

Outcome (Indicator)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Context CC8.1 Create various written texts that explore identity, social responsibility and efficacy</p>	<p>Creates with originality and sophistication written texts that explore identity, social responsibility, and efficacy that include an:</p> <ul style="list-style-type: none"> • 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) 	<p>Creates with clarity and correctness written texts that explore identity, social responsibility, and efficacy that include a:</p> <ul style="list-style-type: none"> • Well-developed message content or ideas(meaning) • Competent organization and coherence (form) • Competent use of language conventions (style and language choices) 	<p>Creates basic written texts that explore identity, social responsibility, and efficacy that include a:</p> <ul style="list-style-type: none"> • Basic message content or ideas(meaning) • Adequate organization and coherence (form) • Inconsistent use of language conventions (style and language choices) 	<p>Creates limited written texts that explore identity, social responsibility, and efficacy that include a:</p> <ul style="list-style-type: none"> • Limited message content or ideas (meaning) • Limited organization and coherence (form) • Limited use of language conventions (style and language choices)
<p>Message CC8.8 Write to describe a landscape scene; narrate a personal story or anecdote and a historical narrative; explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and persuade in a mini-debate and a review.</p> <p>(a) Demonstrate the ability to write effective, coherent multi-paragraph (minimum of 5 paragraphs) narrative, descriptive, expository, and persuasive essays of at least 500 to 800 words using appropriate before, during, and after strategies</p> <p>(b) Narrate a personal story or anecdote and a historical narrative</p> <p>(c) Explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter</p>	<p>Writes an engaging, insightful multi-paragraph (at least 5 paragraphs) text of 500 to 800 words that demonstrates deep understanding</p> <p>Writes an engaging and insightful narrative text that purposefully:</p> <ul style="list-style-type: none"> • establishes a context, plot, and point of view • uses a range of narrative devices with purpose • makes the narrative engaging • develops character through a variety of techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot leading to a climax or conclusion. <p>Writes a sophisticated, complex and rich expository, informational, or procedural text that:</p> <ul style="list-style-type: none"> • poses questions relevant • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are grouped together and sequenced logically • states summary or conclusion • is accurate and complete • cites sources <p>Writes a sophisticated resume and covering letter that:</p> <ul style="list-style-type: none"> • uses succinct language • is clearly organized • uses appropriate language and abbreviations • meets the purpose of self-promotion 	<p>Writes an effective, coherent multi-paragraph (minimum of 5 paragraphs) text of at least 500 to 800 words</p> <p>Writes a well-developed narrative text that consistently:</p> <ul style="list-style-type: none"> • establishes a context, plot, and point of view • uses a range of narrative devices • makes the narrative engaging • develops character using a variety of techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot, leading to a climax or conclusion. <p>Writes a well-developed expository, informational, and procedural text that:</p> <ul style="list-style-type: none"> • poses relevant questions • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are grouped together and sequenced logically • states summary or conclusion • is accurate and complete • cites sources <p>Writes a well-developed resume and covering letter that:</p> <ul style="list-style-type: none"> • uses succinct language • is clearly organized • uses appropriate language & abbreviations • meets the purpose of self-promotion 	<p>Writes an adequate, generally coherent multi-paragraph (3-4 paragraphs) text of less than 500 words</p> <p>Writes a narrative text that inconsistently:</p> <ul style="list-style-type: none"> • establishes a context, plot, and point of view • uses narrative devices • makes the narrative engaging • develops character using a variety of some techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot leading to a climax or conclusion. <p>Writes an expository, informational, or procedural text that inconsistently:</p> <ul style="list-style-type: none"> • poses relevant questions • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are grouped together and sequenced logically • states summary or conclusion • is accurate and complete • cites sources <p>Writes a resume and covering letter that inconsistently:</p> <ul style="list-style-type: none"> • uses succinct language • is clearly organized • uses appropriate language and abbreviations • meets the purpose of self-promotion 	<p>Writes an ineffective, confusing