

BC Performance Standards

Grade 7 Writing

Additional Samples

The BC performance standards for Grade 7 writing consist of rating scales that describe student achievement in March–April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 7 writing included here generally show two examples of student work for each task:

- one that meets expectations at a minimal level
- one that fully meets expectations

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Grade 7: Personal, Impromptu Writing

Sample 1: Favourite Place

Context

Most classes in this school complete two pieces of impromptu, personal writing each year—one in the fall and one in the spring. This helps teachers plan for effective instruction and monitor student progress. The information from the impromptu writing is combined with results of a variety of other writing assignments that students develop as part of their portfolios.

Throughout the year, students learned a variety of strategies for generating and organizing writing ideas. The teacher also provided mini-lessons on editing and proofreading topics, including checking for complete sentences and strategies for monitoring spelling.

Process

The teacher introduced the topic and explained that students would have one class period to complete their writing. They would not be expected to make a “good” copy, but they should read over their work carefully and correct errors.

The class worked together to suggest some favourite places they might write about.

The teacher provided the following written instructions:

- What is your favourite place? Describe it and tell why it is your favourite place.
- Think about: Where is it? What does it look like? When do you like to be there? What do you like about it? What are your feelings about this place?
- Plan before you start writing—jot down your ideas, make a web, make lists. Decide on the best order for your ideas.

Meets Expectations (Minimal Level)

Teacher's Observations

The writing consists of a list of connected ideas, each beginning “When I am” There are several attempts to create an impact with descriptive language. However, these are often ineffective.

- reactions show some individuality
- generally straightforward and direct; somewhat confusing in places
- some descriptive language
- tends to be “stream of consciousness”
- some errors in grammar

Writing Page

Create an interesting title for your writing assignment.
Remember to write on every other line (double space).

Title: Up at the mountain snowboarding.

One of my favorite places is up at the mountain snowboarding. Boarding is one of the many things that captures my interest the most. Unlike most sports snowboarding is my favorite. When I am rushing down the mountain I enjoy the fresh breeze blowing at my face. When I am getting on the chair lift and going up the mountain I love the beautiful scenery. And when I am boarding wildly down the mountain in the light powdery snow I feel the snow splashing up at my face.

Writing Page

It brings joy and fun and even laughter when I go off a jump in the nice blue sky. As I am sailing down the mountain I see little kids playing in the powdery white snow. As I am rising high in the sky I see the misty gray fog rising to high above. I surf into the forest looking and glancing at the dark green trees. As I am landing my front my board wiggles, wobbles, swerves and shifts. Since I had finished my run I wiggled and wobbled down the hill to the main lift.

Fully Meets Expectations

Teacher's Observations

The writing offers a clearly written and straightforward description of a visit to Disneyland.

- reactions show some individuality
- develops ideas through relevant details and examples
- language is generally clear and varied
- variety of sentence lengths and patterns
- transitions between ideas are natural and smooth
- most sentences are correctly constructed

Writing Page

Create an interesting title for your writing assignment.
Remember to write on every other line (double space).

Title: "The Happiest Place on Earth"

The so-called happiest place on earth is...
is located in glorious California. If you
haven't already guessed it, it's the one and only
Disneyland in the United States. By far the best
time to visit Disneyland is in the summer.
Although everyday is like summer in California
because of the scalding hot weather. Walking
through the entrance was a magical dream. The
crowds of people covered me like a blanket
as we stood in line for our passes. Finally,
after what seemed like hours, we made
it passed the never ending line. I ran
straight to my first ride the Matterhorn
Mountain. Unlike my mother I was eager to

Writing Page

go on it. As we entered this cave of doom I clenched on to the handles as if there was no tomorrow. The cave was dark and frightening for a moment then I thought, this isn't so scary after all.... I was wrong. As the ride began to speed up monsters popped out of the dark corners. By now I was screaming on the top of my lungs but the terror soon ended. After I peeled myself out of the cart my mom was there waiting (she was too scared to go on the ride) with churros for all of my family. We went on many other rides, but my favorite would be Splash Mountain. Since my brother was very scared I had to

Writing Page

ride in front. All I can say is I have never been so scared in my whole life.

