

Writing GRADE 3

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Personal Writing

Students are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 3, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

Key Qualities

The following is a summary of the key qualities of each aspect of personal writing in Grade 3. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ comes from thoughts, feelings, opinions, memories, and reflections

STYLE

- ◆ is generally reflective
- ◆ demonstrates clarity and some variety in language, but has not been revised or edited

FORM

- ◆ begins with a clear introduction and follows a logical sequence
- ◆ ideas are connected, although the writing reflects a “stream of consciousness”

CONVENTIONS

- ◆ follows standard conventions for basic spelling, punctuation, and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 3 personal writing reflect the following prescribed learning outcomes from Grades 3 of the *English Language Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- ◆ create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions [C1]

STRATEGIES (WRITING)

[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- ◆ use writing and representing to express personal responses and opinions about experiences and texts [C7]
- ◆ use writing and representing to extend thinking [C8]

FEATURES (WRITING)

It is expected that students will:

- ◆ use the features and conventions of language to express meaning in their writing and representing [C10]

Quick Scale: Grade 3 Personal Writing

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Personal writing is usually expected to be checked for errors, but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing offers few ideas, and these are often disjointed, illogical, and hard to understand. The student needs ongoing support.</i>	<i>The writing presents loosely connected ideas; may be vague or hard to follow in places or flawed by frequent basic errors.</i>	<i>The writing is clear and easy to follow, with relevant and logical ideas about the topic or issue.</i>	<i>The writing flows smoothly, offers detail and elaboration, and shows some insight.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • often very brief—a statement of opinion without support • details may be irrelevant, vague, or inaccurate 	<ul style="list-style-type: none"> • opinion or reaction tends to be vague or unsupported • relies on retelling or offering factual details without explanation or analysis 	<ul style="list-style-type: none"> • connects to opinions, experiences, feelings • some explanations, details, examples 	<ul style="list-style-type: none"> • connects to experiences and feelings; writer's perspective comes through • supports and elaborates ideas; may make comparisons
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • basic language • sentences are often long and rambling or short and stilted 	<ul style="list-style-type: none"> • language may be vague, repetitive • tends to rely on simple and compound sentences; may include run-on sentences 	<ul style="list-style-type: none"> • language is clear and shows some variety • some variety in sentence length and pattern 	<ul style="list-style-type: none"> • language is clear and varied; some precision • flows smoothly • variety of sentence patterns and lengths
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • may be very brief • no introduction; tends to ramble • repeats a few basic connecting words (e.g., <i>and then</i>) 	<ul style="list-style-type: none"> • some sequence; connections among ideas may be unclear • introduces topic, but often loses focus • some transitions may be abrupt 	<ul style="list-style-type: none"> • logically sequenced • introduces and generally sticks to topic; conclusion may be abrupt • variety of connecting words 	<ul style="list-style-type: none"> • logically sequenced and connected • clear beginning, middle, and end; sticks to topic • smooth transitions
CONVENTIONS • complete sentences • spelling • capitals • end of sentence punctuation • correct pronouns	<ul style="list-style-type: none"> • frequent, repeated errors in grammar, spelling, punctuation, and sentence structure often make the writing hard to understand • capitals often omitted or misused 	<ul style="list-style-type: none"> • basic spelling and sentence punctuation is correct; errors do not interfere with meaning, although some parts may be hard to read • may include run-on or incomplete sentences; may overuse pronouns 	<ul style="list-style-type: none"> • basic grammar, spelling, punctuation, and sentence structure are generally correct; minor errors do not interfere with meaning • may include errors with commas, quotation marks, or agreement 	<ul style="list-style-type: none"> • few errors; these are usually caused by taking risks with newly acquired or complex language • may overuse some punctuation marks or make occasional errors in agreement

Rating Scale: Grade 3 Personal Writing

Student achievement in personal writing by March–April of Grade 3 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing offers few ideas, and these are often disjointed, illogical, and hard to understand. The student needs ongoing support.</i>	<i>The writing presents loosely connected ideas; may be vague or hard to follow in places or flawed by frequent basic errors.</i>
MEANING <ul style="list-style-type: none"> ideas and information use of detail 	<ul style="list-style-type: none"> often very brief—a statement of opinion without support little explanation; details may be irrelevant, vague, or inaccurate 	<ul style="list-style-type: none"> opinion or reaction tends to be vague or unsupported often relies on retelling or offering factual details without explanation or analysis
STYLE <ul style="list-style-type: none"> clarity, variety, and impact of language 	<ul style="list-style-type: none"> basic, simple language may be a series of short, stilted sentences or one or more long, rambling sentence 	<ul style="list-style-type: none"> language may be somewhat vague and repetitive tends to rely on simple and compound sentences (sometimes may run on or be incomplete)
FORM <ul style="list-style-type: none"> opening organization and sequence conclusion 	<ul style="list-style-type: none"> may be very brief may have no opening or introduction tends to ramble without clear sequence or connections repeats the same connecting words (e.g., <i>and then</i>) 	<ul style="list-style-type: none"> shows some attention to sequence; connections among ideas may be unclear in places usually introduces the topic or issue often loses focus; may ramble in places may omit connecting words in places, which causes abrupt transitions
CONVENTIONS <ul style="list-style-type: none"> complete sentences spelling capitals end of sentence punctuation correct pronouns 	<ul style="list-style-type: none"> frequent, repeated errors make the writing hard to understand many incomplete or run-on sentences simple, familiar words may be misspelled capitals and periods often omitted or misused pronouns are often confusing 	<ul style="list-style-type: none"> may include several errors, but these do not interfere with basic meaning may include some run-on or incomplete sentences most simple, familiar words are spelled correctly uses capitals and periods correctly; may overuse exclamation marks may overuse pronouns in places

The rating scale may require adaptation when used for different purposes and tasks.

	Fully Meets Expectations	Exceeds Expectations
	<i>The writing is clear and easy to follow, with relevant and logical ideas about the topic or issue.</i>	<i>The writing flows smoothly, offers detail and elaboration, and shows some insight.</i>
	<ul style="list-style-type: none"> • makes connections to personal experiences, feelings, and opinions; may focus on retelling the experience rather than reacting or analyzing • provides some explanations, details, and examples; may include irrelevant information in places 	<ul style="list-style-type: none"> • makes connections to personal experiences and feelings; personality and views of the writer come through • supports and elaborates ideas with explanations, details, and examples; may draw comparisons with other situations
	<ul style="list-style-type: none"> • language is clear and shows some variety • some variety in sentence length and pattern 	<ul style="list-style-type: none"> • language is clear and varied; may try to be precise in places to show emphasis or make ideas clear • flows smoothly, with a variety of sentence patterns and lengths
	<ul style="list-style-type: none"> • ideas are generally logically sequenced, although there may be some breaks; connections may not always be clear • topic or issue is introduced in the beginning; the end may seem abrupt • generally sticks to the topic; may wander occasionally • uses a variety of connecting words 	<ul style="list-style-type: none"> • ideas are logically connected and sequenced, although there may be some breaks where a new idea or point is introduced • writing flows smoothly through beginning, middle, and end • focused; sticks to the topic • transitions are smooth
	<ul style="list-style-type: none"> • may include some errors, but these do not interfere with meaning • most sentences are complete • most familiar words are spelled correctly, including capitals and apostrophes • basic sentence punctuation is correct; the student may make errors when using commas or quotation marks • most pronouns are clear and correct; may be some errors in agreement 	<ul style="list-style-type: none"> • few errors; these do not interfere with meaning and are usually caused by taking risks with newly acquired or complex language • sentences are complete • most words are spelled correctly • basic sentence punctuation is correct, including dialogue; may overuse exclamation marks or commas • pronouns are clear and correct; may be occasional errors in agreement

Sample Task: Journal Entries

CONTEXT

Students in this class regularly write journal entries about specific activities and experiences. This activity followed a visit to the Orpheum Theatre, during which students saw a performance of the orchestra and members of *Ballet BC*.

