

GRADE 6 WRITING: Additional Tasks/Samples

Personal/Impromptu Writing 1 tasks

Writing to Communicate Ideas and Information 6 tasks

Literary Writing 6 tasks

Grade 6 Personal/impromptu Writing: Additional Sample 1

Journal Writing

Context

Journal writing was a weekly activity for students in this class where students wrote thoughts, feelings, ideas, memories, and opinions in response to selections they had read, viewed, or experienced. The personal writing was not planned, revised or edited for presentation. Students were expected to demonstrate clarity of language, begin with a clear introduction and follow a logical sequence. They also practiced using the standard conventions they had learned in class. The audience was the teacher and on occasion, other students. The students also used their journals as ideas for other kinds of writing.

Process

Students were asked to look back at the journal writing they had completed and find something they had previously written that they would like to develop further. The teacher asked students to extend the topic and tell why they liked this activity or discuss why the topic was of interest to them.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student's journal entry is somewhat general but completes the basic task.

- information and ideas are relatively simple
- some explanation, details and examples
- language tends to be simple and often vague
- sentence length is varied
- relies on a few basic patterns
- generally sticks to the topic
- wanders in places and the ending is weak
- most basic words are spelled correctly
- includes some errors

Excitement 16 Sept morn

Just a few weeks ago I got a call from Sears modeling company. My mom entered me in a modeling contest and I was one of the people that won. They going to give me modeling lessons. I also have a chance to go to Toronto and model for Sears catalog. I was very excited at that moment and I still am.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student's journal entry is straightforward, direct and easy to follow. It has few errors.

- offers relevant personal reactions
- ideas have some sense of individuality
- gives logical explanations, details and examples to develop and clarify the main idea
- language is clear with some variety and description
- introduces the topic and purpose at the beginning
- sequence is easy to follow
- basic sentence punctuation is correct

Excitement 16 November.

Excitement for me could be anything, a new dress, or even just watching a sun set throw the evening sky.

Something that excitement does to me is bring me happiness.

Happiness can be found only if something wonderful is going on like an election for mayor, or a trip to an exciting place.

Excitement is so wonderful its like that tingle feeling you get when your older brother is tickling you all over but in your heart.

Grade 6 Writing to Communicate Ideas and Information Additional Sample 1

Reports on Nigeria

Context

Students in this class were working on an integrated Language Arts and Social Studies unit on Nigeria. Students had previously worked on paragraphing and topic sentences.

Process

The teacher reviewed earlier learning about paragraphing and topic sentences. Students were asked to write a report on one of the following three topics: farming, oil and mining, or industry. They were directed to relevant sections in their textbook, and were given specific questions to focus on in their report. For example, the instructions for Farming were:

Name all of the crops grown in north and south Nigeria. What is the most important crop and how is it grown? Tell what over-farming means. Write two sentences about each of these crops: cassava, rice, kola nut (palm oil and cocoa), cereals, and cotton. Write three sentences about the Fulani and cattle, three sentences about goats, and one about sheep.

Students were expected to produce an outline or draft. The final report was to include:

- a main title and at least two sub-headings
- introductory sentences for each paragraph
- a bibliography
- at least one illustration

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observation

This student receives learning assistance and was only able to complete this assignment with a high level of support from the teacher.

- few details
- simple language
- attempts paragraphing
- frequent punctuation errors; inconsistent in use of capital letters

Bibliography

Exploring our world other people other lands.

Douglas and McIntyre Ltd. 1986 pp.261.

oil and mining project

OIL

Did you know that Canada buys a large sum of oil from Nigeria? Oil was discovered in the Niger delta in about 1956. Oil made enough money that Nigerians could create a new industry. Nigeria became one of the richest countries in all of Africa. Oil was no longer wanted as much from Nigeria in the 1980s. And prices for oil started to drop fast.

MINING

Before oil was discovered tin was the most important mineral of all Nigeria. Most of tin ore was found in gravel left by the old rivers now it is found in the Jos plateaux. Did you know that Nigeria supplies around 5 per cent of the world's tin? nearly all of the world's supply of columbite is from Nigeria. Some men mine coal in the underground coal mines.

Receives learning
assistance
+ did on this
assignment

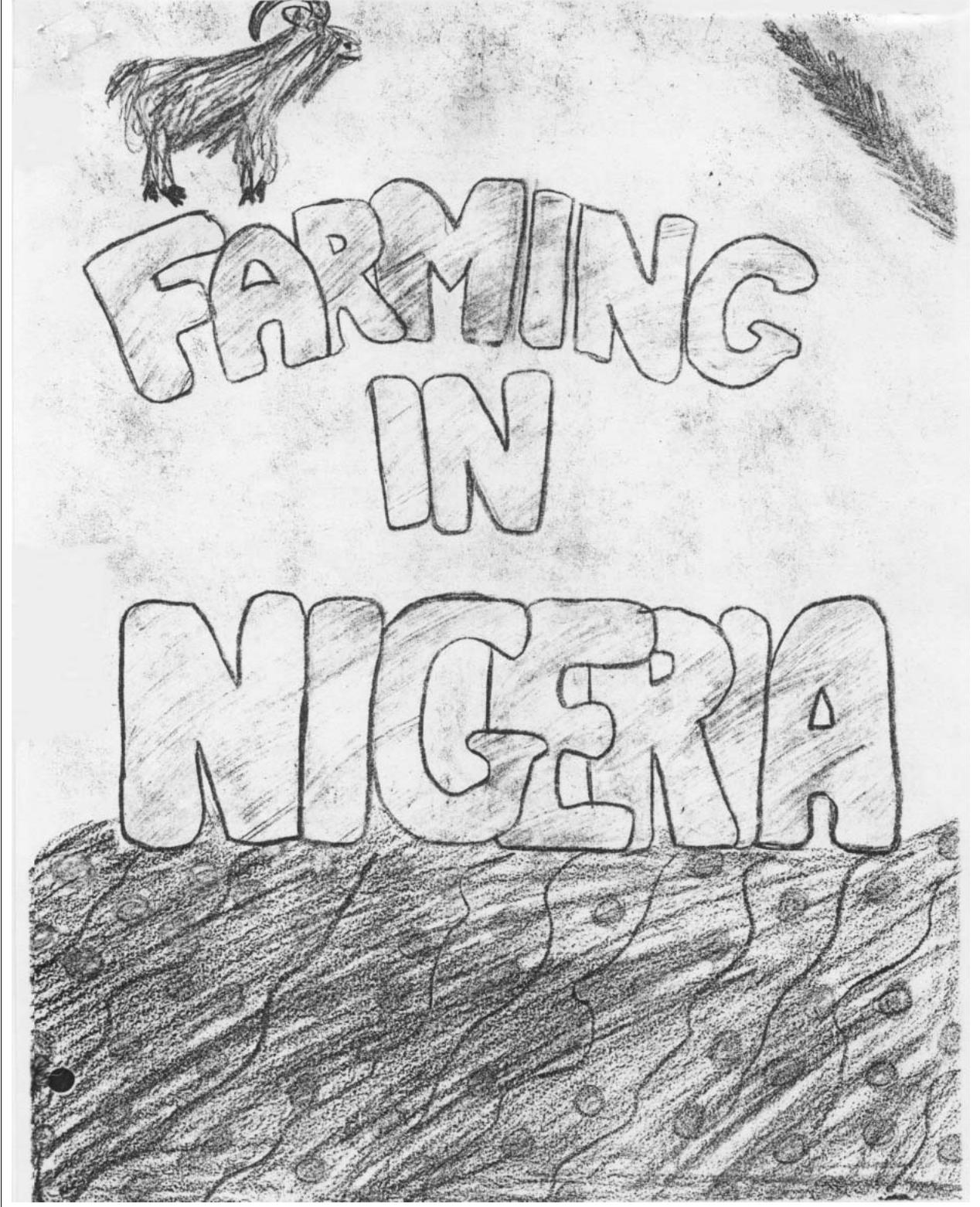
Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student completed all the requirements of the task but the writing shows little sense of control in sentence structure.

- introduction states purpose
- sequence is easy to follow but connections are awkward in places
- conclusion is abrupt
- basic sentence punctuation is correct; inconsistent in use of capital letters
- little sense of control in sentence structure; includes run-on sentences and fragments



FARMING
IN

NIGERIA

Hey!!! Do you ever wonder what goes today in my report I am going to tell you about the most important thing in Nigeria, can you guess what it is? I am going to tell you about Farming in Nigeria Farming is really important to Nigeria because they have to support the country with supplies and food. Mainly Nigeria is given crops from fields. Now here is my report. I hope you enjoy!!

The names of all the crops are cassava, yam, cocoyam, rice, bean, millet, onion, Guinea, and finally tomatoe crops. The most important crop is the yam crops, because they have been made the traditional crop in the South. "Over-farming" means that the yams are harder to grow in the crops, and the soil is becoming poorer and poorer each year.

Cassava:

A cassava is an item very close to a yam, and has become an important crop because yams grow in poor soil. A yam can be left for 18 months before it is taken out, however which it makes more useful.

Rice:

Rice has never been really big in big areas around Nigeria, except in the North and now it is becoming more important to Nigerians. Rice needs lots of water, because of the bordering rivers of South Nigeria.

Kola nut:

Palm oil, kola nut, and cocoa are now important tree crops in South Nigeria. Palm oil comes from a orangey/red type

kernal which comes from the Palm oil tree, and is used for cooking. Cocoa grows in trees almost the same size as an apple tree, except they are transported to other countries.

Cereal:

Did you know that there are only three main cereal crops in the north of Nigeria. The three main crops are millet, Guinea corn, and groundnuts.

Cotton:

Cotton is an important crop to Nigeria. In the past cotton was hand woven and hand spun. The textile factories were built in 1950, to make cloth.

Cattle:

Cattle are important Livestock to Nigeria. Some people in the North called the Fulani group that supply Nigeria's beef. The Fulani group keeps the humped zebu cattle.

Sheep:

They are kept to eat. The meat is used for special Ramadan Holidays meals. Nigeria is famous for its Morocco leather.

Fulani:

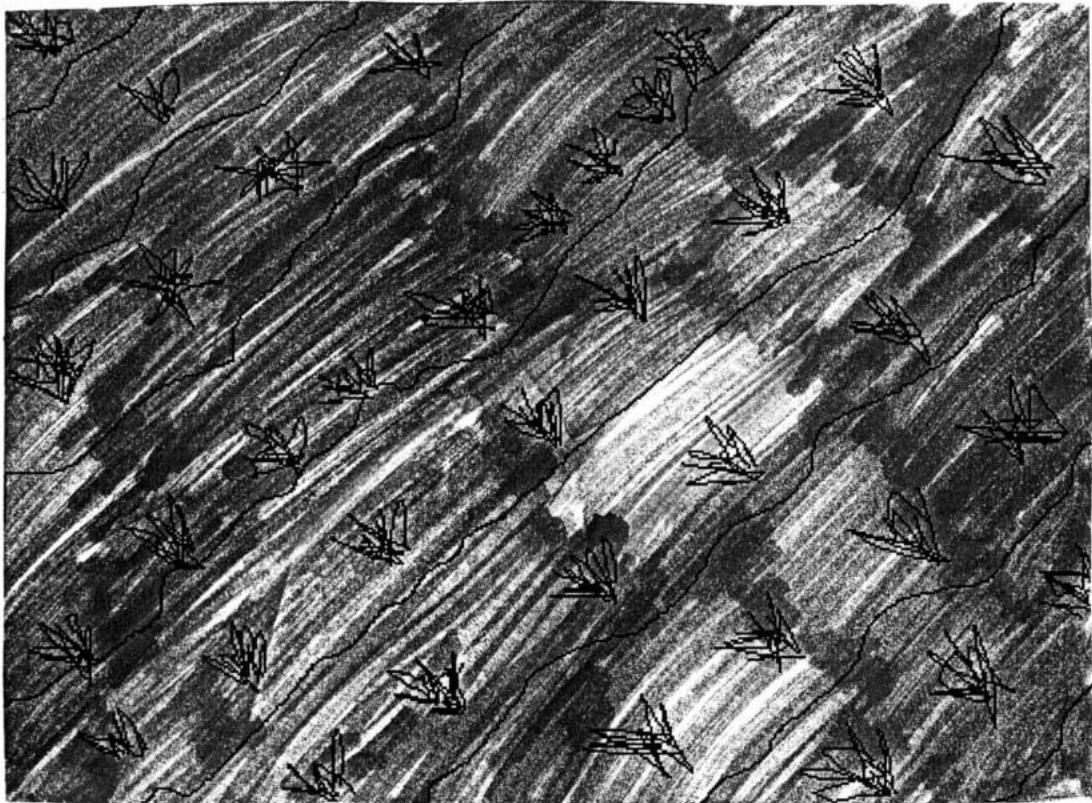
They own 90% of the livestock in Nigeria. They trade milk and butter for cereals, and some other food. When the cattle get to be old they are taken to the market and sold.