On our last day there we went on the tea cups, but they aren't very exciting to tell about. I did however meet Mickey and Minnie mouse, along with Goofy, who is my favorite.

So there you have it, Disney is and always will be the happiest place on earth.

Grade 7: Personal, Impromptu Writing

Sample 2: Memorable Moments

Context

From the beginning of the year, students in this class frequently wrote in journals to respond to experiences and issues, as well as to the selections they read and viewed. For the past month, students had been working on a variety of short narrative and descriptive pieces. Interspersed with their writing activities, the teacher had provided mini-lessons on:

- sentence variety
- sentence punctuation
- parts of speech
- spelling
- paragraphing
- writing introductions and conclusions

Process

The teacher presented the topic “Memorable Moments,” and the class brainstormed writing ideas from their own experiences. They reviewed some of the planning strategies they had learned (e.g., outlining, webbing, story mapping) and individually generated ideas for writing.

The teacher distributed copies of the *Quick Scale for Personal, Impromptu Writing*, and the class discussed the features that described work that “fully meets” expectations. Students drafted and word processed their reflections independently.

Meets Expectations (Minimal Level)

Teacher's Observations

The writing recounts a series of events, with little detail or elaboration. The repetition of “Another highlight is . . .” makes the writing seem like a list.

- some relevant personal reactions and ideas
- some relevant details and examples
- generally straightforward and direct
- simple, repetitive language
- most sentences are complete
- capitalization is inconsistent

Note: The following is a transcript of the student’s work.

Memorable Moments of 98

The first highlight is when my grade 6 class went to Vancouver. There was a movie taking place right beside where I was staying at. The best part was when I got to go with my uncle to planet holywood.

Another highlight is when I got my braces. I never wanted to get braces but I had to. At first I thought I looked geeky. I only had to get em on the top. I picked silver for elastic bands. Its not so bad to get braces.

Another highlight is when I went to Edmonton. I got to go to a place called reds (An arcade place). It had the best arcades there. I also went to galaxy land. I stayed at my aunties house.

Another highlight is when I went bike riding at bear mountain. It was fun. Me and my dad would ride from the first parking lot to the lake. Its a long bike ride.

Another highlight is when my class went on a field trip. We went to Radar lake. We went down all the trails. We also had a forest guy there. He told what kinds of trees there were and stuff like that.

Another higlight is when I went snomobiling at Bear Mountain. I went with my dad, friend and my friends dad. We went all around Bear Mountain. We went far.

I geuss I had a fun year. Its alot better than I thought.

Fully Meets Expectations

Teacher's Observations

The writing reads smoothly and offers some development and individuality.

- develops ideas through relevant details, examples, and logical explanations
- focuses on straightforward, concrete ideas; includes some speculation, generalizations
- language is generally clear and varied
- variety of sentence lengths and patterns
- logical sequence, with related ideas grouped together
- most sentences are correctly constructed

Most Memorable Moments of The Past Year

One of the most memorable moments of the past year was first starting at Central. I was a little bit scared at first. After a while I started making new friends. I also started getting new teachers, and classmates. Central had more activities than, my other school. There was basketball, volleyball, and track + field. After about six weeks I started getting used to the school, and now I'm not so scared anymore.

Another memorable moment was going on a school outing at Radar Lake. It was pouring rain when we went. I think it was one of the worst school outings that I've been to. We all got really soaked. My friends and I had to stay in this little shack with wood piled in it, just to get dry. I think everyone disliked that trip. Well, I certainly didn't like it.

During the past year I have been in lots of sports. I joined speedskating, even though I didn't want to. In the northern winter games I won a bronze medal for speedskating. Also, I went to a basketball camp in the summer and had a lot of fun. I wanted to be ready for when basketball season came. I also joined volleyball. Our volleyball team went in a tournament, but we came in last place. I guess we just weren't ready. I really enjoyed all the sports I was in that year!

Another memorable moment, was going on holidays to Vancouver Island. It was really fun because I got to visit my relatives. The best part out of the whole trip was going rock climbing with my cousins. The rocks weren't real of course, but it was really high up. A little while later I we went to Vancouver for my cousins wedding. I really enjoyed going to that. My holidays were really fun.

