strong impact. • **sophisticated** organization and coherence (form) • **complex** use of language conventions (style and language choices) to explore identity, social responsibility, and efficacy.	With **clarity and correctness,** create written texts that include a: • **well-developed** message content or idea (meaning) • **competent** organization and coherence (form) • **effective** use of language conventions (style and language choices) to explore identity, social responsibility, and efficacy.	Create **basic** written texts that include: • **simple** message content or ideas(meaning) • **uncomplicated** organization and coherence (form) • **inconsistent** use of language conventions (style and language choices) to explore identity, social responsibility, and efficacy.	Create **limited** written texts that include: • **undeveloped and/or incomplete** message content or ideas (meaning) • **limited** organization and coherence (form) • **narrow** use of language conventions (style and language choices) to explore identity, social responsibility, and efficacy.
Message **CC7.8 Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.**				
(e)Demonstrate the ability to write multiparagraph compositions (minimum of 5 paragraphs) of at least 500-700 words: narrative, descriptive, expository, and persuasive	Writes **engaging, insightful** multi-paragraph compositions (minimum of 5 paragraphs) of at least 500-700 words.	Writes **effective, coherent** multi-paragraph compositions (minimum of 5 paragraphs) of at least 500-700 words.	Writes **adequate, generally coherent** multi-paragraph compositions (minimum of 5 paragraphs) of less than 500 words.	Writes **ineffective** and/or **confusing** multi-paragraph compositions (minimum of 5 paragraphs) less than 300 words.
(f) Narrate an imaginary incident or story	Writes an **engaging and insightful** narrative text that **effectively**: • establishes an **engaging** context, complex plot and clear point of view • uses a **broad range** of narrative devices with purpose • develops a **sophisticated** plot that leads to a **dynamic** climax and conclusion	Writes an **engaging and well-developed** narrative text that **consistently**: • establishes a context, plot, and point of view • uses a range of narrative devices • develops a **systematic** plot that leads to a climax or conclusion.	Writes an **adequate** narrative text that **inconsistently**: • establishes a context, plot, and point of view • uses **some** narrative devices • develops a **basic** plot that leads to a predictable climax or conclusion.	Writes an **ineffective/confusing** narrative text that **rarely**: • establishes a context, plot, and point of view • uses **few** or no narrative devices • develops a **limited** plot and/or an unclear climax or conclusion
(g) Explain and inform in a news story, a factual account, and a business letter	Writes a **sophisticated, complex, and rich** news story, factual account, and business letter that: • poses **provocative** questions to limit scope of text, • **creatively** introduces the purpose • develops topic with **compelling** facts, details examples, and explanations from multiple authoritative sources • includes several paragraphs or sections organized in **strategic** sequence • **skillfully** uses transitions • offers **thoughtful** conclusion(s)	Writes a **well-developed** news story, factual account, and business letter that: • poses **relevant** questions to limit scope of text, • introduces the purpose • develops topic with facts, details, examples, and explanations from multiple authoritative sources • includes several paragraphs or sections organized in **logical** sequences • uses transitions • offers conclusion(s)	Writes a **basic** news story, factual account, and business letter that: • poses **some** relevant questions • **adequately** introduces the purpose • develops the topic with **adequate** facts, examples, and explanations from adequate, authoritative sources • includes some paragraphs or sections organized in **predictable** sequences • **adequately** uses transitions • offers **general** conclusion(s)	Writes a **limited** news story, factual account, and business letter that: • poses **few** or no relevant questions • **may not** introduce the purpose • develops the topic with **inaccurate/ineffective** facts, examples, and explanations from limited sources • includes few paragraphs or sections organized in **unclear** sequences • **rarely** uses transitions • offers **insufficient/ineffective** conclusion(s)
(h)Write to describe a person or character	Writes an **engaging** person/character description that: • presents a **creative** and **colourful** picture of the person/character • includes sensory details and **effective**, **vivid** words • reflects a **thoughtful** order	Writes a **well-developed** person/character description that: • presents a **clear** and colourful picture of the person/character • includes **vivid** words • reflects a **logical** order	Writes a **simplistic** person/character description that: • presents a picture of the person/character • includes **some** vivid word • reflects **some** order	Writes a **vague** person/character description that: • presents an **unclear** picture of the person/character • includes **few** or no vivid words • reflects **little** or no order