Goats:

Goats are kept by almost every farmer household in Nigeria.

They are also used for food. The red goatskin is called Morocco. And is sold in markets.

CROP



BIBLIOGRAPHY

BIBLIOGRAPHY

Exploring our world, other
people, and other lands.

Douglas and McIntire,
Ltd, 1986 pp. 258-259

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student provided enough detail to accomplish the purpose of the task, and the writing is generally focussed.

- purpose is clear and writing is generally focussed
- information is accurate, complete and written in own words
- some complex sentences are awkward
- includes clear and appropriate titles and headings
- illustration is not well connected to text
- sequence is logical
- basic sentence punctuation is correct
- most sentences are complete and correct; occasional run-on sentences

Nigeria's Farming

Crops:

Have you ever wondered how many crops are grown in Nigeria? Well Nigeria is divided into two sections, Northern Nigeria and Southern Nigeria. Millet and Guinea corn, rice, onions, tomatoes, and yams are grown in north Nigeria, in south Nigeria yams, cassava, cocoyams, maize, rice and beans are grown. Nigeria has an important crop, the yam. Yams are grown on specially heaped mounds of fertile soil. When they are growing they must be stacked, and after harvesting they must be stacked carefully. Some yams can grow 46cm long and 20cm in diameter. Over farming is using farmland over and over again until there is no nutrients left in the soil to feed the crops. Cassava is a plant, quite similar to the yam but has been more of an important crop than the yam. Cassava can be left in the ground for 18 months and then be used when other foods go scarce. Rice has only been cultivated in the northern part of Nigeria, but is suitable to grow in the southern part to. Rice has been becoming an more important crop but requires lots of water. Kola Nut, Palm Oil and Cocoa are important tree crops that grow in southern Nigeria. Palm Oil, used for cooking comes from the red-orange kernels of the palm oil tree, and cocoa grows on trees that are about the size of apple trees in Yorubaland. The main crops in the north are cereals such as millet and Guinea corn. Another important crop grown in Nigeria is cotton. In the past cotton has been hand spun and hand woven.

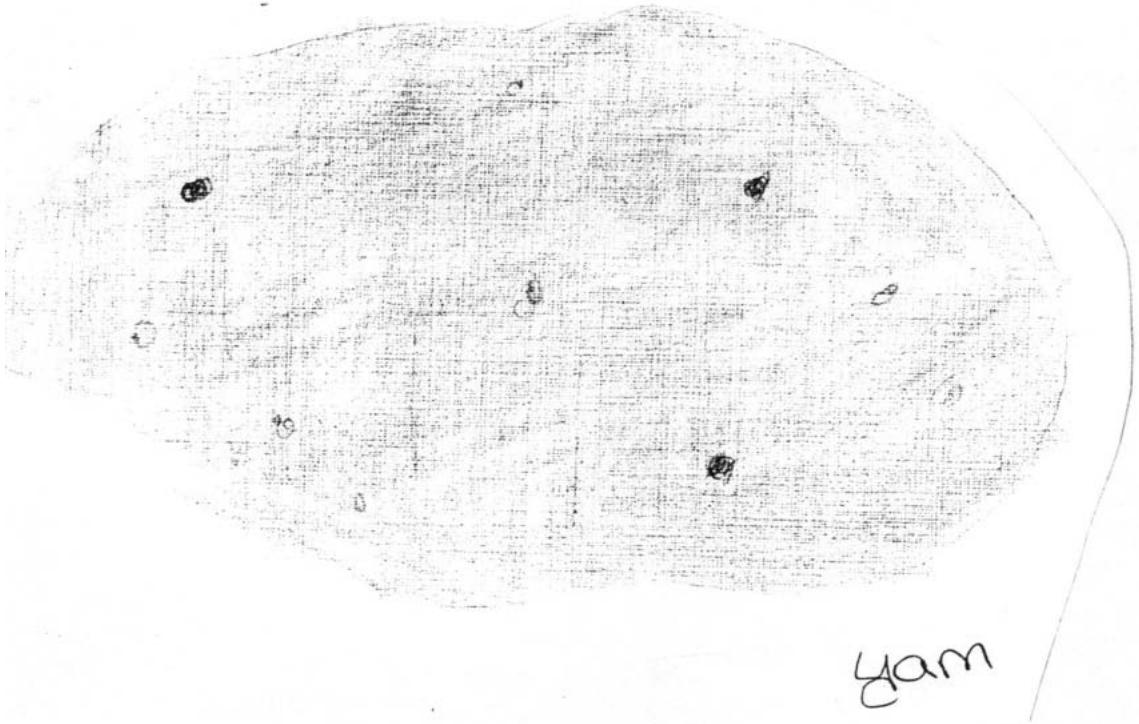
Important Livestock:

Livestock can come in many different shapes, and different names for example Nigeria. The Fulani are people who supply Nigeria with beef, and also keep humped Zebu cattle . Humped Zebu cattle are resistant to the dreaded Tsete fly. In Nigeria the Fulani own 90 per cent of the livestock. In Nigeria every farmer and household keep goats, goats are kept for food but the skins off of them are sold to traders who tan and dye the hide red. After the goat skin is dyed red it is called Morroco leather because it was used to trade with Morroco people as European countries. Nigeria is famous and always will be for its high quality Morroco leather. During Ramadan holidays goat meat is used as a special treat and also sold for food.

Bibliography

Exploring Our World other people other lands
Douglas and McIntyre, Ltd. 1986
P.P. 258 , 259

Illustration



Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

Although the student omitted the two required sub-headings, the writing effectively accomplishes the purpose of the task. The writing flows easily with well-sequenced paragraphs. The student used the Internet to gather additional information on the topic and effectively integrated it with the information in the text.

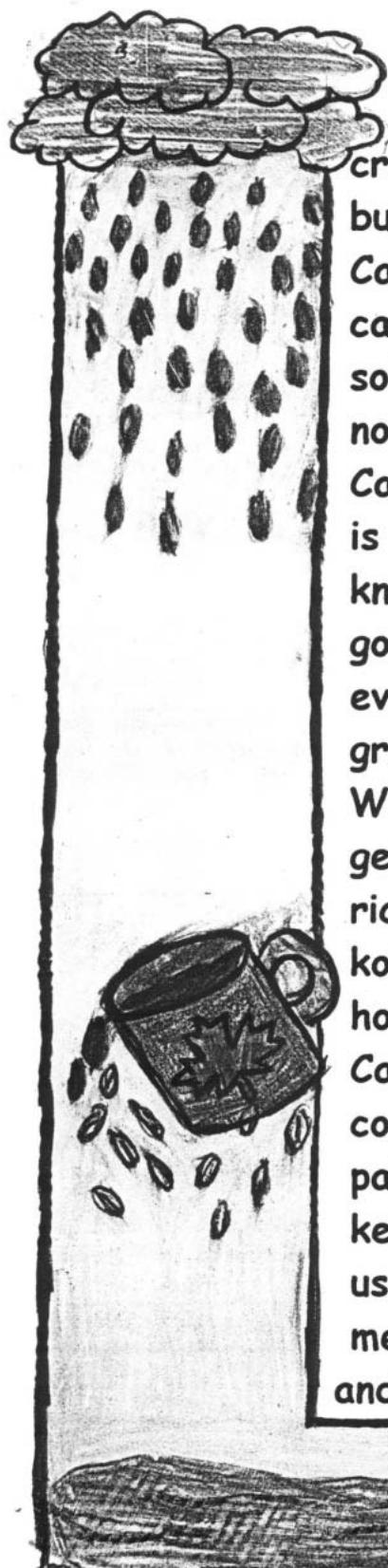
- shows an awareness of audience and consideration of the reader
- language is clear and varied
- flows smoothly with a variety of sentence lengths and patterns
- sequenced paragraphs linked with connecting words and phrases; flows easily
- each paragraph has a main idea and supporting detail; paragraphing is explicit
- few errors; these do not interfere with meaning
- punctuation is correct, including commas
- presentation shows evidence of care and pride

FARMING
IN
NIGERIA



Mmmm what delicious foods I'm eating cassava, cocoyams, rice, and corn down here in Nigeria. Only in some areas of Nigeria you can find these crops. On the south side of Nigeria many of the crops grow well because of the long rainy season. Many kinds of root crops grow in the south such as yams, cassava, and cocoyams. Rice, maize, and beans grow there as well.

On the north side of Nigeria the rainy season is much shorter so many kinds of grains grow there. The farmers grow grains like millet, guinea, and corn in only some areas yams are grown because the soil is drier then in the south. Rice, onions, and tomatoes are grown there as well.



In Nigeria there is many good crops like yams, rice, or guinea but the best crop is cassava. Cassava is much like a yam but can be grown in dry or moist soil. After it is planted it does not need any special treatment. Cassava is a root and is eaten. It is like a tropical plant and is also known as manioc. Rice another good crop is not grown everywhere in Nigeria but is grown a lot on the north side. When the rainy season comes it generally floods so it is good for rice to be grown. In Igboland the kola nut is the greatest sign of hospitality. It can be used for Canada's coffee. Palm oil and cocoa are both tree crops. The palm oil comes from a red-orange kernel of palm oil tree. It can be used cooking to. Cocoa grows on a medium sized tree in Yorubaland and is exported to other countries.

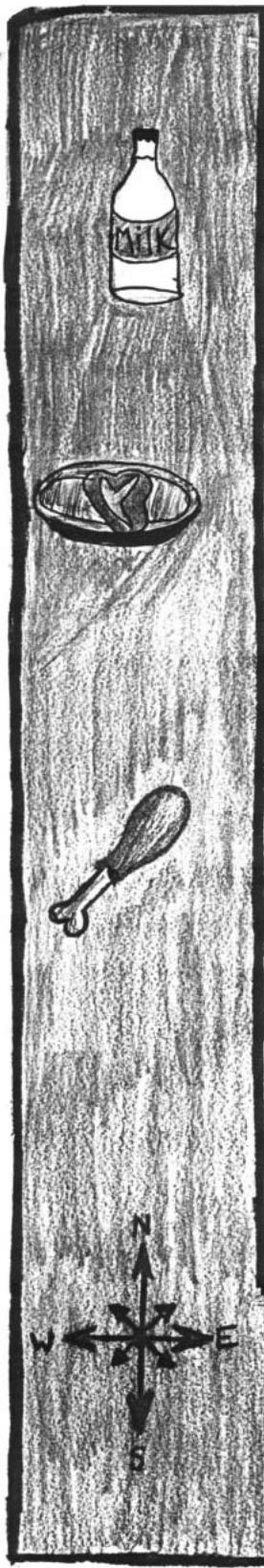
enviro



Another important crop is cotton in the past, people hand spun and hand wove cotton. Factories were built in the early 1950's. Today they still get very good prices for cotton. In the north cereals are grown such as ground nuts and peanuts. Groundnuts and peanuts are low plants but by the end of July they bloom flowers. Millet and guinea are also cereals.

Yams traditionally have been one of the most important crop in the south but now the soil is getting dryer and poorer because of over-farming. Over-farming is the practice of using farmland over and over again until there is no nutrients left in the soil for crops to grow.

There is more than just grains, fruit, and vegetables there is also livestock. Nigerian Dwarf Goats, a miniature dairy breed have been listed as a breed to watch by the American livestock. They are bred for their small



size, manageable milk production, beauty and a variety of colours. They can make good pets if handled well from the day they were born. The meat is eaten and the skins are sold.

Sheep are also kept for food. During the Ramadan Holidays goat meat is a special treat.