PROCESS

The class discussed their trip and shared some of their ideas and feelings. Students were then asked to write about their trip. They were reminded to:

- ◆ tell about the things that were most interesting or surprising to them—things that stood out in their minds and memories
- ◆ let the reader know how they felt about the experience
- ◆ check their writing for correct spelling, capitals, and punctuation, and for complete sentences
- ◆ circle any words they weren't sure of

Students spent approximately 40 minutes writing independently. They were encouraged to use classroom word lists for some of the vocabulary related to their trip (e.g., *orchestra*, *Orpheum*) and to refer to their personal dictionaries.

The teacher responded to specific questions (e.g., “What do you call instruments like the drums?”) and encouraged students who were having difficulty thinking of things to write.

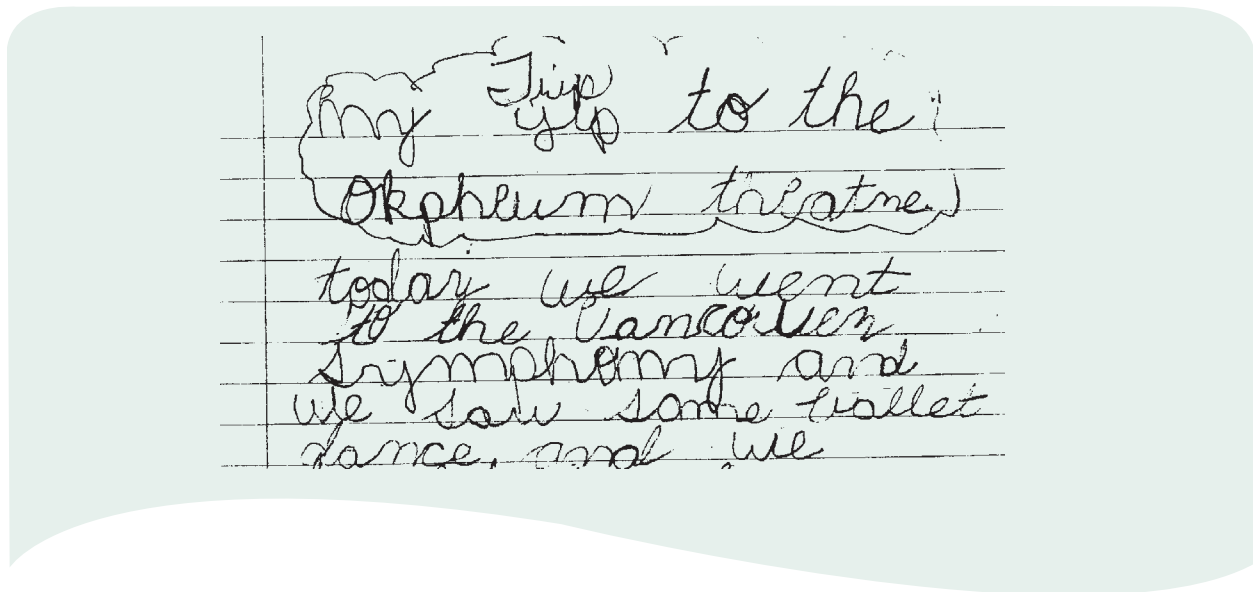
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student has recorded a string of activities joined with *and*.

- ◆ very brief, with no explanation or detail
- ◆ one long rambling sentence
- ◆ frequent errors make the writing hard to understand
- ◆ capitals often omitted or misused

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

My Trip to the Orpheum theatre

today we went to the Vancouver Symphony and we saw some ballet dance and we heard the loomy teens. and we heard the simpson and in the moode and my fauvorot instmmont is the ——— and the ——— and a som that is in a movei.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student has listed various instruments and activities without explanation.

- ♦ opinions and reactions are unsupported
- ♦ offers factual details without explanation or analysis
- ♦ relies on simple and compound sentences
- ♦ omits connecting words
- ♦ errors do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

My trip to
the Orpheum Theatre
Today I went to the
Vancouver Symphony Orchestra
to watch the people play
the music. There was the

TRANSCRIPT

My trip to the Orpheum Theatre

Today I went to the Vancouver Symphony Orchestra to watch the people play the music. There was the keyboard family and the woodwind family, string family, bass family, percussion family. There was ballet and our class and all the aldeinesnt heard simpson and the perant trap, loon tune, and mad about the mouse. My favertie song is the perant trap and mad about the mouse. My favertie instrument is the fleut.

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student simply but clearly offers observations and opinions about a field trip.

- ◆ makes connections to personal experiences, feelings, and opinions
- ◆ provides some explanations, details, and examples
- ◆ language is somewhat vague and repetitive
- ◆ some variety in sentence length and pattern
- ◆ ideas are logically sequenced
- ◆ includes some errors, but these do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

We went to the Vancouver
Symphony Orchestra Theatre.
When we went to the
theatre I felt excited
because it was so big

TRANSCRIPT

We went to the Vancouver Symphony Orchestra Theatre. When we went to the theatre I felt excited because it was so big and there was so many people. My favorite song was the simpsons because I thought that they didn't now the Simpsons. When I go back home I will still remember how big it was and how many people where there. I was surprised how many chairs there was. The people there did a good job. The Orpheum theatre was fun.

EXCEEDS EXPECTATIONS

Teacher's Observations

The student has described observations and feelings with some elaboration and detail. The writing flows smoothly.

- ◆ makes connections to personal feelings; personality and views of the writer come through
- ◆ language is clear and varied; tries to be precise to show emphasis (e.g., "right in front of me," "huge chandelier")
- ◆ ideas are logically connected, although there are some breaks where new ideas are introduced
- ◆ few errors; these do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

We went to the Orpheum theatre with the School. I felt very excited when our class sat down two by two on the seats of the bus and started to go. I liked when the Orchestra played the Tiny toon music because it wasn't just on t.v. It was an Orchestra playing right in front of me and I was so happy.

TRANSCRIPT

We went to the Orpheum theatre with the School. I felt very excited when our class sat down two by two on the seats of the bus and started to go. I liked when the Orchestra played the Tiny toon music because it wasn't just on t.v. It was an orchestra playing right in front of me and I was so happy when I heard it. I will always remember the Orpheum because it was the very first time I've ever seen an Orchestra playing with a real ballet. It surprised me when I saw the huge chandelier in the middle of the Orpheum. I think it took a very long time making the Vancouver symphony theatre. I felt a bit scared when Mrs. Schimdt said the people that painted the pictures above the Orpheum laid down on a high board. I felt happy when I went to the Orpheum because it was really nice ballet dancing and beautiful music.

Writing to Communicate Ideas and Information

Students frequently write to communicate ideas, information, and opinions in a variety of curriculum areas. In Grade 3, they often prepare articles and reports; record observations, procedures, and conclusions; write explanations; and share their opinions in editorials and letters.

This type of writing is usually presented to audiences within and outside of the classroom. In some cases, the audience is imagined, as when students are asked to write letters convincing a story character or historical figure to pursue a particular course of action, or when they take on a role to present information and ideas from a particular point of view.