One of the things I remember most about 1998 was my soccer season. I was in soccer for 3 years. Our name was "Tremblay Eagles" but they changed it to "Tremblay United." We went to a tournament and of course we didn't come in first place. I think we came in 3rd or 4th place. Soccer was the funnest sports I played that year.

I think 1998 was the best year, because I learned more then I already knew in 1997. I also improved a lot in speedskating, and made lots of new friends. It was also new for me , because I came to a new school. I think I liked 1998 the best.

Grade 7: Writing to Communicate Ideas and Information

Sample 1: Comparing Athens and Sparta

Context

In social studies, students were studying ancient Greece. Earlier in the year, they had practised using Venn diagrams to compare short stories and newspaper articles.

Students had also previously learned about various ways informational texts are organized and had practised identifying main ideas and supporting details. The teacher emphasized the importance of providing detail to develop ideas and support opinions when writing.

Process

The teacher explained that students were going to apply some of the reading and writing strategies they had learned to write reports comparing the Greek city states of Athens and Sparta. Students made notes from the textbook about daily life in Athens and Sparta. They then used charts and Venn diagrams to record similarities and differences.

The class reviewed what they had learned about writing effective paragraphs and reports. For example:

- have a clear topic sentence
- provide accurate details to support your main idea
- make sure all the information is related to your topic
- change paragraphs when you introduce a new idea
- use connecting words to link sentences and show relationships between ideas
- end with a concluding statement that sums up your key points
- use clear, exact language with no mistakes

Students drafted and edited their reports independently.

Note: This was an integrated viewing and writing activity. Only the analysis for writing is presented here.

Meets Expectations (Minimal Level)

Teacher's Observations

The writing is brief, but it accomplishes the task at a basic level.

- some specific, relevant details or examples
- information is generally accurate
- language is generally clear and simple
- relies on short, simple sentences
- introduction states purpose, but does not engage the reader
- offers a conclusion
- most sentences are complete

Comparing Athens & Sparta

Athens and Sparta have many differences, and some similarities. Some differences between the two are, Athens has two kings while Sparta has democracy. Sparta has a better Navy, and Athens has better land troops. Also Sparta is more dependant on war, and Athens on pottery. The similarities are both have girls taught to manage the household, and no school for only boys. Also women and foreigners are not aloud to vote or be in the government. The two places have many differences and similarities, and are both very strong city-states.

Fully Meets Expectations

Teacher's Observations

The writing is clear and offers specific examples of ways that Athens and Sparta differ. However, there are repeated problems with run-on sentences.

- focused around a clear purpose
- information is accurate and written in the student's own words
- specific, relevant details and examples
- language is clear and varied
- uses a variety of complex sentence structures
- omits a conclusion; simply stops after the last point
- includes run-on sentences

Comparing Athens & Sparta



The Spartans and the Athenians had some similarities but also many differences, these are some of the similarities that I found. In both Athens and Sparta, only boys were well educated and sent to school/military camp, the girls were taught at home by slaves. Farming was also a large similarity between Sparta and Athens, since Greece provided such a great environment and climate for crops. Like almost all parts of Greece the Athenians and Spartans had slave, who cooked, clean and helped manage the household.

In Athens the girls were taught how to manage the household with their mothers and slaves. Girls in Sparta, though, were taught to both manage the household but also how to run and wrestle, because in the future they would give birth to Spartan soldiers. Leaders in Athens were elected by the "citizens" (only the men). But in Sparta the leaders were not elected but chosen by the military, who ran the entire government.

Grade 7: Writing to Communicate Ideas and Information

Sample 2: Prehistoric Diaries

Context

This activity was part of a social studies unit on early humans. Students read, discussed, and recorded information about features such as time, surroundings, tools, food, shelter, clothing, and art. Students worked on this project as part of both language arts and social studies as they studied early humans over a four-week period.