Goats and sheep are important to Nigeria but cattle is also a very important livestock. A group of people in the north called the Fulani keep humped zebu cattle, which are resistant to the dreaded tsetse fly. In the hot dry season the herds and their family's drive the Long-Horned Cattle all the way from the north to the south side of Nigeria. They return to the north when the rainy season begins. Some farmers use a team of oxen to plough the land. After they finish they plant crops.



envirowes



Ian Moar

This picture above is millet is a
grain it looks like grass.

Bibliography

Exploring Our World Other People, Other Lands, Douglas and McIntyre, Ltd, 1986, PP²⁵⁸⁺
259.

The Internet.

Grade 6 Writing to Communicate Ideas and Information Additional Sample 2

Food from Different Countries

Context

The class had studied a number of countries in Social Studies, and had discussed various aspects of culture. In this assignment students were asked to research food in a country of their choice and write a report.

Process

Students chose a country and created a web of who, what, where, when, why, and how questions. Students developed sub-heading based on their questions to direct their research.

Students used resources from the classroom, school library and Internet. They were reminded to keep a record of their sources for a bibliography. The teacher taught a note-taking technique that used subtopics as organizers for point form notes. Students handed in their notes and the teacher identified students who needed additional assistance with note taking.

Students were expected to write their reports based on their notes, paying special attention to sentence structure and paragraphing. The teacher reviewed topic sentences and paragraphing with the class. Students were asked to write an introduction, a paragraph on each of their sub-headings, and a conclusion. They were to have a title page and at least two appropriate illustrations or diagrams.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has completed most of the basic requirements of the task but the writing show little control of sentence structure. There are also many noticeable errors in conventions, especially capitalization.

- purpose is stated but focus wanders
- information is generally accurate; tends to focus on the more direct and concrete aspects
- little control of sentence structure; sentences are often seriously flawed
- introduction states purpose
- paragraphing is omitted
- frequent punctuation errors; inconsistent in use of capitals
- many sentences are run-on or fragments; little sense of control
- includes some errors in grammar and word choice

Early Life

Terry fox was born in winnipeg, he grew up in port coquitlam BC. Terry lived in 1958 died in 1981. Terry fox was a courageous young canadian athlete. Fox's right leg was amputated above the knee because of bone cancer in 1977, and he was given a artificial leg. One morning in march 1977, terrance stanley foxs was eighteen and could not get out of bed because of a bearing pain in his right knee.

Training for the run

He trained for 15 months and began the run in April 1980 at St. Johns Nfld, he had cancer 3 times. He traveled through snow, hail, and intense heat, he was forced to stop near thunder bay Ontario, by the end of eight months he was up to $13\frac{1}{2}$ miles a day. And adding a half a mile a week. Terry fox had only one leg and tried to run across canada.

The Run

Jerry had started running in April 1988 for "Marathon of Hope". When it came time to finish day's for the run, and look for a motel, Jerry would always want to go back not ahead. he'd want to see the country side up coming for his first time running. On Sunday August 30 1990 Jerry ran twenty-six miles.

In the early morning Jerry covered his usual twelve miles before break-fast. Monday, September 1st, Labour Day, up at four a.m on the road by five, for the first eighteen miles there were no problems. He went to the hospital and found out that he had cancer! from the lungs it was very bad. Jerry's "Marathon of Hope" ends because he can not run any more but the radio stations and many stars started raising money. September 9th chemotherapy. Today received a dogwood b.c. the highest honor order of Canada. Jerry is delighted with the program more than \$10 000,000 is raised. He died in June 1981

Why I Admire Terry fox

I admire terry because he ran across the country. And he never gave up while he was running, terry would always support people because they do the same for him.

Terry would never stop running because he wants to save up money for cancer research, and he also raised about \$ 25 million for the cancer research.

Conclusion

Today there is a terry fox run every September. His family speaks to many schools about his dreams. Terry are organized terry fox runs and all schools have runs so money is still being raised to fight cancer.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student used complete, accurate information to accomplish all aspects of the task. The writing is clear and easy to follow.

- purpose is clear and writing generally focussed
- show some sense of audience
- language is clear with some variety
- variety of sentence lengths and types
- includes clear titles and headings
- each paragraph has a main idea and some supporting detail
- few errors; these do not interfere with meaning

Transcript:

Mahatma Gandhi

Early Life -

Gandhi was born in Porbander of Guru on October 2, 1969. Gandhi's school was in Rojkot. Gandhi's dad died before he could even finish school. At age 13 Gandhi got married to Kastruba. In 1888 Gandhi set sail for England when Gandhi left behind Harial and all his family.

Early life and marriage -

When Gandhi arrived in England he decided to take a degree in law. In London Gandhi encountered the osophists and others. Late that year Gandhi left and went back to India in the year 1891. When he arrived in India Gandhi accepted a offer from a business man from South Africa to make him a legal adviser. Gandhi had to stay in South Africa for more than 20 years.

Life in India in Gandhi's time –

The Indians that live in South Africa had no political rights at all and people were racist to the Indians too. Gandhi finally returned to India in 1915. And after Gandhi wasn't allowed to the country again accept a short trip to Europe in 1931. Gandhi traveled widly for one year. Then when Gandhi came back a lot of police men were brutally killed by a big crowd at chura chura and a little while after Gandhi was arrested and he was sentenced to stay in prison for 6 years. Then Gandhi was let go in 1925.

After Gandhi was let go he went to Europe to meet some of his admirers. When Gandhi came back he was arrested again.

What Gandhi's Sayings Were -

Gandhi delivered a speech asking every Indian to lay down their life to get freed. After Gandhi gave the Indians this saying "Do OR Die" at the same time he was asking the British to quit India. After Gandhi got arrested again as an answer to his question for the British to quit India.

What people thought of Gandhi –

Then finally after non-violence fighting for India. India got its freedom on August 15, 1947. After that people thought of Gandhi as the father of the nation.

Gandhi's Death –

One day at 10 past 5 Gandhi went out of his home to the garden for a prayer meeting . then a young man came up to him and shot him in the chest 5 times. A couple of minutes later Gandhi died at 5:12 on January 30th.

Things I admire

Gandhi Mahatma was a very good man and some of the things I admire are he stood up for the people of India and gave freedom to the East Indians. Gandhi also made the British leave India and Gandhi fasted until there was peace throughout India too. Gandhi was also very kind by helping hurt people when they were wounded. Gandhi also used non-violence to fight for the country and Gandhi won the battle for freedom too. That is why I admire Gandhi the most.

Grade 6 Writing to Communicate Ideas and Information Additional Sample 3

Research on plants or animals of Australia

Context

The class was studying Australia in Social Studies. The students were especially interested in some of the more unusual plants and animals that are unique to Australia. The teacher decided to capitalize on this interest with a research and writing assignment.

Process

Students were asked to pick an Australian plant or animal that interested them. Students were asked to choose at least three sources of information and to record key words under the headings on the graphic organizer provided by the teacher. The teacher emphasized that responses on the graphic organizer should be only one or two words, to encourage students to write in their own words.

Students then used the key words on their graphic organizers to write their reports.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has provided relevant details to complete the basic task, using simple language and simple sentences.

- information is accurate
- language is simple
- tends to rely on a few sentence patterns
- sequence is easy to follow
- some noticeable errors

Gliders

Appearance

The smallest glider is as big a field mouse. The biggest is as big as a house cat. Many different gliders have flaps of skin they use it to glide with.

Movement

Gliders glide from tree to tree. They climb faster than other climbers. Sometimes they flap their wings. They hold on to the tree with their claws.

Enemies

They do not have many enemies. One of them is man. And other climbers and wedge tailed eagles.

Defence

It hops or glides away. It gets its food quickly then leaves. And it has a small set of claws.

Habitat

Gliders live in hollow trees. Some live in groups maybe in the same trees. The place you can find gliders is Australia.

Reproduction

They carry their babies in a pouch. They give birth to live young. They give birth to 1-6 babies.

Food

They eat fruit, sap, flowers. It also eats insects. It likes to eat sweet stuff so that's why they are called Sugar Gliders.

Classification

The Gliders are vertebrates. They are warm blooded. It's a mammal.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student completed all aspects of the task, and provided relevant details. The writing is easy to follow and paragraphs are well constructed.

- information is accurate, complete, and written in own words
- includes specific details
- language is clear with some variety
- each paragraph has a main idea and some supporting detail
- few errors; these do not interfere with meaning

The Tasmanian Tiger

Appearance

Sadly the tasmanian tiger is extinct but scientist are still able to tell what it looked like. The tiger was approximittly 5feet in length. The tail was quite interesting. It measured to about 20inches in lenght. The tiger had a yellowish brown fur. The jaws of the tiger was bigger then any other mammal in the world. It had large teeth and massive claws. The tiger was warm blooded so it had to be a mammal.

Habitat

The last habitat of the tiger was Tasmania. It lived in the lush forests and near the beach. It was almost always found near permanent water source. Before the Dingo arrived the tasmanian tiger thrived in Australia. When the Dingos arrived they drove the tigers to Tasmania. The tiger lived all over Tasmania until it died off.

Food

Nobody knows the hunting technique of the tiger but they do know what it ate. The main diet for the tiger was mostly poultry, sheep, gopher like creatures, and rarely eachother. It had massive jaws so it could crush bone.

Movement

The tiger wandered the whole of Tasmania, sometimes running, sometimes walking. They were loners, fending for themselves. Sometimes I wonder why the tigers died off. Maybe it was because they were loners.

Enemies

Nobody really knows what dangers the tiger had. One of the main predators was the crocodile. It would gobble up a tiger in an instant. When the tiger lived in Australia the Dingo was a major threat. When they crossed paths I guess the tiger would get in a big fight with one another. Starvation was probably a major threat with the destruction of the tiger, and probably pollution too. Humans then populated Tasmania and the fumes possibly got to the tigers.

Defense

The tiger had awesome defense power. Its jaw power was massive, it was believed to have one inch claws. It was also believed to have super good hearing. The tiger was fast so that helped a lot. The tiger's jaw was bigger than any other mammal in the world. Another good defense was that it sometimes lived up to 50 years of age, but that was very rare, at least that's what scientists believed.

Reproduction,

It's almost impossible for us to know the cycle of reproduction with the tiger, but we do know a bit. The tiger was a marsupial. It had a pouch near the rear. Scientist's hypothesis is that they had 2-3 young.

Classification

The tiger is an animal and a mammal. It's extinct though so we have very little information.

Scientific Study,

Scientists in Australia recently found 5 preserved puppy Tasmanian Tigers. They are trying to clone them. They're going to either clone it with a wallaby, bandicoot, or Tasmanian Devil. They say we'll have a Tasmanian tiger probably in the year 2005.

Grade 6 Writing to Communicate Ideas and Information Additional Sample 4

Persuasive Letters

Context

This task was the opening assignment in a unit on persuasive writing. The teacher attempted to engage the students' interest in persuasive writing by having them write real letters to the staff of the school about issues important to the students.

Process

The teacher introduced the topic of persuasive writing with emphasis on the purpose. Students were then asked what things they would like to see changed in the school. The biggest issue that emerged was the school rule about not wearing hats in school. The teacher asked students to write a letter to the school staff to convince them to change the rule.

Students worked in small groups to brainstorm the pros and cons of allowing students to wear hats in school. They were encouraged to identify the arguments that ran counter to their own opinions. Students then worked individually to write a rough draft. Students took their rough drafts back to their small groups for peer editing before making final revisions and proofreading. All letters were forwarded to the school staff.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student presents his arguments but does not acknowledge and deal with potential opposing views.

- shows little sense of audience
- language is simple
- attempts paragraphing; most paragraphs have a main idea
- few errors; these do not interfere with meaning
- most sentences are complete and correct

May. 30

Convincing

Dear Hammond School Staff,

I think kids should be able to wear hats in the school because now that it is going to be bright in the summer they will want to wear them.

Some kids might also want to just wear hats because they think there cool and maybe they are very special to them.

Hats are a very good way to keep the sun out of your eyes if you sit by a window. I sit beside a window same as a lot of other kids in the school. Being allowed to wear hats in school would help keep the sun out of our eyes and we would be able to see the board better.

Therefore I think kids should be allowed to wear hats in the school if they choose to, after all, it is a free country!.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student shows more awareness of audience. He identifies the arguments he has heard against allowing students to wear hats in school, and attempts to rebut them.