Whenever possible, students benefit from writing for real audiences, such as students in other classrooms, community members, pen pals, or e-pals. School newspapers and yearbooks, community newspapers, school or class web sites, and letters or e-mail (e.g., to authors or public figures) can expand the range of audiences students address. Because this writing is intended for an audience, students should have opportunities to revise, edit, and proofread their work before creating a final copy.

Key Qualities

The following is a summary of the key qualities of each aspect of writing to communicate ideas and information in Grade 3. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ is focused around a clear purpose
- ◆ develops through complete, relevant, and accurate detail that comes from research of all kinds, observation, and logical analysis

STYLE

- ◆ is generally clear, concrete, and concise, with precise language

FORM

- ◆ follows the “rules” for specific forms (e.g., instructions, letters)
- ◆ follows a logical sequence
- ◆ uses appropriate visuals and text features

CONVENTIONS

- ◆ has been carefully revised and edited
- ◆ follows standard conventions for basic spelling, punctuation, and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 3 writing to communicate ideas and information reflect the following prescribed learning outcomes from Grade 3 of the *English Language Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- ◆ create a variety of clear, easy-to-follow informational writing and representations [C2]

STRATEGIES (WRITING)

[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- ◆ use writing and representing to express personal responses and opinions about experiences and texts [C7]
- ◆ use writing and representing to extend thinking [C8]

FEATURES (WRITING)

It is expected that students will:

- ◆ use the features and conventions of language to express meaning in their writing and representing [C10]

Quick Scale: Grade 3 Writing to Communicate Ideas and Information

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Writing to communicate ideas and information is usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing offers few ideas and little information. It is often disjointed, illogical, and hard to understand. The student needs ongoing support.</i>	<i>The writing presents loosely connected ideas or information. It may be vague, hard to follow, or copied in places. May also be flawed by frequent basic errors.</i>	<i>The writing is clear and easy to follow, with relevant ideas and information on simple topics and procedures presented in the student's own words.</i>	<i>The writing flows smoothly, presenting clear, logical, and detailed information and ideas in the student's own words.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> purpose may be unclear information may be invented or copied few relevant or accurate details 	<ul style="list-style-type: none"> purpose often vague some information may be copied or misinterpreted some relevant information; little detail or explanation 	<ul style="list-style-type: none"> clear purpose that is accomplished to some degree accurate some explanation, details, or examples 	<ul style="list-style-type: none"> accomplishes the purpose accurate; may use several sources explanations, details, or examples make ideas clear
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> basic, simple sentences often long and rambling or short and stilted; little variety 	<ul style="list-style-type: none"> simple, familiar; not specific or exact repeats simple and compound sentences (may run on or be incomplete) 	<ul style="list-style-type: none"> language is clear; some attempts to be specific or exact some variety in sentences where appropriate 	<ul style="list-style-type: none"> language is clear, direct, and specific flows smoothly, with a variety of sentences where appropriate
FORM • key features • organization and sequence • opening, conclusion • visual features	<ul style="list-style-type: none"> intended form is hard to determine may be disjointed may be very brief visual features (e.g., diagrams) omitted or confusing 	<ul style="list-style-type: none"> tries to follow form; may omit key features some sequence; may omit ordering or connecting words writing has a topic sentence but may lose focus visual features (e.g., diagrams) may be hard to interpret 	<ul style="list-style-type: none"> uses some key features of the form logical sequence; uses ordering or connecting words writing has a topic sentence with some development visual features (e.g., diagrams) are clear and relevant 	<ul style="list-style-type: none"> follows key features of the form carefully sequenced; uses ordering or connecting words effectively writing develops from topic sentence to logical ending visual features (e.g., diagrams) clear and helpful
CONVENTIONS • complete sentences • spelling • capitals • end of sentence punctuation • correct pronouns	<ul style="list-style-type: none"> frequent, repeated errors in grammar, spelling, punctuation, and sentence structure often make the writing hard to understand capitals often omitted or misused may be hard to read 	<ul style="list-style-type: none"> basic spelling and punctuation is correct; errors do not interfere with meaning, although some parts may be hard to read may include run-on or incomplete sentences; may overuse pronouns legible 	<ul style="list-style-type: none"> basic grammar, spelling, punctuation, and sentence structure are correct; minor errors do not interfere with meaning may include errors with commas, quotation marks, agreement legible; clearly presented 	<ul style="list-style-type: none"> few errors; these are usually caused by taking risks with newly acquired or complex language may overuse some punctuation marks or make occasional errors in agreement legible; presentation shows care

Rating Scale: Grade 3 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information tasks by March–April of Grade 3 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing offers few ideas, little information. It is often disjointed, illogical, and hard to understand. The student needs ongoing support.</i>	<i>The writing presents loosely connected ideas or information. It may be vague, hard to follow, or copied in places. May also be flawed by frequent basic errors.</i>
MEANING <ul style="list-style-type: none"> ideas and information use of detail 	<ul style="list-style-type: none"> purpose may be unclear a large portion of the information may be “made up,” misinterpreted, or copied few details; these may be irrelevant, vague, or inaccurate seems unaware of audience 	<ul style="list-style-type: none"> topic is clear; purpose may be vague information and ideas are limited and some parts may be missing, misinterpreted, or copied ideas and information are connected to the topic, but may be vague and general (reader has to make some inferences) may show some awareness of audience
STYLE <ul style="list-style-type: none"> clarity, variety, and impact of language 	<ul style="list-style-type: none"> basic, simple language sentences are often long and rambling or short and stilted; little variety or sense of control 	<ul style="list-style-type: none"> simple, familiar language; lacks precision tends to rely on simple and compound sentences (may run on or be incomplete)
FORM <ul style="list-style-type: none"> key features organization and sequence paragraphs opening, conclusion visual features 	<ul style="list-style-type: none"> the intended form may be hard to determine (e.g., a recipe may be written in a paragraph) may seem disjointed and lack a sense of sequence may be very brief overuses a few connecting words (e.g., <i>and then</i>) visual features (e.g., illustrations, diagrams) may be omitted or seem unconnected to written information 	<ul style="list-style-type: none"> shows some attention to form (e.g., instructions look like instructions); may omit key features (e.g., fail to number instructions) some sense of order and sequence; may lapse in places reports, articles, and letters generally have opening or topic sentences, but may lose focus and end abruptly may omit ordering or connecting words in places, which causes abrupt transitions visual features (e.g., diagrams, illustrations) are connected to the written information, but may be hard to interpret
CONVENTIONS <ul style="list-style-type: none"> complete sentences spelling capitals end of sentence punctuation correct pronouns 	<ul style="list-style-type: none"> frequent, repeated errors make the writing hard to understand many incomplete or run-on sentences may misspell simple, familiar words capitals and periods often omitted or misused pronouns are often confusing generally legible, although parts may be difficult to read 	<ul style="list-style-type: none"> may include several errors, but these do not interfere with basic meaning may include some incomplete or run-on sentences most simple, familiar words are spelled correctly uses capitals and periods correctly; may overuse exclamation marks may overuse pronouns in places legible

The rating scale may require adaptation when used for different purposes and tasks.

Writing to communicate ideas and information is usually expected to be carefully revised, edited, and proofread for presentation to an audience.