(i) persuade in a letter and in interpretation of a text	Writes **sophisticated (complex), well-developed**, persuasive texts that: • **confidently** explain and justify reactions and personal connections to texts viewed, heard and read • make **explicit**, **deliberate**, and **insightful** connections with previous knowledge and experience • give **thoughtful** opinions and make **insightful** judgments • provide support by **compelling** reasons, explanations and evidence • support opinion with **insightful** examples from text • develop a clear and **compelling** organization	Writes **well-developed** persuasive texts that: • explain and justify reactions and personal connections to texts viewed, heard and read • make **explicit** and **deliberate** connections with previous knowledge and experience • give opinions and make judgments • provide support by reasons, explanations and evidence • support opinions with examples from text • develop a **clear** organization	Writes **basic** persuasive texts that: • **adequately** explain and justify reactions and personal connections to texts viewed, heard and read • make **predictable** connections with previous knowledge and experience • give **general** opinions and make **basic** judgments • provides support by **predictable** reasons, explanations and evidence • support opinions with **predictable** examples from text • develop a **basic** organization	Writes **limited** persuasive texts that: • **rarely** explain and justify reactions and personal connections to texts viewed, heard and read • makes **little or no connection** with previous knowledge and experience • gives **unsupported** opinions and makes **few or no** judgments • provides **little support to no support** by **predictable** reasons, explanation and evidence • **does not** support opinions with examples from text or supports opinions with ineffective/few examples from text • **does not** develop an organization
Use of Strategies **CC7.3 Select and use the appropriate strategies to communicate meaning before, during, and after writing,**	**BEFORE** • **Insightful** use of prior knowledge and experience when considering the purpose and audience. • **Thoughtfully** gathers information from a variety of sources, consistently focusing on topic. • **Thoughtfully** and **independently** organizes ideas in an appropriate manner selecting a graphic organizer from a variety of organizers. • **Thoughtfully** and **skillfully** explores and expands topic through discussion with others before and throughout the writing process. • **Thoughtfully** plans and organizes ideas. **DURING** • Draft includes **thoughtful** attention to **thorough** detail, examples, and explanations • Transitions **support and strengthen** the flow of ideas • **Thoughtful** sequence and development of ideas • **Purposefully** use conferring to improve writing • **Accurate** collecting and organizing of citation information **AFTER** • **Skillfully** self-monitors, identifying strengths and needed changes • **Independently** edits • Revisions demonstrate **meaningful** changes in response to feedback • Revisions include corrections to mechanics when necessary	**BEFORE** • **Clear** use of prior knowledge and experience are evident which considers purpose and audience • Gathers information from several similar sources, **consistently** focusing on topic • **Independently** organizes ideas using a web or graphic organizer • Explores and expands topic through discussion with others before and throughout the writing process • Plan is **well developed** **DURING** • Draft includes **enriching** detail • Transitions **support** the flow of ideas • **Straightforward** sequence and development of ideas • Confer with others to improve writing • **Competent** collecting and organizing of citation information **AFTER** • Self-monitors, identifying strengths and needed changes • Edits • Revisions **appropriately** respond to feedback • Revisions include **most** corrections to mechanics	**BEFORE** • **Predictive** use of prior knowledge and experience evident which **inconsistently** considers purpose and audience • Gathers information from a couple of sources; **generally** focusing on topic • Organizes ideas using a web or graphic organizer with teacher support • Discusses ideas with others in a **structured** format before and throughout the writing process • Plan is **rudimentary; lacking refinement** **DURING** • Draft includes **some attention** to detail • Transitions **usually support** the flow of ideas • **Rudimentary** sequence or development of ideas • **Uses teacher support** to confer with others to improve writing • **Inaccurate** collecting and organizing of citation information **AFTER** • Identifies strengths and needed changes using a pre-determined framework • Edits using a checklist. • Revisions shows **some evidence** of responding to feedback • Revisions include **some** corrections to mechanics	**BEFORE** • **Unfocused** use of prior knowledge and experience and **difficulty** considering purpose and audience • Gathers information but **may not consistently** focus on topic • Organizes ideas using a web or graphic organizer when supplied by the teacher and supported in use • **May not** discuss ideas with others • There is **little evidence of planning** **DURING** • Draft includes **little supporting** detail • Transitions **interrupt** the flow of ideas or are not evident • **Limited** sequence or development of ideas • Conferring with others does not improve writing • **No** collection and organization of citation information **AFTER** • Identifies strengths and needed changes with adult support • **May edit** using a checklist with adult support • Revisions shows **little evidence** of responding to feedback • **Few noticeable changes** have been made to mechanics