- purpose is clear and writing is generally focussed
- includes some relevant examples
- shows some sense of audience
- flows smoothly with a variety of sentence lengths and patterns
- introduction is clear and engages the audience
- sequence is logical
- conclusion is logical
- each paragraph has a main idea and supporting detail; paragraphing is explicit
- few errors; these do not interfere with meaning
- punctuation is correct including commas

Transcript:

Hats in School

Dear Staff of Hammond Elementary

Do you think we should be able to wear hats in school? Mostly teachers say no and kid say yes and since I'm a kid, of course I'm going to say yes because, well they're cool. The reasons why people say no is because hats can go missing if you leave them somewhere. Some people might stop concentrating on their work and concentrate more on their hats, but if they did that, the teachers could just take it away from them.

Some people say yes because hats are cool, fashionable and you can express how you feel like if you wear you hat backwards, you feel cool. Hats can cover a bad cut or bad hair day which is very common and they might also be in style.

I hope you will reconsider about letting us wear hats in school.

Sincerely

(.....)

Grade 6 Writing to Communicate Ideas and Information Additional Sample 5

Reports on Water Pollution

Context

As part of their study of the microscopic world, students had collected samples of water from around their community (ponds, streams, a lake, ditches, puddles, and the ocean) and examined them under the microscope to observe microscopic animals and plants. Some samples contained no microscopic life, and several students hypothesized that some of the bodies of water were polluted. This prompted a need to do further research on water pollution.

Process

The school librarian prepared a collection of resources on water pollution. Using these resources, students developed a class list of types of water pollution (acid rain, stream pollution, eutrophication, etc.) The class also brainstormed a list of possible sub-headings to direct their research. Students were asked to choose one topic, research it, and write a report using some of the sub-heading suggested on the class list. Students were required to include at least one appropriate illustration.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has completed the basic requirements of the task. The writing is hard to follow in places and is marred by noticeable errors.

- information is generally accurate; tends to focus on the more direct and concrete aspects
- language is simple
- illustration is not well connected to the text
- sequence is easy to follow but connections are awkward
- most basic words are spelled correctly
- basic sentence punctuation is correct; is inconsistent in use of commas and capital letters
-

Transcript:

Stream Pollution

Introduction

Do you know you, and other people are killing different things in your streams? This report will cover what the problem is, How it started, Where it effects people most and How you can help stop it.

PROBLEM IS

The problem is people in your neighbors are dumping household toxic waste into storm drains. So that is killing salmon and other fish in streams. One of the biggest problem is when the climate changes. It makes the salmon stressed so they move away, and perona moves in. Logging has taken place by streams. It effects the homes of the fish. People are building by streams, so that salmon are dieing because the cause other pollution. People are also not leaving vegetation alone.

How is started

It all started when they made storm drains. It is good to have storm drains when there is a storms, but not other times because there is dumping pf households into the storm drains. People would go for a walk and throw garbage anywhere because no body was around to tell them to pick it up and throw it in the garbage.

Where it effects people most

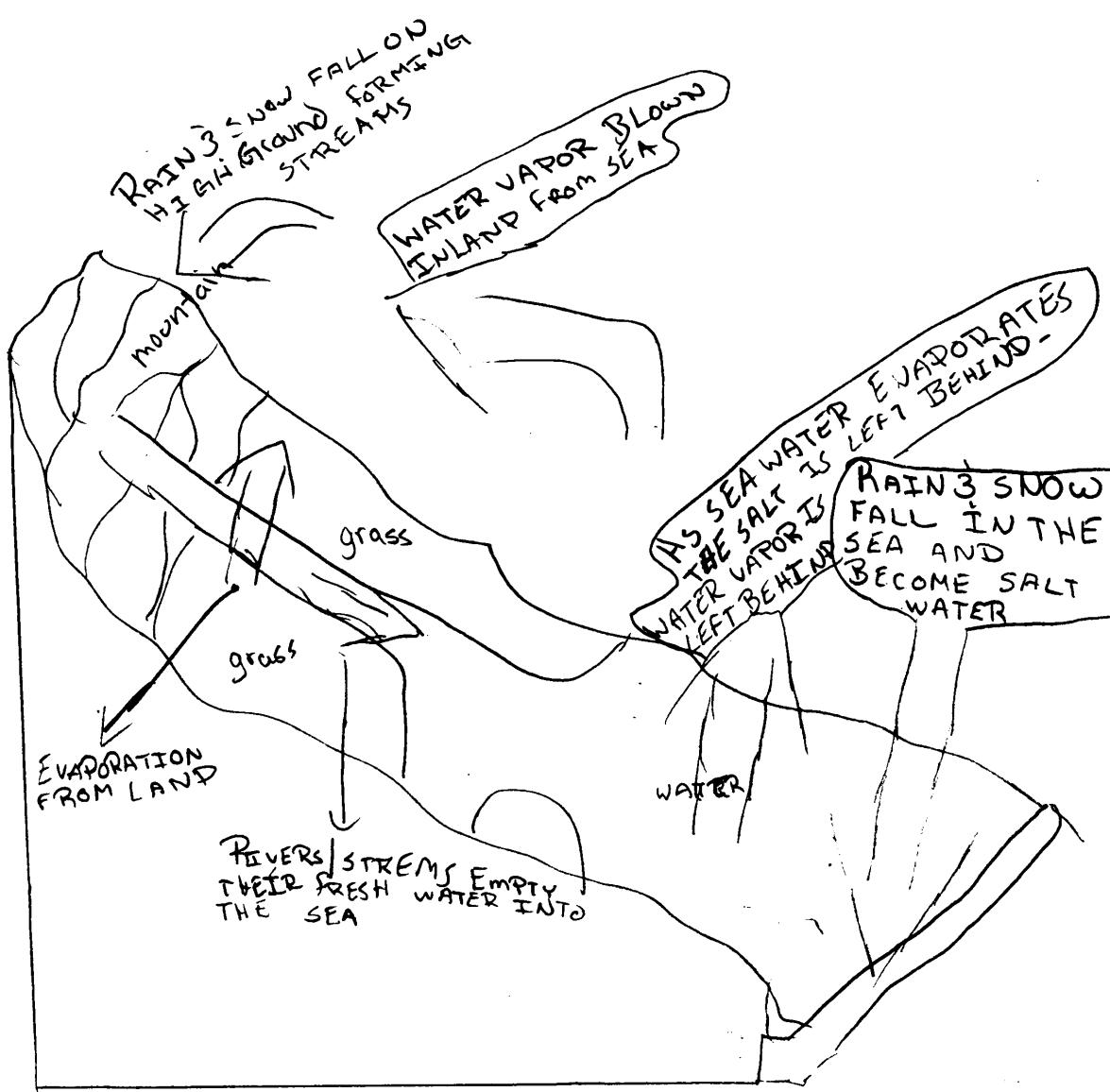
It effects people most if they live by Pacific, Atlantic and any other oceans. Other places where it effects people is in neighborhoods ponds, lakes, rivers and streams. It effects people who lives by these places.

How you can Help to stop!!

You can help stop polluting in all kinds of ways. One way is to call fish and wildlife branch if you see someone damaging a stream. Be directly involved with stream care, by repairing stream beds. Clear unwanted debris from stream areas. Warn people by telling them if they spill household products it goes to the nearest stream (which could be the neighborhood stream). Become involved with storm drain marking program, by making a yellow fish sign by a storm drain to warn people of fish. Remove any garage away from stream sides and areas. Take a step and stop logging near streams or don't take snacks such as fruit roll up, fruit snacks out of the house if you know you are going to throw it out of our environment. Leave trees that had fallen on top of streams because it might be protection for fish. So take a stand on stream pollution.

Conclusion

I hope you learned to take care of your streams. I hope you learned as much as I did on stream pollution. Now just a reminder take good care of your streams.



WATER POLLUTION Cycle.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has chosen good sub-headings and provided sufficient detail. The writing flows smoothly.

- introduction is clear and writing generally focussed
- information is generally accurate, complete, and written in own words
- shows some sense of audience
- variety of sentence lengths
- illustrations are clear
- sequence is logical
- each paragraph has a main idea and some supporting detail
- most familiar words are spelled correctly
- most sentences are complete and correct
- legible

Introduction

Did you know that Acid Rain can kill almost everything on our planet? It can affect trees, lakes, streams, animals and plants. I am writing a project on Acid rain. I will tell you the measurements, improvements, when and where it was seen, the affects, and a bit more.

What is it?

Acid rain is rain that contains of acid. The acid contains of a whole bunch of chemicals that humans have produced. Take pollution for example. Carbon dioxide is released from our factories. The pollution is carried in clouds for hundreds or thousands of miles. While it's travelling, the pollution transforms into "acid rain." The acid rain is released, and damages our ecosystem. That's one of the reasons why more and more people have been trying to help make our environment a better place, since the last ten years.

When and where it was seen

Acid rain was first recognized in Europe in the 1800's, but first ~~came popular~~ in the 1970's. In 1980, the United States East of Mississippi, and Southeastern Canada received the most acid rain than anywhere else.

Measurements

pH stands for "Potential Hydrogen." Acid rain is measured by pH tests that determine the concentration of hydrogen ions in a liter of fluid.

After acid rain was discovered in Europe, scientists measured the rain in North America. The normal rain measures are usually 5.60. Europe and Scandinavia have received 4.3-4.5.

The worst North American area is measured at 4.2, which is centered around Lake Erie and Lake Ontario. Nineteen million tons of nitrogen come from factories every year. 5.6 is a safe value of acid rain.

The less amount of acid rain is not a new form of pollution. To reduce the amount of acid rain, you have to reduce pollution, and NO_x and SO_2^{28} . There has been concerns about acid rain in many countries, and it has been agreed that there must be a reduction of acid rain.

Improvements

In 1990, the government started an acid rain program. Acid rain has been doing better since Alkaline neutralizes acid. There has not been many improvements on acid rain.

Affects

Acid rain is harmful to almost everything on our planet. It affects trees, plants, animals, and bodies of water. It eats holes in the trees, because of this, half of the trees in Southwestern Germany are damaged. In Germany it's estimated that it costs 25 billion dollars just to ~~stop~~ prevent acid rain, and this is mostly caused by smoke and gas. Acid rain has also eaten the surface of the statues of Italy, which now gives it a strong ~~odor~~, and a powerfull taste.

It washes away the nutrients needed by plants. It can wash away toxic substances like aluminum and Mercury. A large area of Europe and North America get lots of acid rain. In Las Angelas, acid rain is mostly caused by automobile emisions. Acid rain is ruining the statue of Liberty. Not many people know, but acid fog is much worse than acid rain.

Interesting Facts

Soils in where crops grow is allowed to absorb acid. Hot springs are a natural source of gases that produce acid rain.

The first signs of acid rain are, trees begin to weaken. Because of acid rain,

15,000 lakes in Sweden have been damaged.

Fishery biologists are interested in liming acidic lakes to make it more habitable for fish. Acid rain is okay to get on you, but just don't get it in you! It can really get to your respiratory system.

It was found that it was concentrated in the Northeastern States of New York and Pennsylvania because of the type of coal they burn. In 1992, the governments of the United States and Canada signed an air-quality agreements aimed at reducing emissions of both countries. It occurs when polluted gas becomes trapped in ~~class~~ clouds, drift hundreds or thousands of miles, then it releases acid rain. To prevent less ~~acid~~ rain, you must, put more electric cars on the road, because gas can pollute our air, and put filters on chimneys to remove polluting gas.



Grade 6 Writing to Communicate Ideas and Information Additional Sample 6

Biographies

Context

Students had been doing a unit on heroes. They had looked at heroes from the past, current heroes, and superheroes. They discussed the qualities that they admired in people, and the contributions of heroes that had made the world a better place.

Process

The teacher introduced the genre of biographies. Students were presented with a variety of examples of short biographies and worked in groups to discuss what made a good biography.

The students chose someone they admired and thought was a good role model and hero. The teacher reviewed note taking and the importance of collecting and organizing information. Students researched the person they chose, using at least two sources. They cut out facts from their notes and sorted them under categories that they had developed. Students write a draft, edited, proofread, and produced a final copy. They were required to include a paragraph on why they admired this person.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing completes most of the basic requirements of the task although there are serious problems with capitalization. The student had difficulty putting the information in his own words and copied some passages from his sources.