	Fully Meets Expectations	Exceeds Expectations
	<i>The writing is clear and easy to follow, with relevant ideas and information on simple topics and procedures presented in the student's own words.</i>	<i>The writing flows smoothly, presenting clear, logical, and detailed information and ideas in the student's own words.</i>
	<ul style="list-style-type: none"> • focused around a clear purpose that is accomplished to some degree (e.g., instructions can be followed) • information is usually accurate and complete; often drawn from a single source • written in the student's own words • includes some explanations, examples, or details • shows some sense of audience or consideration for the reader 	<ul style="list-style-type: none"> • presents information and ideas that clearly accomplish the purpose • information is accurate, complete, and written in the student's own words, often combining information from more than one source • includes explanations, specific examples, or details that make the ideas or procedures clear • shows a sense of audience or consideration for the reader
	<ul style="list-style-type: none"> • language is clear and shows some attempts to be exact or specific • some variety in sentence length and pattern where appropriate (e.g., instructions often repeat the same sentence pattern) 	<ul style="list-style-type: none"> • language is clear, direct, and specific • flows smoothly; a variety of sentence patterns and lengths where appropriate (e.g., instructions often repeat the same sentence pattern)
	<ul style="list-style-type: none"> • shows awareness of some key features of the specific form (e.g., instructions are numbered) • ideas are logically sequenced, although there may be occasional lapses • reports, articles, and letters generally have a beginning, middle, and end; the end may seem abrupt • uses a variety of simple ordering or connecting words • visual information (e.g., illustrations, diagrams) are clear and relevant to the written text 	<ul style="list-style-type: none"> • follows the key features of the form • ideas are logically connected and sequenced • reports, articles, and letters have a clear beginning, middle, and end • transitions are smooth, with some careful use of ordering or connecting words (e.g., <i>before you start</i>, <i>at the same time</i>, <i>while</i>) • visual information (e.g., illustrations, diagrams) is generally clear and helps to clarify or elaborate the written text
	<ul style="list-style-type: none"> • may include some errors, but these do not interfere with meaning • most sentences are complete • most familiar words are spelled correctly, including capitals and apostrophes • basic sentence punctuation is correct; the student may make errors when using commas or quotation marks • most pronouns are clear and correct; may be some errors in agreement • legible; clearly presented 	<ul style="list-style-type: none"> • few errors; these not do interfere with meaning and are usually caused by taking risks with newly acquired or complex language • sentences are complete • most words are spelled correctly • basic sentence punctuation is correct, including dialogue; may overuse or omit exclamation marks or commas • pronouns are clear and correct; may be occasional errors in agreement • legible; presentation shows care

Sample Task: Travel Brochures

CONTEXT

In this class, students write frequently and in a variety of forms. They are accustomed to presenting their work to others in their school, their families, and via the Internet. This activity was integrated with social studies.

PROCESS

The class reviewed what they knew about Canada and the various provinces and territories. The teacher explained that they were each going to select and research one province or territory, then create a travel brochure to convince people to visit it.

The teacher provided a variety of travel brochures, and the students worked in groups to identify the kinds of information that were included. They agreed that their brochures would include:

- ◆ basic information about the area
- ◆ popular travel destinations
- ◆ location within Canada
- ◆ climate
- ◆ key geographic features
- ◆ major cities
- ◆ specific or unique features of the area

Before they began their research, students reviewed what they had learned about finding information and making notes. For their research, they used resources the teacher had collected for the classroom and visited the library to consult print references and CD-ROMs. Some students also brought resources from home and interviewed family members who had visited or lived in their chosen province or territory.

After they had collected the information they needed, students re-examined the travel brochures and discussed “What makes a good brochure?” They decided that the most important features were:

- ◆ gives complete and accurate information
- ◆ written in your own words
- ◆ uses words that tell exactly what you mean and are interesting to your readers

- ◆ clear and attractive design (uses headings and illustrations effectively; well-organized)
- ◆ written in complete sentences; uses correct spelling, punctuation, and capitals

Students wrote information for each section and sketched the layout of their brochures. All students were encouraged to revise and edit their work carefully, using classroom resources as needed. Other students often provided help with layout. The teacher also helped students who were having difficulty.

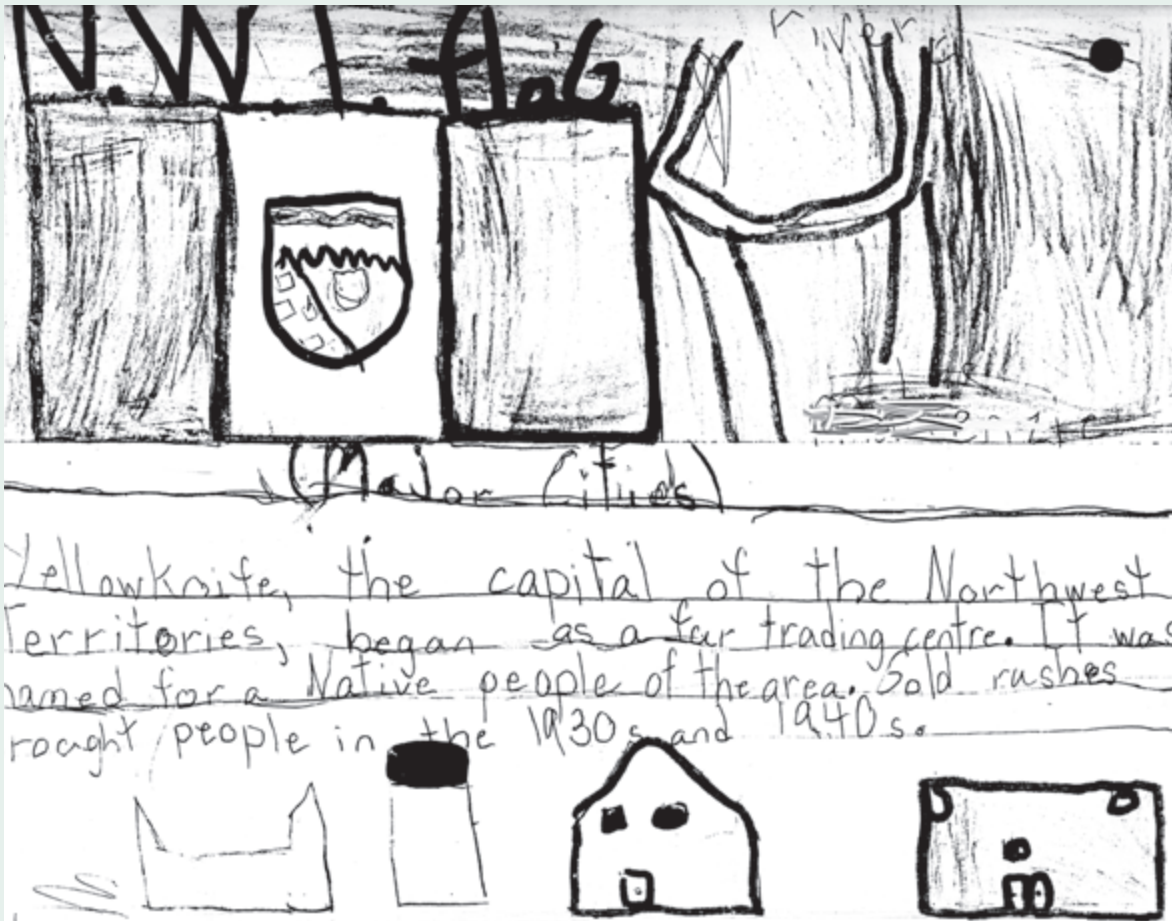
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The brochure does not provide the required information. Much of the content is copied from another source.