Cues and Conventions **CC7.4 Use cues to construct and communicate meaning** • pragmatic • textual • syntactical • semantic/lexical/morphological • graphophonic • other cues	**PRAGMATIC** • **Insightful** use of language for audience and purpose • **Skillfully** uses language that demonstrates respect for others • Tone and voice are **imaginative** and **engaging** • Function and purpose of the text (ie. informing, persuading, narrating and describing) is **skillfully** recognized and explained • Uses, in a **sophisticated** manner, standard Canadian English that follows accepted rules of usage	**PRAGMATIC** • Language is **appropriate** for audience and purpose • Uses language that demonstrates respect for others • Tone and voice are evident • Function and purpose of the text (ie. informing, persuading, narrating and describing) is recognized and explained • Uses standard Canadian English that follows accepted rules of usage	**PRAGMATIC** • Language is **inconsistent** for audience and purpose • **Inconsistently** uses language that demonstrates respect for others • Tone and voice are **sometimes** evident and/or appropriate • Function and purpose of the text (ie. informing, persuading, narrating and describing) is **not easily recognized** and/or explained • **Inconsistently** uses standard Canadian English that follows accepted rules of usage	**PRAGMATIC** • Language is **inappropriate** for audience and purpose • Language **does not** demonstrate respect for others • Tone and voice are **not evident** and/or are inappropriate • The function and purpose of the text are **not evident** (ie. informing, persuading, narrating and describing) • **Inappropriately** uses standard Canadian English that follows accepted rules of usage

TEXTUAL • Point of view (including third person) is established, **purposeful** and used with **insight**. • **Purposefully** uses and applies text organizational features • **Strong** leads and effective conclusions • **Strong** coherence • Understands and **effectively** uses a **sophisticated** range of text forms including paragraphs and multi-paragraph compositions	**TEXTUAL** • Point of view (including third person) is **established** • Uses and applies text organizational features • **Effective** leads and conclusions • Coherence • Understands and uses a range of text forms including paragraphs and multi-paragraph compositions	**TEXTUAL** • Point of view (including third person) is varied and/or **inconsistent** • **Inconsistently** uses and applies text organizational features: • **Basic** leads and effective conclusions • **Limited** coherence • Uses **limited** text forms including paragraphs and simple compositions	**TEXTUAL** • Point of view (including third person) is **not evident** or is **confusing** • **Partially** or **ineffectively** uses and applies text organizational features • **Weak** leads and conclusions • **Lacks** coherence • Uses **basic** text forms
SYNTACTICAL • **Strategically and thoughtfully** formulates complete, simple, compound and complex sentences (avoiding run-ons and fragments) • Uses a **variety of** sentence openers for effect • **Skillfully** varies sentence lengths for special effect • **Purposefully** uses verb tense **correctly** and **appropriately** (subject verb agreement) • Employs **creative and strategic** use of capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes • Demonstrates a **large** vocabulary • **Creatively uses** connecting words (conjunctions and transitions)	**SYNTACTICAL** • Formulates complete, simple, compound and complex sentences (avoiding run-ons and fragments) • **Varies** sentence openers • Contains a variety of sentence lengths • Uses verb tense **correctly** and **appropriately** (subject verb agreement) • Employs **effective** capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes • Varies vocabulary • Uses **appropriate** connecting words (conjunctions and transitions)	**SYNTACTICAL** • **Inconsistently** formulates complete, simple, compound and complex sentences and may be **unaware** of run-ons and fragments • **Some** variety of sentence openers • Contains a **basic** variety of sentence lengths • **Inconsistently** uses correct verb tense (subject verb agreement) • **Inconsistent** capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes • Demonstrates a **basic** vocabulary • Uses **basic** connecting words (conjunctions and transitions)	**SYNTACTICAL** • **Incorrectly** formulates complete, simple, compound and complex sentences and run-ons and sentence fragments are visible • **Repetitive** sentence openers • **Repetitive** sentence lengths • Verb tense is **confused** (subject verb agreement) • Frequent **incorrect** capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, hyphens and apostrophes • Vocabulary is limited • **Rarely** uses appropriate connecting words (conjunctions and transitions)
SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC /OTHER • Uses words in a **sophisticated and strategic** way to enhance meaning • **Consistently** uses words correctly and appropriately • Spelling is **consistently** correct • **Consistently** uses spelling strategies and resources to check correct spelling	**SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER** • Uses words **appropriately** and for their intended meaning (ie. homonyms) • Uses precise words clearly and correctly • Spelling is **usually** correct • Able to use spelling strategies and resources to check correct spelling	**SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER** • **Inconsistent** use of words correctly for their intended meaning (ie. homonyms) • **Sometimes** uses precise words • Spelling is **rarely** correct • **Inconsistent** use of spelling strategies and doesn't always use resources to check correct spelling	**SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONIC/ OTHER** • **Does not use** words appropriately and for their intended meaning (ie. homonyms) • Uses **vague** words • Spelling is often **incorrect** • **Does not use** spelling strategies or resources to check correct spelling