Process

Students used information from their social studies unit to create the diary of an early human. The teacher reviewed the key features of diaries (e.g., includes a date; a heading, such as *Dear Diary*; is written in the first person and signed; includes feelings and reactions as well as information) and explained that students could choose to write a diary in the voice of either a Neanderthal or a Cro-Magnon human. They were asked to edit their work and produce their final copies on the computer. The teacher arranged to have their final work bound.

The teacher went over the following instructions and provided copies for students to refer to as they worked.

The following are the topics you are expected to write about. Each topic should be covered by at least one full diary entry. Your work should include thorough and accurate descriptions of what early humans actually did.

- Provide a description of yourself—tell how you know what you look like. Describe your reflections (e.g., in water) or what other tribe members look like.
- Describe a hunting expedition—what you hunt for and how you kill it. Also describe what other things you eat and where you gather them.
- Describe your home or dwelling—how you made it, what it looks like, and what it has in it.

- Describe your clothing—where the materials came from to make the clothes and how they are made.
- Describe the tools you have in your village or tribe, how they are made, and their use.
- Describe art in your village or tribe. What do you make or draw? What do you use to make it? Art could include jewellery or cave drawings.
- Describe any religious ceremonies your tribe performs. For example, these could be concerned with birth or death or with spiritual life.
- Create a map showing the location of your village in the world.

Meets Expectations (Minimal Level)

The writing accomplishes the task at a basic level.

Teacher's Observations

- information is written in the student's own words
- some specific, relevant details or examples
- tries to use appropriate tone and level of formality for purpose or audience
- language is generally clear and simple
- most sentences are complete; includes some run-on sentences
- correct capitalization and basic punctuation
- uses a variety of complex sentence structures
- frequent spelling errors in basic vocabulary

Note: This student's "diary" was 12 pages long. It included illustrations and some care was taken to present the writing in diary format. The following excerpts illustrate the level of work.

August 12, 32,645 B.C.

DEAR DIARY,

This is my diary about my life for the next week or so. I live with my mom, dad and sister in a nice warm cave in southern Thailand. I am twelve just like my best friend jack. Today I went down to the river and saw my reflection in the water. It was the first time I ever saw my self. I have brown hair, brown eyes and a dirty face. I wear animal skin clothes and I have a sabre-tooth tiger tooth necklace. I told my family and tribe members about seeing my reflection and they all came down to the water to see there's. All of the boys mostly look like me except some are taller or shorter. The girls all have long brown hair and are a bit shorter then the guys. The men have short brown hair and are about two meters tall and the women have long brown hair like the girls and are about 1.5-1.9 meters tall.

After we had finished my family went home to have dinner.

After the meal my dad and I went out to make some spears for the hunting expedition we will be going on tomorrow. I am very excited because it will be my first one. Making spears is easy all you have to do is find a strong and straight stick and attack a sharp rock to the end.

When we finished I went to bed.

August 17, 30,645

DEAR DIARY,

Today One of my tribe members died. It was very sad, Jack my best friend was the one who died. He died of a disease our tribe does not have a cure for, so there was nothing we could do. We put him in a wooden box that my dad calls a coffin. Next we dug a deep hole and lowered the coffin into it, then Jacks dad sad a few things about him and sprinkled some dust on the coffin. Then some people in our tribe put dirt on top of the coffin and buried Jack. It was very hard to go to jack's burial, but my dad said Jack would have wanted me to come. I hope nobody else dies because when someone does it is very sad.

Fully Meets Expectations

Teacher's Observations

The diary is clear and detailed, and it includes most of the required information. The language is awkward in places, with some sentence fragments and run-on sentences.

- includes specific, relevant details and examples
- information is accurate, complete, and written in the student's own words
- language is clear and varied
- uses a variety of complex sentence structures
- tone is consistent; level of formality is appropriate
- each paragraph focuses on a main idea, which is supported by details and examples
- most sentences are complete

Note: This student's "diary" was 16 pages long. The following excerpts illustrate the level of work.

May 15th/9710 B.C.