- ◆ few details (incomplete)
- ◆ intended form is hard to determine (does not look like a brochure)
- ◆ few visual features; some are unconnected to the written information

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

This student included some drawings, but they are not clearly connected to the writing.

Major Cities

Yellowknife, the capital of the Northwest Territories, began as a fur trading centre. It was named for a Native people of the area. Gold rushes brought people in the 1930s and 1940s

What is the weather like

Half of the territories' land lies north of the Arctic Circle. The winters are very long, very cold, and generally dry. However the climate does vary.

About size and location

The Northwest Territories, or N.W.T., include the northernmost areas of Canada. Land that was once part of N.W.T. now makes up Alberta, Saskatchewan, Manitoba, and the Yukon, plus parts of Ontario and Quebec.

Signs and sybols

The flag shows three panels—two narrow blue panels on either side of a white panel with the territorial shield on it.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The brochure is difficult to read and does not contain all of the required information.

- ◆ information is connected to the topic, but often vague
- ◆ visual features are hard to interpret
- ◆ errors do not interfere with meaning
- ◆ most simple, familiar words are spelled correctly

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

This student included a few simple drawings; it is not always clear how they are connected to the text.

Come To Quebec

Magor Citys

These are the magor cities in Quebec

- Quebec city
- Montreal

Things You can Do

You can ————
and learn some French

Quebec City

Enjoy shopping in the Malls for beautiful things
Play on beautiful grounds
Go swimming in a Lake

Montreal

Go shopping at the wonderful stores
Go to Festivals and parades
Play on the beautiful parks

Basic info

Quebec's people speak French
Quebec is located almost the eastern you can go
It's capital city Is Quebec city

Climate

In this chart you will find out the average tempacher in these months

June	Low – 13°C	high – 24°C
July	Low – 16°C	high – 26°C
Aug	Low – 14°C	high – 25°C
Sept	Low – 10°C	high – 20°C

Have Fun in Quebec

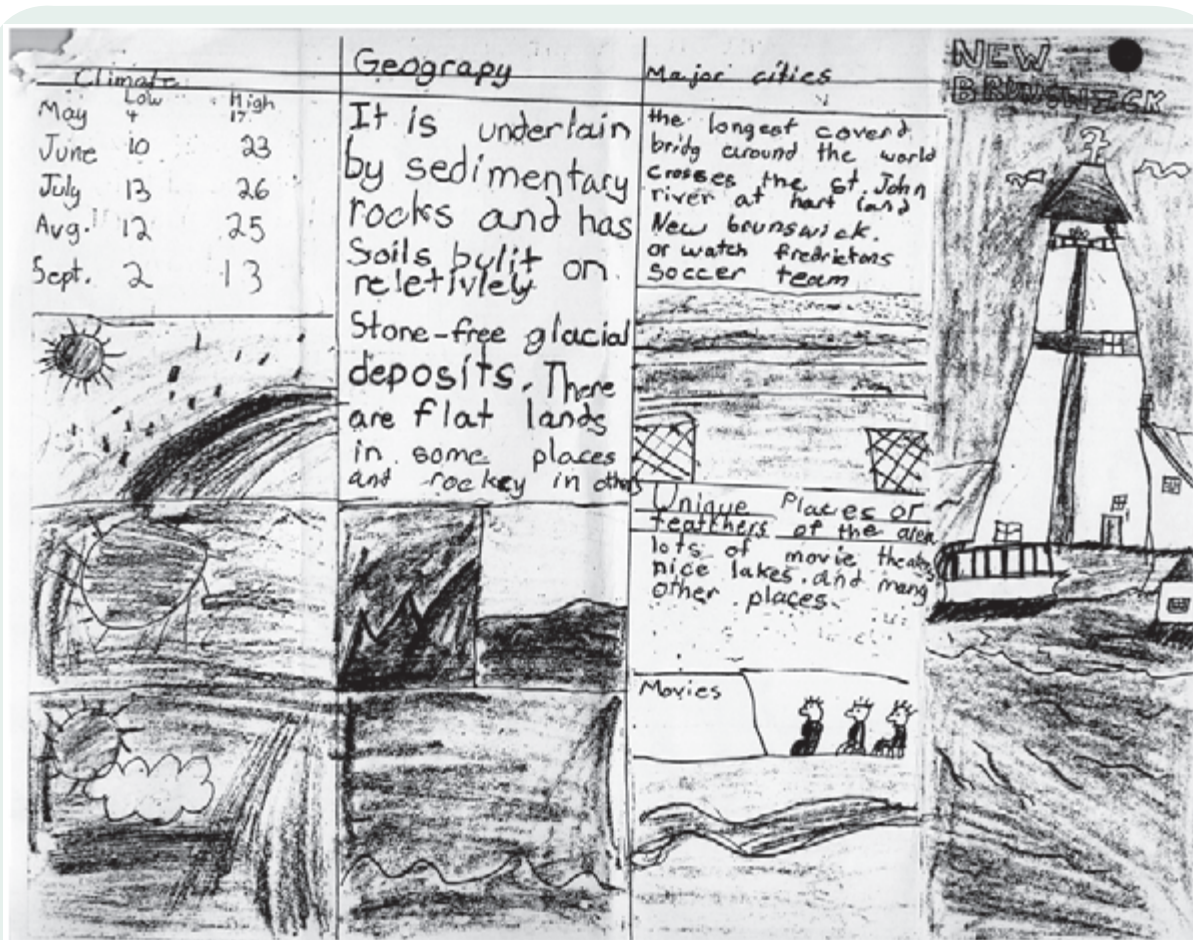
FULLY MEETS EXPECTATIONS

Teacher's Observations

The brochure is complete, clear, and easy to follow; most of it is written in the student's own words.

- ◆ information is usually accurate and complete
- ◆ includes some explanations, examples, or details
- ◆ shows some sense of audience
- ◆ language is clear and shows some attempts to be exact or specific
- ◆ follows key features of a brochure; visual information is clear and relevant
- ◆ some errors, but these do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

This student included detailed drawings to illustrate each section of the brochure.

New Brunswick

Basic Information

Come to NEW BRUNSWICK Home of the mighty seaguls and many other animals. Where the water sparkels through the rivers. Then go play golf in the nice green fields.

Travel Destination

Come to Fredricton and visit the many Beachs. Then go to New Brunswicks High lands and visit the peace of the Appalachian regions. The last destination is Canadas oldest city in St. John

Recreational activitys

You can go Swimming at the beach. You can go Hike in the forests and mabey go Fishing in the nice cold streams

Location

It is between Nova Scotia and Quebec. It is located near the Atlantic Ocean. Fredricton is in the middle

Climate

	Low	High
May	4	17
June	10	23
July	13	26
Aug.	12	25
Sept.	2	13

Geography

It is underlain by sedimentary rocks and has soils bulit on reletivlely stone-free glacial deposits. There are flat lands in some places and rocky in others

Major cities

The longest covered bridg around the world crosses the St. John river at the hart land. New brunswick. or watch fredrictons soccer team