- information is generally accurate, but omits key points; tends to focus on direct and concrete aspects
- includes details, but some are irrelevant
- some of the information is copied
- purpose not clearly identified in introduction
- sequence is clear
- attempts paragraphing; most paragraphs have a main idea
- inconsistent use of capital letters
- some noticeable errors that cause the reader to hesitate

Early Life

Terry fox was born in winnipeg, he grew up in port coquitlam B.C. Terry lived in 1958 died in 1981. Terry fox was a courageous young canadian athlete. Fox's right leg was amputated above the knee because of bone cancer in 1977, and he was given a artificial leg. One morning in march 1977, terrance stanley foxs was eighteen and could not get out of bed because of a searing pain in his right knee.

Training for the run

He trained for 15 months and began the run in April 1980 at St. Johns Nfld, he had cancer 3 times. He traveled through snow, hail, and intense heat, he was forced to stop near thunder bay Ontario, by the end of eight months he was up to $13\frac{1}{2}$ miles aday. And adding a half a mile a week. Terry fox's had only one leg and tried to run across canada.

The Run

Jerry had started running in April 1988 for "Marathon of Hope". When it came time to finish day's for the run, and look for a motel, Jerry would always want to go back not ahead. he'd want to see the country side up coming for his first time running. On Sunday August 30 1990 Jerry ran twenty-six miles.

In the early morning Jerry covered his usual twelve miles before break-fast. Monday, September 1st, Labour Day, up at four a.m on the road by five, for the first eighteen miles there were no problems. He went to the hospital and found out that he had cancer from the lungs it was very bad. Jerry's "Marathon of Hope" ends because he can not run any more but the radio stations and many stars started raising money. September 9th chemotherapy. Jerry received a dogwood b.c. (highest honor order of Canada). Jerry is delighted with the program more than \$10 000,000 is raised. He died in June 1981.

Why I Admire Terry Fox

I admire Terry because he ran across the country. And he never gave up while he was running, Terry would always support people because they do the same for him.

Terry would never stop running because he wants to save up money for cancer research, and he also raised about \$25 million for the cancer research.

Conclusion

Today there is a Terry Fox run every September. His family speaks to many schools about his dreams. Terry are organized Terry Fox runs and all schools have runs so money is still being raised to fight cancer.

① Microsoft® Internet
Encarta® Encyclopedia 99

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has made a good choice of sub-headings which has helped him include enough detail to accomplish the task. The writing is easy to follow.

- writing generally focussed
- information is accurate, complete, written in own words
- shows some sense of audience
- language is clear with some variety
- includes clear titles and headings
- sequence is clear and logical
- each paragraph has a main idea and supporting detail
- few errors; these do not interfere with meaning

Transcript:

Mahatma Gandhi

Early Life -

Gandhi was born in Porbander of Guru on October 2, 1969. Gandhi's school was in Rojkot. Gandhi's dad died before he could even finish school. At age 13 Gandhi got married to Kastruba. In 1888 Gandhi set sail for England when Gandhi left behind Harial and all his family.

Early life and marriage -

When Gandhi arrived in England he decided to take a degree in law. In London Gandhi encountered the osophists and others. Late that year Gandhi left and went back to India in the year 1891. When he arrived in India Gandhi accepted a offer from a business man from South Africa to make him a legal adviser. Gandhi had to stay in South Africa for more than 20 years.

Life in India in Gandhi's time –

The Indians that live in South Africa had no political rights at all and people were racist to the Indians too. Gandhi finally returned to India in 1915. And after Gandhi wasn't allowed to the country again accept a short trip to Europe in 1931. Gandhi traveled widly for one year. Then when Gandhi came back a lot of police men were

brutally killed by a big crowd at chura chura and a little while after Gandhi was arrested and he was sentenced to stay in prison for 6 years. Then Gandhi was let go in 1925. After Gandhi was let go he went to Europe to meet some of his admirers. When Gandhi came back he was arrested again.

What Gandhi's Sayings Were -

Gandhi delivered a speech asking every Indian to lay down their life to get freed. After Gandhi gave the Indians this saying "Do OR Die" at the same time he was asking the British to quit India. After Gandhi got arrested again as an answer to his question for the British to quit India.

What people thought of Gandhi –

Then finally after non-violence fighting for India. India got its freedom on August 15, 1947. After that people thought of Gandhi as the father of the nation.

Gandhi's Death –

One day at 10 past 5 Gandhi went out of his home to the garden for a prayer meeting . then a young man came up to him and shot him in the chest 5 times. A couple of minutes later Gandhi died at 5:12 on January 30th.

Things I admire

Gandhi Mahatma was a very good man and some of the things I admire are he stood up for the people of India and brought freedom to the East Indians. Gandhi also made the British leave India and Gandhi fasted until there was peace throughout India too. Gandhi was also very kind by helping hurt people when they were wounded. Gandhi also used non-violence to fight for the country and Gandhi won the battle for freedom too. That is why I admire Gandhi the most.

Grade 6 Literary Writing Additional Sample 1

Mystery Stories

Context

Students had completed a novel study of a mystery. Throughout the unit, students had been asked to identify and discuss the elements of a mystery story – character, setting, clues, events, plot, etc.

Process

Students were asked to write their own mystery stories, and reviewed previous class discussions on the elements of a mystery. After students wrote rough drafts, peer editors focused on the elements of a mystery in their feedback. Students then edited and proofread their work before preparing their final copies.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observation

This student made a reasonable strong start on the story but had difficulty developing it.

- attempts to create a story, but the result is incomplete
- provides little description
- simple, repetitive language
- includes an ending but it is abrupt
- frequent errors interfere with meaning
- frequent punctuation marks; often inconsistent in use of quotation marks
- most sentences are correctly constructed; however, there is little sense of control in sentence structure; often includes run-on sentences and fragments

The Kidnapping of marina
It was a dark and stormy night and the
Temi family was sleeping. Suddenly
ms Brenda yelled "help" my marina
has been kidnapped.

5 min later the police were there
Just then the phone rang it was
the kidnapper. He said it want 400
million dollars by tomorrow Bye.

The next morning the Temi family
started getting the money together
when the phone rang it was the
kidnapper He said "Drop of the
money in the Bellavac ship yard
I'll have two men waiting to take
the money Remember to night 400 million
dollars"

"OK we have 400 million dollars and we have 7 hours left to give the kidnapper the money." "OK lets phone the cops and tell them to meet us there in one hour" said Ms. Brenda.

"OK lets get on the plane" said Mr. Jacob said.

Half an hour later we had some engine problems but we were OK.

When we got there the police were already there and had rescued Marlene and arrested the bad guys and took them to jail.

and they lived happily ever after.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has written a complete story, although the events of the story are not clearly connected or explained.

- creates a complete story that is often predictable and closely modelled on other works
- provides some visual, concrete description of events
- variety of sentence lengths and patterns
- beginning introduces the situation
- includes some loosely sequenced action and events, but these are not clearly connected and developed
- characters are named but description is omitted
- includes an ending but it is abrupt
- few errors; these do not interfere with meaning
- follows basic rules of grammar.

The Doomed Pirates

The crew was all there ready to enter the finest ship ever to sail the Seven Seas... The Orangenose. It looked at least 200 feet long and must have had 25 sails, plus 20 cannons. The crew followed their captain onto the deck and then everyone started to look around. They found gun powder, cannonballs, enough food to last at least 1 year, cabins, and their own flag marked with a skull and crossbones.

So in an hour they set sail. Days went by and it rained most of the time. One morning

everyone woke up to hear the captain yelling. "Man overboard, man overboard!" That sure woke everyone up.

Morty came running out, to the captain who said, "So bad he had to go." Morty came back and told the rest of the crew what had happened.

Another week passed by and five people had been tossed overboard and the crew became suspicious.

Three days passed by and the ship got stuck in a storm. It had lasted the whole night and when they got up they found out that they were no longer

moving. They were stranded on a deserted island! The crew was shocked, they wondered how they had got there, once again they started to wonder, if someone had crashed the ship!

Everyone got off the ship onto the island. The island was roughly 1100m^2 , and had lots of sandy beaches, and also was covered in forest. The captain ordered the crew to make a camp, and gather food because the ship lost its food. While they did that the captain figured that they were somewhere in the middle of the Pacific Ocean.

The first couple of nights was awful, everyone just kept whining. But now there was another problem the food was disappearing faster than they could gather it. By then the crew had blown their tops, so someone hid the food thinking whoever took it would be looking for it. The trap had worked, they caught Morty. He confessed that he caused the trouble and the crew was so mad that Morty got hung from a tree and then they lived in peace for thirty years and by then the island ran out of food and they all died.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student produced a somewhat formulaic story but managed to include most elements of a mystery.

- creates a straightforward story
- shows a sense of audience; tries to engage the reader in the opening
- language is clear and varied
- a variety of sentence lengths and patterns
- events are logically sequenced and easy to follow
- main characters tend to be “good” and “bad” and based on familiar literary stereotypes
- few errors; these do not interfere with meaning

The mystery at City Hall

As the clock struck 12 the lights went out, and as the lights went out the full moon appeared, the wolfs howled and Sly Slim said "Time for Sly Slim to strike again!"

Sly Slim was a thief in Springfield, Illinois. He'd robbed everything you could think of. Little did the people know that Sly had magical powers to keep him from getting caught. Now he was planning with his sidekick Slim Shady to break into city hall. Not only did the city's hall have the most expensive diamond in the whole world but it also had the most sophisticated

alarm systems around, security guards, cameras and an electrical gate around the diamond.

So on the last Friday of the month they set out for city hall. When they got into the city it was dark and quiet except for the whispers of homeless people talking and Big Buff (superhero) roaming the streets looking for robbers. So they changed directions to avoid Big Buff. Now they had to get past the alarms and all to make it into city hall. Suddenly Big Buff appeared coming straight down the street towards them, but then Slim said "York gives it's time for a little Sly magic".

and poof next thing they knew they were in city hall right next to the diamond. The gate around the diamond was turned off. But just as they were about to reach for the stone, the alarms went off. There they were in the midst of the alarms, they tore the case off the diamond and ran. As they reached the open Big Buff stood right in their way.

"So you thought you were so smart with your magical powers," he said.

"But your magic is worth nothing when you are trying to break the law enforced by Big Buff," he yelled.

"So take that + that you slimy cowards."

And that was the end of Sly Slim and

his sidekick Slim Shady. And the last
Big Buff has heard about them there in
jail for 10 yrs. I guess that's another case
closed for Big Buff.

The End

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

Despite, the “dark and stormy night” beginning, this student had produced a well-developed story with a little twist. This student shows a clear sense of audience, telling the story in the first person to explain the thinking of the detective.

- creates a story with some complexity; experiments with an interesting “twist” (modelled on one used by professional writers)
- provides effective detail to develop and elaborate events
- shows a clear sense of audience
- slows smoothly
- develops logically through believable events
- ending ties up the story and solves the problem
- sense of control
- most familiar words are spelled correctly

Transcript:

The Missing Child

It was a dark and stormy night. All of a sudden, at the Templetons house, where Jack, Suzi, Brian and Scot lived, the power went out, and Brian and Scot started screaming. The boys were only five and seven. The boys started cring and cring. Finally, after about three minutes they stopped. Jack and Suzi put Brian and Scot to bed, they fell asleep quite fast.

The next morning Jack and Suzi woke up to what they thought was a normal morning. However, they were wrong. The boys were gone. Suzi ran all over the house calling crying, searching frantically. She asked the butler Daniel; he didn't know. They asked Michelle; she didn't know. So they called me detective Rachel. I was on the case right away anxious to know what had happened. I started to look for clues. First thing I saw was a little bit of blood in the hall, not very much, but just enough to identify. I also saw a broken window. I went back to my house and started to write down everything; Suzi, Jack, Daniel and Michelle. Mrs. Templeton (Suzi) was crying like crazy. Daniel seemed suspicious because he hated Brian and Scot. But Suzi seemed to be only crying when either Jack or I came in the room. I started thinking. Something was weird; a trace of blood, a broken window? I just didn't make sense. I fell asleep thinking about it. I had a dream about what happened.