Dear Diary,

This will be my first entry ever. It feels nice to know I can share my own thoughts with someone or something while I'm relaxing in my home. My home if you're wondering is a cave. Fields of grass surround the village though we made a path for ourselves so it's easier for us to reach other places. Animal carvings and different types of art surround the walls of different caves in various ways. I've mainly done paintings but not yet any animal carvings because I haven't been able to go hunting. Although, I have convinced my parents to let me. I'm ecstatic and relieved. Most of the animal carvings on the bones we put on the wall using pointed stones and hammering them into the wall. I really like the ones that my older brothers, and sisters and parents made.

I live in a village where people are kind and friendly and often share things among families who have run out of that certain supply. Living by a river also helps us people a lot especially if water is needed fast. One thing that I've always wanted to do is go and get the water from the river and like I convinced my parents to let me go hunting I've also convinced them to let me go and get water.

My family consists of my mother and father, 3 older brothers, two older sisters, a baby boy and me. Although my family is large I enjoy being around them because I usually have someone to be with and play around with. That's all I have to tell you about today. I can't wait until tomorrow to tell you all about my hunting trip!

-Maylon

Grade 7: Writing to Communicate Ideas and Information

Sample 3: Roman Times Newspapers

Context

Students in this class wrote frequently in a variety of genres, including stories, myths, poetry, newspapers, and magazines. They often demonstrated their knowledge in content areas such as social studies by creating simulated newspapers, magazines, or letters in the voices of people who lived at the time. The teacher made a variety of templates and design features available as part of the computer software they used to publish their work. They had also studied design features, content, and style of various parts of a newspaper.

Process

As part of a study of ancient Rome, each student created a newspaper of the times. The newspapers were to include articles, columns or opinion features, and special features such as articles on homes or entertainment. The class discussed criteria for their work and agreed that evaluation would emphasize the following points:

- follows newspaper style
- provides detailed and accurate information about at least four aspects of Roman life (e.g., daily life, slavery, food, homes, political events, family life, religion)
- includes illustrations and headlines
- is written clearly and in own words
- uses interesting language
- uses correct spelling, punctuation, sentences, and grammar

Newspapers were produced on 11" by 17" paper, folded once.

Throughout the unit, students worked independently on items for their newspapers. The teacher provided support and guidance as needed and offered mini-lessons on specific writing strategies

and skills from time to time (e.g., layout, varying sentence beginnings, editing for correct pronouns). Students worked with partners to edit each item for their newspapers. The articles were word processed separately and then formatted and pasted into the newspaper layout.

Meets Expectations (Minimal Level)

Teacher's Observations

The newspaper offers interesting and accurate detail and has a lively style, taking on the perspective of writers of the times (i.e., articles are written as if they were appearing in an ancient newspaper). However, frequent basic errors detract from the impact of the work.

- shows a clear awareness of audience
- language is generally clear and simple
- variety of sentence lengths; relies on two or three simple patterns
- each paragraph focuses on a main idea
- headings (headlines) are vague
- required special features are omitted (few illustrations)
- no sense of control in sentence structure (many fragments; constructions are often awkward)

Clothing

Us Roman's have many different types of beautiful clothe styles. Such as the men with their Knee length tunics, that can be sleeveless or short sleeved. Sometimes they even ware a toga over their tunic. To cover up their bald spots some men even wear elegant wigs.

Then theres the women who have many different styles. Theres the Knee length tunic, theres also there high waisted stolas that are clasped at shoulders and pinched in at the neck. Some elegant women wear shawls that can be either draped over their shoulders or around their neck.

Children wear very simple and non fanishinable tunics with short sleeves .

But if we get in to class differences you'll see that some wear very ratty, harsh pieces of clothing to very elegant and beautiful. Such as the slaves wore dark, course and ratty articles of clothing.

Plebelians (common people) mainly wore tunics. But Patricians (wealthy people) wore tunics made from white wool and linen, sometimes they even wore togas. The women were very fond of coloured stones such as topaz, emeralds, rubies and sapphires. The women were also very fond pendants, but especially cameos in gold frames.

Caesar's Death

Tears have swept the en.pire as homes around the Roman Empire have been filled with grief and sorrow over the loss of Rome's most influential and most controversial leader. Gaius Julius Caesar is the man who went in debt putting on many shows and circuses for the peoples pleasure. I personally consider Julius Caesar as one of the greatest emperors to ever walk on the face of the earth.