multi-paragraph text of less than 300 words</p> <p>Writes a narrative text that rarely:</p> <ul style="list-style-type: none"> • establishes a context, plot, and point of view • uses a range of narrative devices • makes the narrative engaging • develops character using a variety of techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot leading to a climax or conclusion. <p>Writes an expository, informational, or procedural text that rarely:</p> <ul style="list-style-type: none"> • poses relevant questions • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are grouped together and sequenced logically • states summary or conclusion • is accurate and complete • cites sources <p>Writes a resume and covering letter that rarely:</p> <ul style="list-style-type: none"> • uses succinct language • is clearly organized • uses appropriate language and abbreviations • meets the purpose of self-promotion

<p>(d) Describe a place or landscape scene</p> <p>(e) Persuade in a mini-debate and a review</p>	<p>Writes an original/evocative descriptive place or landscape scene that:</p> <ul style="list-style-type: none"> • presents a creative and colourful picture of the place • includes engaging sensory details and vivid words • uses a creative order with purpose • sets a strong mood using a variety of precise adjectives <p>Writes a convincing, persuasive text that:</p> <ul style="list-style-type: none"> • states a thesis skillfully • provides strong support with sophisticated reasons, explanations, and evidence • supports opinion with insightful examples from text • presents a clear organization chosen to enhance clarity • maintains a respectful tone • creates a reflective or analytical ending 	<p>Writes a well-developed descriptive place or landscape scene that:</p> <ul style="list-style-type: none"> • presents a clear and colourful picture of the place • includes sensory details and vivid words • uses a logical order • sets a mood using precise adjectives <p>Writes a well-developed persuasive text that:</p> <ul style="list-style-type: none"> • states a thesis clearly and convincingly • provides support with reasons, explanations, and evidence • supports opinion with examples from text • presents a clear organization • maintains a respectful tone • creates a logical ending 	<p>Writes a basic descriptive place or landscape scene that:</p> <ul style="list-style-type: none"> • presents a picture of the place • includes some sensory details and vivid words • uses a generally logical order • sets a weak mood by using basic adjectives <p>Writes a somewhat convincing persuasive text that:</p> <ul style="list-style-type: none"> • states a thesis • provides adequate support with reasons, explanations, and evidence • supports opinion with vague examples from text • presents an adequate organization • uses a respectful tone • creates a basic ending 	<p>Writes a formulaic descriptive place or landscape scene that:</p> <ul style="list-style-type: none"> • presents an unclear picture of the place • includes basic details and words • uses a formulaic order • sets an unclear mood <p>Writes an unclear, irrelevant persuasive text that:</p> <ul style="list-style-type: none"> • states a confused thesis • provides limited support with reasons, explanations, and evidence • opinion is not supported with examples from text • presents a confused organization • sometimes uses an inappropriate tone • ending is unclear or illogical
<p>Use of Strategies CC8.3 Select and use the appropriate strategies to communicate meaning with clarity, correctness and variety</p> <ul style="list-style-type: none"> • before • during • after <p>speaking, writing, and other representing activities</p>	<p>BEFORE</p> <ul style="list-style-type: none"> • Insightful use of prior knowledge & experience • Thoughtful consideration of purpose & audience • Gathers information from a variety of sources, consistently focusing on topic • Thoughtfully organizes ideas in an appropriate manner by independently selecting from a variety of organizers • Discussion with others adds breadth and depth to ideas before and throughout the writing process • Plan demonstrates creativity <p>DURING</p> <ul style="list-style-type: none"> • Draft includes thoughtful attention to thorough detail, examples, & 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 <p>AFTER</p> <ul style="list-style-type: none"> • Purposefully self-monitors, identifying strengths and needed changes • Independently edits • Revisions demonstrate meaningful changes in response to feedback • Revisions include corrections to mechanics when necessary 	<p>BEFORE</p> <ul style="list-style-type: none"> • Clear use of prior knowledge & experience are evident • Considers purpose & 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 <p>DURING</p> <ul style="list-style-type: none"> • 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 <p>AFTER</p> <ul style="list-style-type: none"> • Self-monitors, identifying strengths and needed changes • Edits • Revisions appropriately respond to feedback • Revisions include most