When I woke up I got into my car and raced over, to Jack and Suzis' place, when I got there I told them what happened. There must have been a thunder storm, so they got up, and ran to get a drink they opened the fridge door and a bottle dropped and cut one of their hands. They tried to get to your room when one of them tripped on a toy. It flew through the air and smashed the window. Impatiently Suzi demanded where are my boys? Well they are under the porch. We raced outside looked under the porch and sure enough there they were. What had happened is Scot cut his hand open, so, he went to look for an bandade outside in the playhouse but it started raining so they went under the porch so they wouldn't get wet. The boys were scared but fine. Well, the Templeton family is happy and that's the case of the missing child.

Grade 6 Literary Writing Additional Sample 2

Little Red Riding Hood

Context

Students in this class act as reading buddies to younger students.

Process

Students were asked to brainstorm a list of children's stories that they knew from when they were little or from reading with their younger buddies. The teacher asked the students to identify the point of view from which each of the stories was written. Students were then asked to re-write a familiar children's story from a different character's point of view.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student took the point of view of the wolf from “Little Red Riding Hood” but had difficulty developing the character of the wolf.

- creates a complete story
- provides some concrete description of events
- shows some sense of audience, tries to engage the reader in the opening
- sentence length is varied; often awkward
- sequence of events is easy to follow but requires some “leaps” in logic
- includes an ending, but it is abrupt
- characters are named; description is limited or omitted
- some noticeable errors
- basic sentence punctuation is correct

Jan. 15

The Little
Red Ridding
Hood

Hi, I am the wolf from little red riding hood. If you have read this book then you were not reading the truth. The truth is one day I decided to go for a walk. It just so happened that little red riding hood was going for a walk too, so I was walking by her and I decided that I would stop to talk to her. So I asked her where she was heading, she told me that she was going to visit her sick grandma that lived in the

woods. So then she walked away. I
felt bad for the old lady so I went
home to bake her a cake. When
the cake was done I started to
walk there. Later I thought to
myself I don't know how get
there. I started to walk home
when I saw a piece of paper. It
had a address on it. So I went
to search for the house. 15 minutes
later I found it. I knocked
knocked on the door. Nobody
answered but I could hear people,
so I walked in. Then I saw
a hunter and I ran. So remember

don't believe everything you
read.

The
End

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student also chose to retell the story of "Little Red Riding Hood from the wolf's point of view. In addition, the student has showed some originality in the development of the character of Little Red Riding Hood. The story is easy to follow.

- creates a straightforward story that is complete and shows some originality
- shows a sense of audience; tries to engage the reader with ideas and details that have been chosen to create impact
- language is clear and varied
- beginning clearly identifies the situation and introduces the main characters
- events are logically sequenced and easy to follow
- characters have some individuality although they are based on familiar literary stereotypes
- few errors; these do not interfere with meaning
- basic sentence punctuation is correct; minor errors in use of commas

Jan. 9 Little Red Riding Hood
as seen by the wolf.

Everybody always says I'm the bad guy in Little Red Riding Hood, but really I'm not, I'm the big good wolf from Little Red Riding Hood and I'm going to tell you the true story.

Sure, Little Red Riding Hood starts off innocently enough, but she's not really that sweet little girl she makes out to be. She's really an undercover detective, and since the real Little Red Riding Hood is on vacation in Maui, the undercover Little Red Riding Hood

is making a documentary about Grandma.

So one day when the undercover Little Red Riding Hood was walking along with a basket of goodies, I followed her to Grandma's house. So Little Red Riding Hood knocked on the door and Grandma opened it and invited Little Red Riding Hood in. Grandma was really ill, and she laid in her bed moaning and groaning.

When Little Red Riding Hood goes taking out her teeny tiny

video camera that looked like a brooch, I couldn't let Grandma's privacy be invaded, so I swallowed Grandma whole (so she wouldn't be injured). And then I put a bonnet and a nightgown on, and hopped into bed.

Then Little Red Riding Hood didn't tell me what big eyes, ears, and teeth I had. She asked me if my teeth were fake, if I wore contacts instead of glasses and if my ears were new hearing aids!

Since she had insulted me

so much, I ate her whole.

The woodchopper came and cut me open, but Grandma had a soft spot for animals, so she sewed me back up. And everyone lived happily ever-after. P.S. The real Little Red Riding Hood came back from Maui with a great tan!

Grade 6 Literary Writing Additional Sample 3

Stories

Context

The teacher had student keep drafts of stories in their writing portfolios. After the students had written several draft stories, she asked them to choose a story to develop more fully.

Process

Student were asked to look through the draft stories in their writing portfolios and to select three that they might like to develop further. Students then worked in small groups to provide feedback on the draft stories and advice on which one seemed to be the most interesting and engaging for readers. Individual students made the final decision about which story to develop; they did not have to take the advice of their classmates.

Students worked individually to develop another draft of their story, which was again presented to their small peer-editing groups. After editing and proofreading, final copies were produced and added to their portfolios in time for student-led conferences.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observation

This student was given considerable additional support but was unable to develop a story that went beyond a loosely connected series of events.

- attempts to create a story, but the results is difficult to follow
- shows little awareness of audience
- simple, repetitive language
- includes some loosely sequenced action and events, but these are not clearly developed into a complete story
- loses focus and stops without providing an ending
- dialogue is confusing
- many sentences are run-on or fragments; little sense of control

The Huge Mansion

Along time ago there was a huge mansion on Stanley street. The mansion was almost like a library so some people went there to borrow books from the young man who lived in the mansion. Nore, Nore was nice and friendly but the thing that was awkward about him was that he was short with long black hair and had green glowing eyes.

Mary was a senior that was in grade seven. Mary was very tall. She was even taller than Nore. Mary also had long black hair with brown eyes. Mary got the creeps when she saw Nore because Nore would look at her in a funny way. So Mary wouldn't go to the mansion where there was a lot of books.

Mark, Mary's little brother was a junior student in grade four. Mark was also tall with short black hair and had brown eyes. Mark didn't get the creeps from Nore because Nore was very nice to him and because

he was a very rich guy. So Mark wasn't scared of him.

Lora was divorced and was Mark's and Mary's mom. Lora was tall with short blond hair and brown eyes. Lora would stay inside doing the dishes and practically cleaning the whole house. Until it was glimmering and sparkling.

One day Mary had to do a science project. She needed science books from the mansion. Mark wanted to go too because Nore had a huge mansion. So, Mark begged to go. Mark's mom said it is okay but not to get in trouble. So Mark went with Mary and his mom.

Once they got there, Lora was in shock because she thought it was going to be smaller but it turned out it was bigger. They got out of the car and went inside. When they got inside Mary saw Nore's face. Nore came up to them and said everybody has left

because it's closing time.

Mary said, "But I have to find some books for my science project!"

Nore said, "Okay". Nore also said "I'll be back in an half an hour"

Lora said "okay we'll be finished by then!"

Mark whispered in Mary's ear and said "I think mom has a crush on him"

Mary said, "No way".

"Well, did you see mom looking at him?" Mary said nothing.

Nore said "see you later" then they were looking at some book's. It took Mary fifteen minutes to find the book. When they were leaving the door

was locked. Lora thought he might have locked it by mistake.

Mary whispered in Mark's ear and said, "He did it on purpose."

They all looked around and they saw another door. They decided to try it. It was open so they decided to see where it went. So they went inside. Until their mom said, "Do you know the way out?"

They all froze. Lora repeated the question. They said "no" so they got lost for good because it was so big.

They heard the door open. They all huddled together.

Then Lora said "is that you Nore?" but Nore couldn't hear her. Lora said it louder. Nore still

couldn't hear her: They heard someone coming.

Nore said, "Where are you?" He found them huddled up in a corner.

Nore came closer and closer and said, "I'd like to talk to Lora for a second or so". So they went somewhere else and he said "How did you get lost?"

Lora said, "We thought of looking around the mansion so we did and that's how we got lost".

Well Nore said, "I really like you" and he proposed to her and she said yes.

Then she said to Mary and Mark, "I am getting married to Nore".

Mary said "you're joking right"

Lora said "no I am really getting married to Nore".

Mark said "yes we're going to be so rich. he kept on saying that.

A few days later they were married and-

Mary said to Nore, "I kind of get the creeps when I look at ^{you} you're father and your my daughter".

One day Lora was trying to find the kitchen. With Mark and Mary they got lost. But as usual Nore found them.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has created a complete story although it is marred by frequent errors and over-use of “then” as a connecting word.

- provides some visual, concrete description of events
- tends to rely on concrete detail
- sentence length is varied; tends to repeat a few patterns; often awkward
- beginning introduces the situation and main characters
- over-uses a few connecting words
- some noticeable errors
- basic sentence punctuation is usually correct; inconsistent in use of commas and quotation marks
- most sentences are correctly constructed; however, there is little sense of control in sentence structure

The World's Draft #3 best + detective,

once upon a time there was a guy named Power man. Who wanted to be the world's best detective.

He lives in an ~~amrtment~~ in Down town Vancouver.

He worked in a Whare-house beside a famous jewlery store that people around the world come to buy jewlery. There famous jewlery is the Dimond worth Twenty million dollars.

They have a rule, if you buy any jewlery off the computer you won't get

P,2

your money back, if you want
to return it or if some body
stole it. Then one day a
guy name Mick Chuck who
is the worlds richest man,
was looking for a birthday
present for his wife on the
computer. Then he saw a
Dimond from the jewlery
store then he thought
about buying the Dimond
so he did. Then he dialed
the phonenumber but he
never saw the rule. When
the manager picked up the
phone he said come next

P.3

week. Mick Said fine. Then before the day Mick was going to pickup the Diamond.

The Dimond got Stolen.

So the police came in the morning and got no clues. Then they looked at the camre but the camra was shut off at that time. Then Power man Said can I solve this case the police officer said fine. So Power man started the case. Then mick came he Said can I have my Dimond the manager Said I'm Sorry It's got Stolen.

P.4

Then Mick said can I
get my money back. The
manager said no, then Mick
said why because you bought
the Dimond off the computer,
Mick said so, the manager said
we have a rule then
Mick read the rule. Then mick
said you are the stupidest
Jewlery store ever. Then Power
man said don't worry
I will solve your case.

Then Mick said If you
find the Dimond call me
at my celler phone 333-7777.

It was two day's there
were no clues. Then Power man

P.S

asked a barber the
barber said he saw . Some
expensive cars going to
the apartment. Then
Power man went to
the apartment asked a
person questions about
the cars the person
said they had expensive
briefcase and went to room
number 1007. Then Powerman
Slowly peaked in the room
and saw people wearing masks
and one person was holding
the Diamond then Power
man called the police. Then
the Police came and the police

broke the door and said
freeze so the people
with the mask frezed
and the person with the
dimond was the manager and
he was arrested. Then Power
man called Mick and
Said I found your Diamond.
then Mick Said who
was the person. Power man
Said it was the manager
and he was the one who
shut the camra off. Then
the next day Power gave
Mick his Dimond and Mick gave
a reward to Power man 7,000,000
and Power man was on t.v

on the news paper
cover and name The
World's best detective. Then
he moved to Africa and
lived in a big house
with two Guard dog's.

Fully Meets Expectations

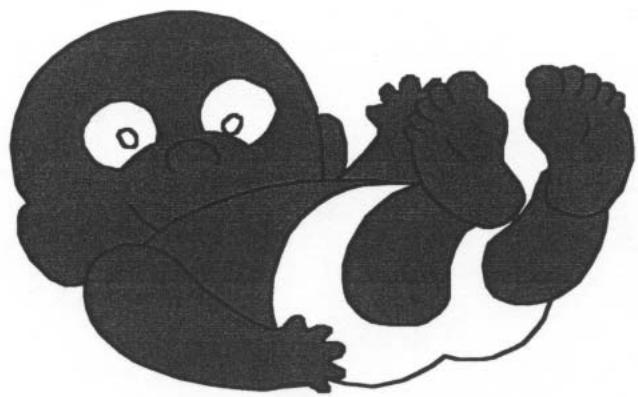
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has produced a straightforward story with some engaging description and detail. The writing flows smoothly and contains few errors.