Unique places or featchers of the area

Lots of movie theaters nice lakes. and many other places

EXCEEDS EXPECTATIONS

Teacher's Observations

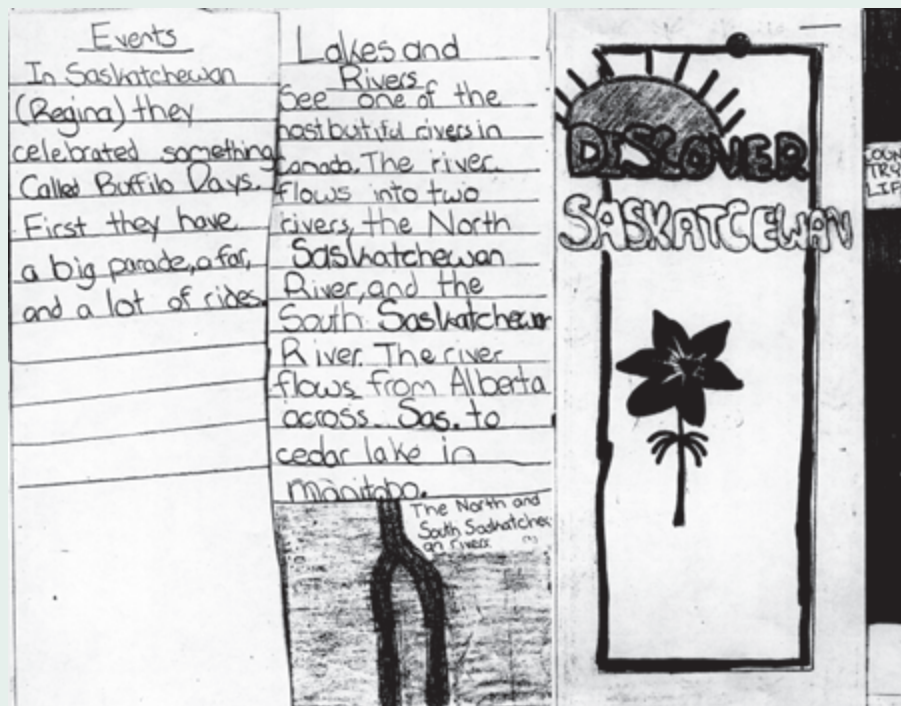
This student has really caught on to the idea of a brochure.

The information is detailed, and the visual features add to its appeal.

There are several spelling and sentence errors the student needs to work on.

- ◆ presents information and ideas that clearly accomplish the purpose
- ◆ information is accurate, complete, and written in the student's own words
- ◆ includes explanations and specific examples or details that make the ideas clear
- ◆ shows a sense of audience
- ◆ language is clear, direct, and specific
- ◆ follows the key features of a brochure (although the headings and information do not always match); visual information helps to elaborate the written text
- ◆ most words are spelled correctly
- ◆ includes some incomplete sentences

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

This student included detailed drawings to illustrate each section of the brochure, including some captions.

Discover Saskatchewan

10 Great Reasons to Visit Saskatchewan

Saskatchewan is a big province. It has a lot to offer.

Covering it in a few words and a few pictures is not an easy task. This brocher will help with camping and visiting.

Wild Life

In Saskatchewan the wild life is great. But most of it runs away from you. For instents Bison (an animal like a buffilo) can see something move up to three-quaiters of a kilimeter away. Some animals I have studied that live in Saskatchewan are Gophers, Red Fox, Bison, and Wild Horses.

The People

In Saskatchewan they speak quite a few languages but I only know a few, they are: Ukrainian, German, French, and Englesh.

City Life

On a city the houses (bildings) are close together. Because more people would rather live in the city than the contry.

History

Saskatchewan fits between Alberta and Manitoba and on top of the province there is a territory called Northwest Territorries.

Parks

There are tons of resons to visit Saskatchewan's buitiful parks. For one thing you could visit Prince Albert Nat. Park. It is sort of like the Game farm here in B.C. Because it has Animals and buitiful wild life. Just like the Game Farm.

Contry Life

There are farms on the land and the houses are not close together.

Events

In Saskatchewan (Regina) they celebrated something Called Buffilo Days. First they have a big parade, a far, and a lot of rides.

Lakes and Rivers

See one of the most buitiful rivers in Canada. The river flows into two rivers, the North Saskatchewan River and the South Saskatchewan River. The river flows from Alberta across Sas. to cedar lake in Manitoba.



Literary Writing

Students learn to appreciate the power and beauty of language as they create their own literary works, often modelled on those they have read or viewed. As they revise and edit to create the effects they want, students develop in the craft of writing.

Grade 3 students often write in a variety of literary forms that may include short stories (e.g., about relationships), traditional stories (e.g., fables, folk tales), special genres (e.g., mysteries, science fiction), memoirs, parodies and other humour, and poems. They explore an increasing variety of literary techniques, such as figurative language, imagery, and mood to create specific effects.

Most often, classmates and teachers are the primary audiences for students' stories and poems. School newspapers and yearbooks, web sites, and community publications can expand the range of audiences.

Key Qualities

The following is a summary of the key qualities of each aspect of writing in Grade 3. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ comes from imagination, memories, and observations
- ◆ develops through engaging detail; has some emotional impact

STYLE

- ◆ is expressive, with descriptive and varied language

FORM

- ◆ stories follow a logical sequence, with a beginning, middle, and end
- ◆ poems follow the “rules” for the chosen form

CONVENTIONS

- ◆ has been carefully revised and edited
- ◆ follows standard conventions for basic spelling, punctuation, and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 3 literary writing reflect the following prescribed learning outcomes from Grade 3 of the *English Language Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- ◆ create a variety of imaginative writing and representations following patterns modelled from literature [C3]

STRATEGIES (WRITING)

[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- ◆ use writing and representing to extend thinking [C8]

FEATURES (WRITING)

It is expected that students will:

- ◆ use the features and conventions of language to express meaning in their writing and representing [C10]

Quick Scale: Grade 3 Writing Stories and Poems

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Stories and poems are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing is often very brief, disjointed, or illogical, and flawed by repeated basic errors. The student needs ongoing support.</i>	<i>The writing presents loosely connected events or ideas, with some detail; parts may be hard to follow or flawed by frequent errors.</i>	<i>The writing is a complete, easy-to-follow story or poem with some interesting detail.</i>	<i>The writing is an engaging story or poem with some originality.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • may not have a “story problem” or purpose • few details 	<ul style="list-style-type: none"> • often based on another selection • some details 	<ul style="list-style-type: none"> • some individuality; considers reader’s reaction • some supporting details add “colour” 	<ul style="list-style-type: none"> • some originality and creative development; tries to make an impact • supporting details add “colour”
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • basic, simple • sentences often long and rambling or short and stilted; little variety 	<ul style="list-style-type: none"> • generally simple language; some description • repeats simple and compound sentences (some may run on) 	<ul style="list-style-type: none"> • clear; some “story language” and description • some variety in sentences 	<ul style="list-style-type: none"> • clear, varied, and often expressive; may experiment with new language • flows smoothly; varied sentences
FORM STORIES • beginning, middle, end • sequence • characters • dialogue • connecting words	<ul style="list-style-type: none"> • may be very brief; loosely related events without an introduction • characters are not described; no clear dialogue 	<ul style="list-style-type: none"> • includes beginning, middle, and end; often loses focus and ends abruptly • characters are identified; may include dialogue 	<ul style="list-style-type: none"> • develops logically sequenced events from a “story problem” to a reasonable solution • characters have some individuality; often includes dialogue 	<ul style="list-style-type: none"> • develops smoothly from an engaging opening; tries to create suspense or interest; reaches a satisfying conclusion • characters have personality; dialogue often sounds natural
POEMS • poetic form • descriptive language	<ul style="list-style-type: none"> • needs a frame or template • may be one-word responses 	<ul style="list-style-type: none"> • attempts a poetic form, but often writes in sentences • attempts some descriptive language 	<ul style="list-style-type: none"> • attempts to use a poetic form; may lapse in places • some descriptive language 	<ul style="list-style-type: none"> • uses a poetic form • includes some descriptive and figurative language
CONVENTIONS • complete sentences • spelling • capitals • end of sentence punctuation • correct pronouns	<ul style="list-style-type: none"> • frequent basic errors affect meaning • may be hard to read 	<ul style="list-style-type: none"> • may include several errors, but these do not interfere with basic meaning • legible 	<ul style="list-style-type: none"> • may include some errors, but these do not interfere with meaning • legible; clearly presented 	<ul style="list-style-type: none"> • few errors; these are usually caused by taking risks with newly acquired or complex language • legible; care in presentation