corrections to mechanics 	<p>BEFORE</p> <ul style="list-style-type: none"> • Predictive use of prior knowledge & experience evident • Inconsistently considers purpose & 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 <p>DURING</p> <ul style="list-style-type: none"> • 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 <p>AFTER</p> <ul style="list-style-type: none"> • 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 	<p>BEFORE</p> <ul style="list-style-type: none"> • Unfocused use of prior knowledge & experience • Difficulty considering purpose & 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 <p>DURING</p> <ul style="list-style-type: none"> • 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 <p>AFTER</p> <ul style="list-style-type: none"> • 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
<p>Cues & Conventions CC8.4 Use cues to construct and communicate meaning with clarity, correctness, and variety</p> <ul style="list-style-type: none"> • pragmatic • textual • syntactical • semantic/lexical/morphological • graphophonic • other cues 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is thoughtfully used for audience and purpose • Tone and voice are imaginative and engaging • Uses, in a sophisticated manner, standard Canadian English that follows accepted rules of usage 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is appropriate for audience and purpose • Tone and voice are evident • Uses standard Canadian English that follows accepted rules of usage 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is inconsistent for audience and purpose • Tone and voice are sometimes evident • Inconsistently uses standard Canadian English that follows accepted rules of usage 	<p>PRAGMATIC</p> <ul style="list-style-type: none"> • Language is inappropriate for audience and purpose • Tone and voice are not evident • Inappropriately uses standard Canadian English that follows accepted rules of usage

	<p>TEXTUAL</p> <ul style="list-style-type: none"> Point of view is established and purposeful Purposefully uses and applies text organizational features such as: <ul style="list-style-type: none"> Organizational patterns Strong leads and conclusions Coherence <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Strategically formulates complete, simple, compound and complex sentences correctly (avoiding run-ons & fragments) Uses a variety of sentence openers for effect 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 Creatively uses connecting words (conjunctions and transitions) <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/OTHER</p> <ul style="list-style-type: none"> Strategic and purposeful use of literary devices Spelling is consistently correct Demonstrates a large vocabulary Uses precise words clearly and correctly to clarify meaning and create an impact 	<p>TEXTUAL</p> <ul style="list-style-type: none"> Point of view is established Consistently uses and applies text organizational features such as: <ul style="list-style-type: none"> Organizational patterns Strong leads and conclusions Coherence <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Formulates complete, simple, compound and complex sentences correctly (avoiding run-ons & 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 Uses appropriate connecting words (conjunctions and transitions) <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/OTHER</p> <ul style="list-style-type: none"> Purposeful use of literary devices Spelling is usually correct Varies vocabulary Uses precise words clearly and correctly 	<p>TEXTUAL</p> <ul style="list-style-type: none"> Point of view is inconsistent Inconsistently uses and applies text organizational features such as: <ul style="list-style-type: none"> Organizational patterns Strong leads and conclusions Coherence <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Inconsistently formulates complete, simple, compound and complex sentences correctly (avoiding run-ons & 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 Uses basic connecting words (conjunctions and transitions) <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/OTHER</p> <ul style="list-style-type: none"> Limited use of literary devices Spelling is inconsistently correct Demonstrates a basic vocabulary Sometimes uses precise words 	<p>TEXTUAL</p> <ul style="list-style-type: none"> Point of view is confused Partially uses and applies text organizational features such as: <ul style="list-style-type: none"> Organizational patterns Strong leads and conclusions Coherence <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Incorrectly formulates complete, simple, compound and complex sentences correctly and may not avoid run-ons & fragments 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 Rarely uses appropriate connecting words (conjunctions and transitions) <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONIC/OTHER</p> <ul style="list-style-type: none"> No use of literary devices Spelling is often incorrect Demonstrates a limited vocabulary Uses vague words
--	---	--	---	---