For he achieved many goals during his lifetime. He conquered gallic Tribes, took over Southern Britain and ruled many of the provinces of Gaul. When Julius Caesar refused to give up his provinces of Gaul to a very jealous Roman named Pompey, Pompey became really angry and started a civil war.

On March 14th of 44, Julius Caesar was warned by a Soothsayer not to go to the Senate meeting which he was asked to attend. But Julius ignored these warnings and proceeded on to the meeting. Shortly after the meeting Caesar was confronted and surrounded by a group of his worst enemies and some disgruntled republicans. One of the men was Caesar's best friend Brutus. Unfortunately this was not a friendly confertation as they surrounded Caesar and stabbed him repeatedly and left him for dead. When Caesar saw that his friend Brutus was involved he gave up the fight and said " Et tu, Brutus?"

On this very black day we will have to learn to cope with our emotions and take this devastating loss one day at a time.

Food

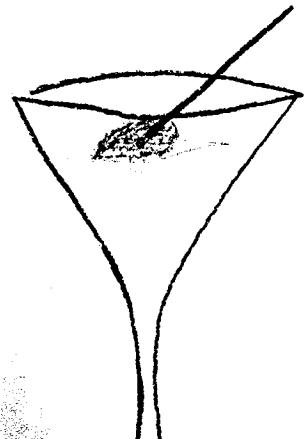
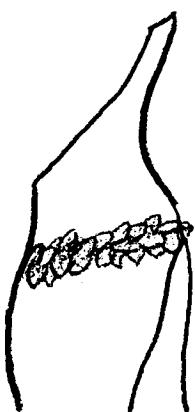
There are three main meals in Rome they are Jentaculum (breakfast) Prandium (lunch) and Cena (dinner). Most meals were always three course.

The wealthier Romans sat in couches and reclined as they ate from a table that was right beside the couch.

Throughout the whole meal wine mixed with water was served in big punch bowl. The first course was usually fish eggs and wine. The main meal was either lobsters, eels, chickens and sometimes roasted pig.

The wealthier Romans usually ended their meals with stuffed dates, sweatwine cakes or sweetened honey dip.

In conclusion you can see that us Romans are very well feed indeed.



Slaves

Slaves, us Romans can't go a day with out them. Their the ones who do all our dirty work, their the ones who get punished if it's not done satisfactory. There the ones with no rights what so ever. Just think to your self why abuse them, imagine if you were the slave and they were your master.

How would you like to be branded to show who your master is, how would you like to be traded and bought like an animal. Their human too.

Some masters how ever are proud to own their slave, because some are trained to fight and they become a gladiator and fight in the coliseum. Most slaves are either captured in war, born into slavery or abandoned as a child.

Some slaves even have their hair shaven off and made in to a wig for the wealthier Romans.

So if you own a slave give him a little break, cut him a little slack, don't let money and power get in the way of your heart.

Houses

There are many different types of house here in Rome. There is the poorly made tenements that are made with wood and frequently catch fire.

There is the apartment blocks called insulas. Insulas usually are the most common in villages.

Then there is the summer cabins that are called villas. Villas are usually found by the Mediterranean Sea and have vast farms near by.

But for the wealthier Romans, their not satisfied unless it's a domi (a mansion). Domus usually have sun terraces, courtyards with fish ponds and beautiful gardens and orchards.

Furniture varies on the type of house you own. Poor people have very little furniture, but on the other hand the wealthier people have lots of furniture. Such as couches in every room to recline in. A table by every couch so you can eat and lounge at the same time.

The difference between wealthy houses and poor houses is mainly one thing, the living space. Poorer houses are crowded and dirty, but wealthy houses are big and clean. So if you wonder what type of

Hannibal's March

Suicide, the cowardly way to take a life. Although in this article you'll see that some have good reason for using this technique. The person I'm talking about is none other than the sworn enemy of Rome, Hannibal. Ever since he was a little boy he was a sworn enemy of Rome, and in my opinion that was a big mistake for us.

When Hannibal grew up he became the General of the Punic army.