Rating Scale: Grade 3 Writing Stories and Poems

Student achievement in writing stories and poems by March–April of Grade 3 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing is often very brief, disjointed, or illogical, and flawed by repeated basic errors. The student needs ongoing support.</i>	<i>The writing presents loosely connected events or ideas, with some detail; parts may be hard to follow or flawed by frequent errors.</i>
MEANING <ul style="list-style-type: none"> ideas and information use of detail 	<ul style="list-style-type: none"> purpose or “story problem” may be unclear few details; these may be irrelevant appears unaware of audience 	<ul style="list-style-type: none"> tends to use ideas that have been discussed in class or presented in another story, poem, or television show makes some attempts to add interest through detail may show some awareness of audience
STYLE <ul style="list-style-type: none"> clarity, variety, and impact of language 	<ul style="list-style-type: none"> basic, simple language sentences are often long and rambling or short and stilted; little variety or control (the entire selection may be one long sentence) 	<ul style="list-style-type: none"> generally simple language with little variety; may include some description relies on simple and compound sentences (may run on or be incomplete in places)
FORM STORIES <ul style="list-style-type: none"> beginning, middle, end sequence characters dialogue connecting words 	<ul style="list-style-type: none"> may be very brief; often a string of loosely related events—mostly “middle” with no problem or solution may “wander” into a new problem few characters; they are often not clearly identified or described if dialogue is included, it is confusing (in some cases, the entire story is dialogue, but the reader cannot tell who is speaking) overuses a few connecting words (e.g., <i>and then</i>) 	<ul style="list-style-type: none"> has a beginning, middle, and end begins with a problem, but development is incomplete; ending may be abrupt; often loses focus, especially near the end characters are introduced, but they are often not described if dialogue is included, it may sometimes be hard to tell who is speaking may omit ordering or connecting words in places, causing abrupt transitions
POEMS <ul style="list-style-type: none"> poetic form descriptive language 	<ul style="list-style-type: none"> needs a frame or template may feature one-word responses 	<ul style="list-style-type: none"> tries to replicate a poetic form that has been modelled, but the result may be in sentences attempts some descriptive language
CONVENTIONS <ul style="list-style-type: none"> complete sentences spelling capitals end of sentence punctuation correct pronouns 	<ul style="list-style-type: none"> frequent, repeated errors make the writing hard to understand many incomplete or run-on sentences may misspell simple, familiar words capitals and periods often omitted or misused pronouns are often confusing generally legible, although parts may be difficult to read <p><i>Note: Many of the conventions do not apply to poetry.</i></p>	<ul style="list-style-type: none"> may include several errors, but these do not interfere with basic meaning may include some incomplete or run-on sentences most simple, familiar words are spelled correctly uses capitals and periods correctly; may overuse exclamation marks may overuse pronouns in places legible

The rating scale may require adaptation when used for different purposes and tasks.

Stories and poems are usually expected to be carefully revised, edited, and proofread for presentation to an audience.

	Fully Meets Expectations	Exceeds Expectations
	<i>The writing is a complete, easy-to-follow story or poem with some interesting detail.</i>	<i>The writing is an engaging story or poem with some originality.</i>
	<ul style="list-style-type: none"> • some sense of individuality, although the work may be modelled on another selection • includes some supporting details that add “colour” • appears to consider the audience or reader’s reaction 	<ul style="list-style-type: none"> • some originality and creative development • includes supporting details that add “colour” • shows a sense of audience—tries to make an impact
	<ul style="list-style-type: none"> • language is clear and often includes some “story language” or description • some variety in sentence length and pattern 	<ul style="list-style-type: none"> • language is varied and specific; may take risks to experiment with new words and expressions • flows smoothly; a variety of sentences
	<ul style="list-style-type: none"> • story develops from a logical problem to a reasonable solution • most events are logically connected and sequenced • some characters are described; it is easy to tell them apart • often includes dialogue; the dialogue is easy to follow, but may be somewhat stilted • uses a variety of simple ordering or connecting words (e.g., <i>next, then, so, because, after, when, but</i>) 	<ul style="list-style-type: none"> • features an engaging beginning that often reveals, rather than tells, the “story problem”; may describe a setting that helps to create a mood or feeling • story develops logically to a believable conclusion; the writer may attempt to develop suspense or interest by creating uncertainty • some characters have personality that shows in their actions and words • dialogue is easy to follow and most often sounds natural • transitions are smooth, with some careful use of ordering or connecting words (e.g., <i>although, at the same time, while</i>)
	<ul style="list-style-type: none"> • clear attempts to write in poetic form; can usually replicate a poetic form that has been modelled • uses descriptive language for effect 	<ul style="list-style-type: none"> • writes in poetic form (usually a form that has been modelled) • experiments with descriptive and figurative language for effect
	<ul style="list-style-type: none"> • may include some errors, but these do not interfere with meaning • most sentences are complete • most familiar words are spelled correctly, including capitals and apostrophes • basic sentence punctuation is correct; may be errors in use of commas or quotation marks • most pronouns are clear and correct; may be some errors in agreement • legible; clearly presented 	<ul style="list-style-type: none"> • few errors; these not do interfere with meaning and are usually caused by taking risks with newly acquired or complex language • sentences are complete • most words are spelled correctly • basic sentence punctuation is correct, including dialogue; may overuse or omit exclamation marks or commas • pronouns are clear and correct; may be occasional errors in agreement • legible; presentation shows care

Sample Task: Animal Stories

CONTEXT

In this class, students frequently write stories, such as mysteries, dinosaur stories, humorous stories, stories about topics they are studying, and stories of their own choosing. They are accustomed to discussing criteria and developing criteria sheets to help them shape and edit their stories. Throughout the year, the teacher presented lessons and practice on specific topics such as using detail and writing interesting sentences.

PROCESS

The students did a science unit on “Animals in the Environment” in which they learned about life cycles, environments, and survival necessities. Following this, the teacher suggested that they write animal stories. The class discussed animal stories they had read or heard, and they brainstormed story ideas and problems. They decided that the stories did not have to be about real animals. Several students decided to write about “How to Care for a Dragon.” Others chose to write about pets or jungle animals.