- provides supporting details to describe and develop events
- show a sense of audience
- variety of sentence lengths and patterns
- beginning clearly identifies the problem and introduces the main characters
- ending attempts to tie up the story
- dialogue is generally clear
- few errors; these do not interfere with meaning

NICE
MY ~~MEAN~~ BROTHER





NICE MY ~~MEAN~~ BROTHER

In a small town in Texas, U.S.A. there is a brother and a sister. The sister's name is Suzy and the brother's name is Josh. Suzy is 5 and Josh is 3.

Suzy's little brother Josh in a pain in the neck. He scribbles in her colouring books and brakes all her toys.

On Mothers Day Suzy had made a picture of her and Mommy, Josh ripped the picture. That was the last straw. Suzy was fed up with Josh; she wanted to find out why Josh was bugging her.

So, one day after lunch, Suzy put on her running shoes and chased Josh around the house until he told her why. Josh's answer was " You're my big Sissy." That didn't make any sense to Suzy. So she made a new plan. The next day, during Josh's nap, Suzy woke up Josh and carried him to a chair, then she tied him up and made him watch Teletubbies and Josh who hated Teletubbies stared crying, Suzy got into trouble. Suzy had only one plan left. That very next day, she got Josh and tied him up again, this time it wasn't Teletubbies, it was hypnosis! Suzy used her mom's watch and tried to hypnotize Josh for two hours, but it did not work. Josh would not look at the watch.

That night Suzy sat on the couch with a sad face on. Mommy saw Suzy and asked, "What was wrong?" Suzy told Mommy the whole story. Mommy said,

"Ooh, I see, I'm going to go ask Josh why he bugs you so much. O.K. So don't have that sad face on anymore. Eat some dessert. It's chocolate ice-cream cake!"

"O.K." replied Suzy. That night Mommy sat down beside Josh and asked him "Why he was bugging Suzy so much?" Josh said "after watching lots of television shows, brothers are supposed to be pests by bugging their big sister or brother. If she wanted him to stop she didn't have to chase him around the house, or make him watch Teletubbies or try to hypnotize him. The only thing she had to do was ask him nicely". Mommy told Suzy what Josh had said, "The only thing she had to do was ask him nicely." Suzy had perfectly understood what she had to do.

The next morning she went up to Josh and said, "Josh, would you please stop bugging me?"

Josh replied " Yes, I would, BIG SISSY!"

After that day Josh and Suzy got along, and I should know because Suzy and Josh are my favorite cousins.

Exceeds Expectations

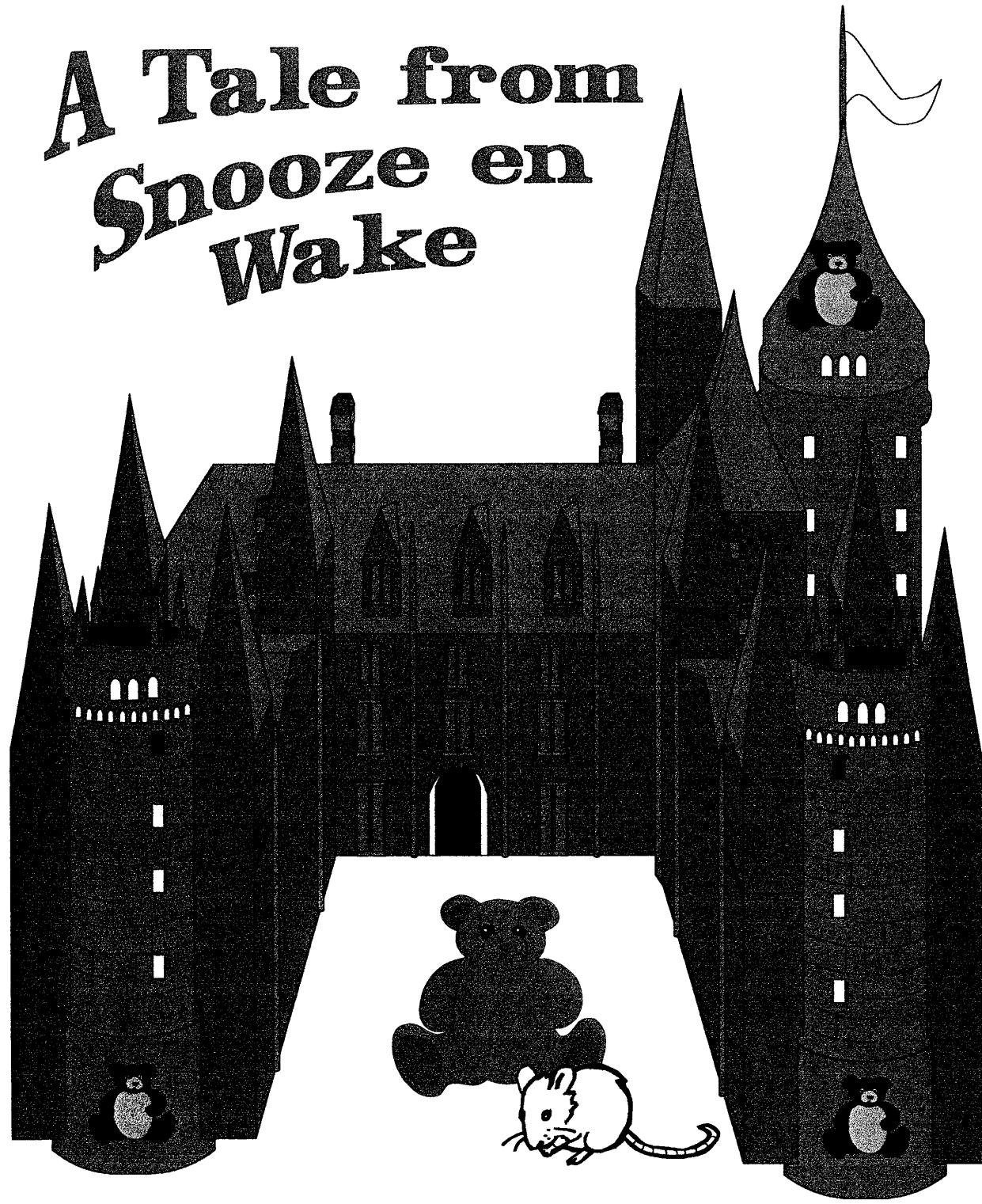
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has chosen a fairly straightforward plot but developed it with some originality. The writing flows smoothly and there is a sense of control.

- creates a straightforward story or poem that is complete and shows some individuality or originality
- some sense of audience; tries to engage the reader with ideas and details that have been chosen to create an impact
- provides effective detail to develop and elaborate images
- flows smoothly, with a variety of sentence lengths and patterns
- beginning effectively reveals the situation; engaging
- ending ties up the story; attempts a humourous ending
- dialogue is clear and contributes to an understanding of character
- sense of control; few errors
- presentation shows evidence of care and pride

A Tale from Snooze en Wake



A Tale From Snooze En Wake

In a far away place, in the country of Snooze en Wake, there's a village called Sleepy Ville. In this town everyone is always, and I mean always, asleep at night, no ifs, ands or buts about it. If you are caught awake, then you get sent to the horrible town of Insomnia Ville, where if you are caught sleeping, you get sent to Sleepy Ville. If you are caught sleeping in Insomnia Ville, then you have to go to The Forbidden Castle.

This Castle is the scariest castle in all of Snooze en Wake. People say they just started hearing cries of innocent people being tortured. The cries they say are just horrible.

If you were to go to Sleepy Ville you would see houses in shapes of beds, hammocks and pillows but, the King's house is in the shape of a giant teddy bear and everything is purple.

King Sir Catnap is very short, plump and everything he wears has to have teddy bears on it. He has a high security volt to protect his precious teddy bear, named Mr. Catch -a -Few- 'Z's.'

King Sir Restlessness is very tall and everything he wears must have a TV on it. He also has a vault with a TV in it. In his Village all the houses are in shapes of TV's or a food and everything is green.

The sleepiest person in Sleepy Ville is Frowsy Drowsy. Frowsy Drowsy is the worst person to have do anything because she will stop and then she will start to snore because she is so tired. Frowsy is 2 feet 1 inches tall and is all purple with green eyes. When Frowsy was little she had to choose which Village to live in because her mother was from

Sleepy Ville and her father was from Insomnia Ville. All her friends were in Sleepy Ville so now she lives there.

One-Day Frowsy decided she was going to take a walk outside the village boundaries. Along the way she met a little mouse. "Hi, how are you, this fine morning?" asked Frowsy.

"Oh poor me poor me!" said the mouse, who was yellow.

"Why are you so sad, on such a nice day?" Frowsy asked.

"Oh I'm so sad, I can't stay awake so I have no place to live!"

"Well, why don't you come and live in Sleepy Ville with me?"

"Do you mean it?"

"Of course I do".

So the Yellow Mouse and Frowsy went back to Sleepy Ville. When they arrived, they talked and talked and talked till they fell asleep.

Suddenly someone was banging on Frowsy's door. After 3 minutes Frowsy finally got enough courage to answer the door. "H.... h.... hell.... hell... hello, who's there?"

"It's... Me... the ... King, Let.... Me... in!".

"Oh I'm sorry I thought that you were someone else!" said Frowsy.

She opened the door, it was the King and he looked very sad. "I'm missing mymy...my...BEAR!!" said the King. "Search her and that mouse NOW!" the King yelled at the guards.

"Well, as you can see Sir we don't have your teddy bear, so if you don't mind leaving, we would like to...".

"I found it King Sir Catnap, it was in that mouse's pocket", yelled one of the guards.

“I knew it, I just knew you had it!” said the King.

“Um, that’s my teddy!” said mouse.”

“No, I know that’s mine because mine has a dot on the nose, look for it Stew NOW!”.

”I can’t find one!” said Stew.

“Oh I’m sorry, it’s just that I love my teddy bear and I really miss it!” said the King. Then he started to cry.

“Well if it’s alright with you King Sir Catnap, Mouse and I would be glad to find your Teddy bear”, said Frowsy.

“You mean it?” asked the King.

Frowsy said, “Yes, of course we would love to.”

“ Well then you two are my Royal Lookers and I give you permission to stay up as long as you need to, Oh and I need to paint you green so you can go to Insomnia Ville and look for my bear without being noticed,” said the King.

“ What’s in it for us?” the Mouse asked.

“Mouse, don’t be that way!” said Frowsy

“No, No, No she’s right, you should get something, but what?” The King thought and thought and he thought, then he finally said,” I will give you anything you want, but first you have to find my teddy bear”.

“It’s a deal,” said Frowsy. Frowsy asked, “When was the last time you saw your teddy?”

“ Well I saw him last Monday”, the King replied.

When Frowsy and Mouse were all finished getting painted they went to Insomnia Ville. It was really hard for Frowsy to stay awake all the time, so she drank a lot of Springs, which is like coffee. Mouse was snooping through everyone's house. She brought back a bag of bears but they were not the right ones. She had to take them all back. One night King Restlessness the Fourth caught them. They made up a stupid lie that he believed. They went to King Restlessness house and found a teddy bear that matched the description perfectly. Then they went to King Sir Catnap's house to give him the teddy bear but it wasn't the right one.

Frowsy and Mouse searched every house, cave, mouse hole and tree, the only place they didn't check was the horrible castle that screams and cries come from.

"There's no way I'm going in there, no matter what you do."

But Frowsy somehow managed to get Mouse to go into the castle. They froze because they heard a scream. Then something touched them, and they turned around very slowly, they looked down and they saw the small shadow of a.... teddy bear. They were so relieved that it was just a teddy bear.

"Mouse we found him, but who was screaming?" said Frowsy

"It was I!"

"Who said that!?" Mouse said terrified.

"Me, down here the Teddy Bear!"

"The teddy bear can talk?" said Frowsy.

"Why do you think I am so precious to the King?" said the Teddy Bear. "Oh, and can you take this bear trap off of my foot, because it really hurts!" said the Teddy Bear
"Oh that's so much better thank you!"

Mouse and Frowsy were still in shock. They walked back to Sleepy Ville and the King was so happy.

The King asked his Teddy Bear, "Why did you run away?"

"Oh, I just hated the stupid rule of never staying up late, it's so pathetic." said the Teddy Bear.

"Well then, I will change the rule so that you can stay up till whatever time you want," said the King. "Stew, go tell everyone now!"