The class reviewed criteria for a good story and created a criteria sheet listing specific criteria for their animal stories. The teacher reminded students to:

- ◆ have a problem in their stories that is solved by the end
- ◆ start their sentences in a variety of ways
- ◆ add details and description to make their stories interesting
- ◆ check their spelling, punctuation, and sentence structure carefully

Students worked independently to revise, edit, and proofread their stories. The teacher provided assistance to students who were having trouble and consulted briefly with students who had questions. Some students were able to use a word processing program to produce their stories.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The story consists of a series of loosely connected pieces of advice about looking after a dragon. Frequent, basic errors make the writing hard to understand. The student needed continuing support to think of ideas and to complete the task.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ makes some attempts to add interest through detail
- ◆ basic, simple language
- ◆ sentences have little variety or control (there is a series of short, simple sentence units, but no punctuation separating them)
- ◆ has a beginning, middle, and end
- ◆ frequent, repeated errors make the writing hard to understand
- ◆ simple, familiar words misspelled
- ◆ capitals and periods often omitted or misused

How to care for a Dragon.
I Have a pet Dragon I got it on
my Badbay it is Hrd to tack care
of fest all tell you How to Bath

TRANSCRIPT

How to care for a Dragon

I Have a pet Dragon I got it on my Badbay it is Hrd to tack care of frst all tell you How to Bath Him you Hato yos Dragon thapw he ywll Breus fir But I Hav a fricstlathr tat gos off evetim He Birsfire whut to feed Him cats or mis and nvr put your Had in His moth Wen a Dragon wets food Hre up ales He well get mad wow to keep a dragon dis playe wit Him He plas wie a Boll How to pot a Dragon to BeD snugl Him up and Not wac Him up

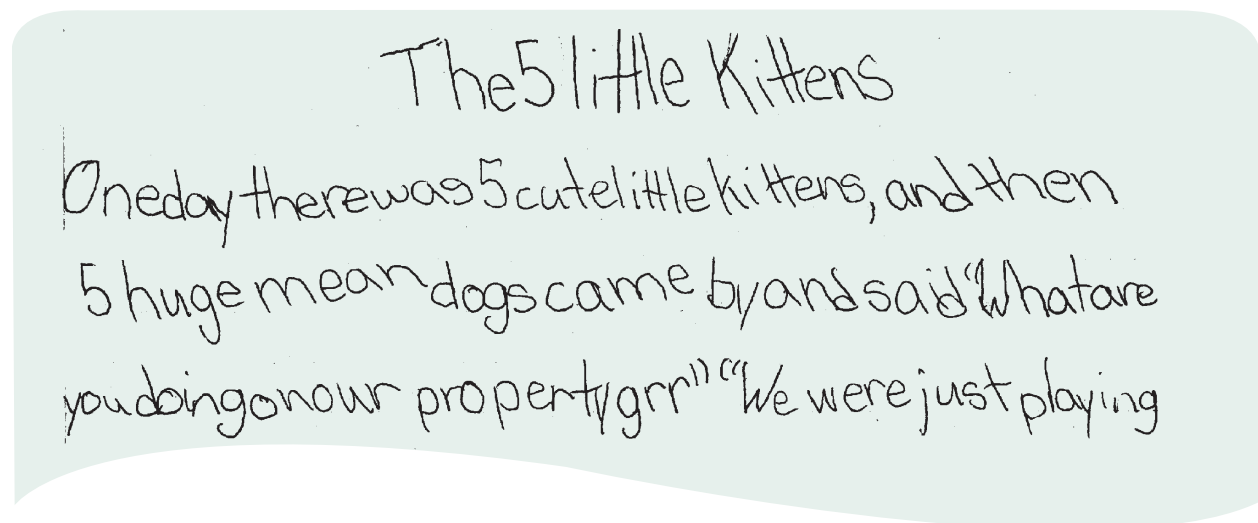
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The story recounts a simple argument between “5 cute little kittens” and “5 huge mean dogs” with little detail or description.

- ◆ loosely connected events with some detail
- ◆ generally simple language with little variety
- ◆ relies on simple and compound sentences
- ◆ has a beginning, middle, and end
- ◆ development is incomplete; ending is abrupt
- ◆ characters are introduced, but they are not described
- ◆ several errors, but these do not interfere with basic meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

The 5 little kittens

One day there was 5 cute little kittens, and then 5 huge mean dogs came by and said “What are you doing on our property grr” “We were just playing prrow” The 5 cute kittens said. “Well its our property so get off” The 5 huge mean dogs said. “No way” The 5 cute little kittens said. “If you dumb little kittens don’t get off our property we’ll chase you down the hiway” The 5 huge mean dogs said. “But were just little kittens and we cant run yet” The 5 cute little kittens said. The 5 kittens wouldnt get off the mean dogs property, So the mean dogs chased the little kittens down the hiway and the kittens stoped because they saw a phone booth, and they went in the phone booth and called the dog pound and said “Meow, meow, meow.” The dog pound said “OK”. And then the dog pound took the 5 dogs away and the kittens lived happily ever after.

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student presents a complete, easy-to-read story in which a simple “story problem” is resolved.

- ◆ some sense of individuality
- ◆ includes some supporting details
- ◆ language is clear
- ◆ story develops from a logical problem to a reasonable solution (although it is not clear exactly why the solution worked)
- ◆ events are logically connected and sequenced
- ◆ includes some errors, but these do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

monckEys and the lions
The monckEys lived in a
tree. The grumpy lions lived
in a cave. The problem

TRANSCRIPT

monckEys and the lions

The monkeys lived in a tree. The grumpy lions lived in a cave. The problem was the lions tried to eat the monkeys. The monkeys tried to moof to a different tree to get away from the lions. It did not work because the lions ran faster than the monkeys. The monkeys had an idea they would make a fire around the tree to scare the lions. They lit a fire around there tree. They used grass and sticks to maKe the fire. It worked the lions never came back. The monkeys had a big party because the lions we're gone. The monkeys never got bothered by the lions again. They lived happily ever after.

EXCEEDS EXPECTATIONS

Teacher's Observations

This student displays an engaging narrative voice in his description of “How to Care for a Dragon.” The dialogue is a particular strength of the writing.

- ◆ some originality and creative development
- ◆ includes supporting details that add “colour” (e.g., lists foods that dragons like)
- ◆ shows a sense of audience—tries to make an impact (humour, in this case)
- ◆ language is varied and specific
- ◆ both the narrator and “mother” have personality that shows in their words
- ◆ dialogue is easy to follow and sounds natural
- ◆ few errors; these do not interfere with meaning (the student used a spell-checker)
- ◆ basic sentence punctuation is correct; the student makes some errors when using commas and quotation marks

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

How to care for a dragon

One day when I was going for a hike with my dad and my sister, I saw a dragon. I asked my dad if I could keep it. He thought for a long time and by the time he said “yes”, the dragon had already ran away. “Let’s go catch it”, I said, so we ran to catch it and when we had caught it, we ran back to the house with the dragon. Mom said, “You cannot keep that dragon”. I said, “Dad said I could keep it!” “But you don’t know how to care for a dragon”, she said. I said, “Oh, yes, I do know how to care for a dragon! The first thing I know about a dragon is how to feed it”. “Then how?” said mom. “First you get some rubber gloves, put them on, then get some tongs, because if you just fed him with the gloves, your hands would get very hot from the heat of his fiery breath. So, don’t feed him like that. Grab the tongs and go beside the dragon and put the food into his

TRANSCRIPT

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1. salamander salad
2. bug chip cookies
3. bluebird pie
4. insects
5. worm cake
6. candy
7. junk food
8. fruit
9. vegetables
10. meat

... and that is what dragons like to eat. Mom said, "But you don't know how to do anything else with your dragon." "Yes," I said, "I also know how to train him. You need to:

1. tell him to lift weights
 2. play soccer with him
 3. play basketball with him
 4. train him to speak different languages
 5. train him not to breathe fire
- and that is how to train a dragon". Mom said, "Okay, you can keep the dragon." And that is how I got to keep my dragon.