So now in Snooze en Wake, you can stay up till whatever time you want.

Frowsy became a schoolteacher and Mouse is the florist. One day the King got a call from his brother and he said, "Help, I'm missing my T.V, can your Royal Lookers search for it?"

"Well I guess so," said the King." "Oh no, now there will be a walking, talking T.V", said Frowsy. Ha Ha Ha!

Written By Vanessa Lanz

Grade 6 Literary Writing Additional Sample 4

Folk Tale

Context

The class had been reading and discussing folk tales. Students have spent considerable time identifying the typical elements in a folk tale.

Process

Students were asked to work in small groups to review and discuss the elements of folk tales. Students worked individually to write a draft folk-tale, then had peer editors read them and check for the elements. After editing, and proofreading, students had an opportunity to read their stories aloud to a younger class that was also studying folktales.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observation

This student had clearly identified some of the characteristics of a folktale but had difficulty developing his own even with support. A teacher aide edited for him, so the teacher did not assess conventions.

- provides little description; very short
- simple language
- starts “in the middle”, without making the situation clear
- characters are named; description is limited

ANIMAL FOLK TALE

The Archaeopteryx flies into the sun and comes down 200 years later. He comes back in a meteorite to save the Earth from destruction with his super powers he received from the sun. Archaeopteryx realized he has a weakness when he contacts water. He was fighting a wooden snake. Archaeopteryx set the wooden snake on fire. While the snake was on fire he was flung into the water and when he came out the snake was just a corn snake and the Archaeopteryx was a parrot.

THE END



Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has created a complete folktale that is generally easy to follow although there are frequent errors.

- provides some visual, concrete description of events
- sentence length is varied; tends to repeat a few patterns
- beginning introduces the situation
- includes an ending, is abrupt
- some noticeable errors
- basic sentence punctuation is usually correct
- most sentences are correctly constructed

Alligators

Dec 8

Have you ever wondered how alligators came to be? A long time ago there was a dragon that was having a bath in a pool. He was very mean to everyone. He didn't like anyone at all. While he was having a bath there was something going on. There was something big coming from the sky, he wondered what it was. It was very big. He was starting to get scared. The big thing was a meteor. It was coming to him very fast. Then it hit him in to the water. His fire ran out his wing burnt off.

He was very sad. He was small but he could swim very fast. He could swim faster than anything. He started to like different animals to. That is how all the alligators came to be.

The end

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student created a story that included all the elements of a folk tale. The writing flows easily because the dialogue is effectively paragraphed and punctuated.

- provides supporting details to develop events, characters
- variety of sentence lengths and patterns
- beginning clearly identifies the problem and introduces the main character
- events are logically sequences and easy to follow
- dialogue is generally clear
- few errors; these do not interfere with meaning
- neatly presented

Jerry giraffe walked down the dirt path on his way to the spring. Jerry was a short, fat giraffe with a short tail. He was the smallest animal in the whole forest. Jerry didn't like passing the park because all the other animals like to tease him about how short and fat he was.

"Look who's here. It's fat Jerry," said the deer. "I'm not fat, I'm just short" said Jerry.

"Sure, you're just jealous because we're all tall and thin," the animals told him. Jerry just stood there with his head down feeling sad.

"Why don't you go somewhere else and come back when you're tall and thin like us," said the elephant.

"I was just going to the spring to get some water," said Jerry.

"Well then get going we don't want you around," said the elephant.

"You say that now but when I'm taller and thinner than all of you, I'll be making fun of you" replied Jerry.

The animals just laughed at Jerry as he started walking to the spring. Jerry walked slowly to the spring, thinking why can't I be big like all the other animals. He walked over to the spring and looked to his reflection in the water. I'm pitiful he thought, why did I have to be the small one?

Then Jerry got an idea. I'm not going to let them tease me anymore. First thing in the morning Jerry decided he would go to find a book at the library.

"Excuse me Miss Librarian. Do you have any books on how to make animals grow?" asked Jerry.

"Yes we do, only one copy," said the Librarian.

"Can I have it please?" he asked.

"Sure I'll get it for you. Here you go," replied the Librarian.

"Thank you," said Jerry.

Jerry started reading the book as soon as he got home. The first thing the book said to do was to eat lots of food. Jerry started eating and eating, but all it did was make poor Jerry fatter.

Jerry went through the whole book but there were no good ideas. Jerry took the book back to the library.

He walked through the forest looking for something to eat. While Jerry was looking for food, a bear came up to him and asked him why he was sad.

Jerry told him the whole story about being short and fat and how the other animals teased him. The bear told Jerry he was a magic bear and could help him. Jerry didn't believe him so he just left.

The next morning Jerry woke up. He couldn't believe it. He was the same height as the other animals and he was also thin.

"Bing, Bong" There was someone at Jerry's door. He opened the door and was surprised to see the bear he met in the woods the day before.

"I see my magic worked," said the bear. "Do you like your new height".

Jerry still not believing said, "you didn't do this. I just got lucky and grew."

"If you say so. But you'll be sorry," replied the bear as he was leaving.

"Goodbye" called out Jerry.

Jerry ran down to the park and showed off all day long. The other animals were shocked to see Jerry so tall and decided to let him play with them.

After a whole day of that, Jerry went home exhausted. He fell asleep right away. The next morning Jerry woke up. "Oh no, the bear was

right. He really was magic," thought Jerry. Jerry was way taller than he wanted to be. He had a long neck and short tail. His body was very thin with long legs.

I've got to go and find the bear and tell him I believe him before I get any taller.

When Jerry opened his door he saw the bear. "I'm sorry bear. I believe you now. Could you please make me smaller," cried Jerry.

"I would, but I can't reverse the magic. You'll just have to stay like this forever," said the bear.

It wasn't as bad as Jerry thought it would be. He was very tall and thin and the other animals stopped teasing him.

That's how the giraffe's got the shape they are today.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has developed a folktale with some complexity. The writing is well-developed and includes a foreshadowing of the ending.

- provides effective detail to develop and elaborate events
- shows a clear sense of audience; foreshadows
- language is clear and varied; expressive language creates images
- flows smoothly with a variety of sentence lengths and patterns
- develops logically through believable events
- ending ties up the story and solves the problem
- sense of control; few errors

Platypus Folk Tale.

(1)

Platypus sprang out of her nest, way up high in a big green tree. She flapped her enormous wings, pumped her paddle-like tail, and flew up, up, up, over the Lake Field National Park. The park had been her home for as long as she could remember.

Platypus spread her glossy wings and soared down toward the river. She was going to visit her friend, Catfish.

Catfish lived in an old, muddy swamp on the other side of the park.

Normally, Platypus would fly along the river, which ran through an open field, to the swamp.

Today though, Platypus was in a hurry. She planned to cut through the Lake Field Forest. This could be dangerous for a bird to do, since there were so many trees and branches. Her wings could get

caught in a branch and be ripped right off.

"I can't fly over the forest," Platypus mumbled, "Hawk patrols that area of sky. If I go through forest, he would kill me for sure."

As she approached the forest, Platypus began to get nervous. Maybe she should take the long way, along the river. It was safer.

"Except," Platypus thought, "Catfish is going to teach me to swim today. I want to get to the swamp early."

Platypus looked around. Hawk was circling above her. Quick as a flash, Platypus dove down into the dark, damp forest.

Platypus flew along for about fifteen minutes before anything happened. Suddenly, she heard a loud bark.

"Oh no, Dingo!" Platypus thought. She landed.

on a branch and turned around. She saw a bush shaking. Platypus gasped. She spread her huge wings and got ready to fly. Just then, plump, furry Wombat leaped out of the bush and started running. He spotted Platypus in the tree.

"Dingo," he gasped, "Dingo is coming."

Every animal in Lake Field would start shaking at the mention of Dingo's name. Platypus was no exception. She was shaking so violently, that she almost fell off the branch.

"Dingo can't get me up here," she said, trying to sound confident.

"He doesn't have to," Wombat said nervously, "He has joined forces with Parakeet and his flock. They can surround you and knock you right off the branch and into Dingo's jaws."

Wombat looked around, a frightened look on his

face. A few seconds later, he was off and running again.

Platypus decided to follow suit. She flapped her wings and was off like a bullet.

Behind her, Platypus could hear chirping birds, and the bark of a dingo. She tried to go faster.

Suddenly, she felt a sharp pain in her shoulders. For a few seconds, she twisted about, trying to free herself from the branches that she was tangled in. Then she heard a sickening sound. A ripping sound. Her wings were ripping. The next thing she knew, she was falling; then she hit the soft, damp ground.

Platypus was on her feet almost the second that she hit the ground.

"My wings," she gasped, "No! Oh no!"

She started to run through the dense forest, toward the swamp.

"Luckily, the swamp was close by, and Platypus was there and found Catfish in just a few minutes. She explained what had happened.

Wombat suddenly burst out of the forest.

"Dingo's gone!" he called, "He and Parakeet gave up searching for us."

Then Wombat noticed that Platypus' wings were gone.

"What happened to you?" Wombat asked Platypus. Platypus explained. Wombat took pity on poor Platypus and gave her a fur coat to wear. Catfish taught her to swim, because Platypus could not run very fast and would not survive, living on land.

To this day, platypus have a warm, fur coat and spend most of their time in or near the water. Since it was once a bird, the platypus still lays eggs.

Grade 6 Literary Writing Additional Sample 5 Poems on Feelings

Context

This lesson was the first in a short poetry writing unit.

Process

Students were given a poetry frame, and asked to choose an emotion of feeling. They generated ideas about the emotion through each of the senses— it looks..., sounds like..., feels like..., tastes like..., smells like.... Students completed a first draft and then shared “powerful images” with each other in small groups, before writing a second draft where they worked on clarifying form and imagery.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observation

This student attempted to create a poem using the senses, but wrote it in the form of a paragraph. The student had some support but largely relied on other student's ideas for imagery.

- attempts to create a poem; result is incomplete, difficult to follow
- intended poetic form is difficult to identify
- little use of descriptive or figurative language
- some noticeable errors; these may cause the reader to reread parts to confirm meaning

feelings poetry 01:02:1

Peacefullness sounds like the breeze of wind across your face. Peacefullness taste like hardly nothing and also it looks hearts floating across the sky. Peacefullness feels like cold cold wind blowing across you. It smells like hot cinnamon.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student created a poem that is complete, follows the required form, and is easy to read.

- creates a complete poem; relies on ideas discussed in class
- follows most “rules” of the form
- uses some descriptive and figurative language
- some noticeable errors

Sadness

Sadness smells like a old room with a musty sort of smell.

Sadness looks like a dark room of silence.

Sadness tastes like no taste at all.

Sadness hears like people yelling and stomping their feet.

Sadness feels like tears running down the side of your check.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student wrote two poems because she was not sure that "friendship" was an emotion or feeling.

- creates a straightforward poem that is complete and shows some individuality or originality
- follows most "rules" of the required form
- includes some description and figurative language
- legible, neatly presented

Feelings

Friendship

Friendship tastes like a freshly-picked apple.

Friendship sounds like non-stop laughing and giggling.

Friendship feels like a soft purring kitten.

Friendship smells like the spring flowers blooming in a field.

Friendship looks like a rainbow in the clear sky.

Plate

Hate smells like sweat rolling down your back.

Hate tastes like an apple with a worm in it.

Hate feels like someone is ripping your head off.

Hate sounds like feet crashing into the floor.

Hate looks like a black thunder cloud always hovering over you.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

This student has developed a poem with rich imagery and figurative language.

- creates an original poem with some complexity
- show a clear sense of audience; chooses ideas and details to engage the reader and create an emotional impact
- follow the “rules” of the form
- includes figurative language and imagery; takes risks to be original and create an impact
- sense of control; few errors

Fear (Dance Poetry) 0:00:01

Fear feels like a cold, evil spirit, prying
at the back of your mind, filling it
with haunting, murderous visions.

Fear looks like a slick, black cat, looking
for an unknown shadow that is beyond
existence.

Fear sounds like distant, whispering voices,
~~beckoning~~ you toward the insidious
truth.

Fear smells like the musty odor of lies
and devious cheating, it seeps through
your body, poisoning your soul

Fear tastes like dry, bitter cotton choking
you, so you can't breath.