When he found out that a Spanish city was allied to Rome he soon moved out and planned his attack. The siege took about eight months and that was just enough time to acknowledge Rome that Hannibal had broken the peace treaty. Once they found out they insisted Hannibal would be brought to the Roman Empire.

The Roman army appeared in Spain just a couple days after Hannibal's army had already left.

(It is said that Hannibal's army had anywhere from 20,000 to 100,000 men and at least 30 trained elephants.)

The Roman army went back to Rome without any knowledge of Hannibal's plan.

Hannibal's plan was very devious, his plan was to attack Italy from its land ward side.

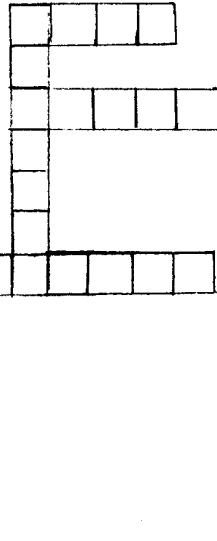
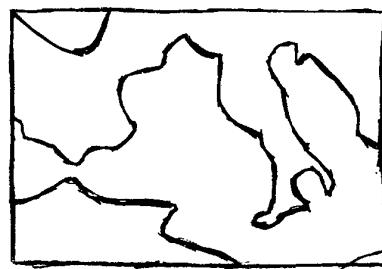
Hannibal led his men up the Eastern coast of Italy, they crossed many deep rivers by building many rafts large enough to carry all his men and all his elephants. It was a great achievement when Hannibal and all his men made it through all the steep slopes and sharp

many elephants on the journey.

By the time they reached the green plains of Italy they were already consulting with village men to see if they would join their army. When the village men refused Hannibal ordered his army to raid all the villages.

Quintus Fabius Maximus was handed a legion of soldiers and asked to defeat Hannibal's army. But he failed. So the senate sent the same message to a man named Scipio.

Scipio was sent a legion of men and used them more effectively than Quintus did. He had defeated one formation of African soldiers, drew Hannibal away from Italy and he also captured Hannibal. Rome demanded that Hannibal should be handed over to them and in the process Hannibal escaped. Although after many years of fear from Roman vengeance he committed suicide.



Fully Meets Expectations

Teacher's Observations

This newspaper offers accurate and detailed information about Roman times, but it is not written in the appropriate style—rather than simulating a newspaper of the time, the information is presented from a modern-day perspective and reads more like a textbook than a newspaper.

- information is accurate and complete
- language is clear and varied
- uses a variety of complex sentence structures
- headings are clear and informative
- each paragraph focuses on a main idea
- articles often simply stop after the last point; no sense of closure
- sentences are correctly constructed

The Legend of Romulus and Remus

Romulus and Remus are said to supposedly be the founders of Rome. They were the sons of the God Mars and Rhea Silvia, who was the daughter of Numitor. After the birth of the twins, they were both cruelly taken from their mother and sent down the Tiber River inside a container. Luckily for them they reached the shore and they taken by a she-wolf who nursed and cared for them as if they were her own little cubs. Later on the twins were found by the shepherd Faustulus, and he took the two home. As they grew up they learned that they had royal blood, and they were the princes of Alba Longa. So they returned there and where they regained the throne and founded Rome in 753 BC. To celebrate their victory the two of them built a new town on one of the hills near the Tiber River. But still they didn't know who was to rule, so Remus looked throughout the skies and saw six vultures, but Romulus saw twelve so he thought he should be the king. So they fought and Romulus won so he named the new city after

himself "Rome". He became the first of Rome's seven kings, and the city celebrated its birthday on April 21, at the vernal equinox, which was sacred to Mars. Romulus soon founded an asylum for the fugitives on Capitoline Hill, organized the rape of the Sabine Women, established the senate, and he divided people into tribal units. When the all mighty Romulus disappeared into a clasp of thunder, he became the God QUIRINUS of the winter solstice.



Homes, Homes, Homes!!!

Most wealthy Romans lived in large, two stories homes which look very bare from the outside. These homes had very few windows covered with shutters to keep them safe from burglars. The roofs were made from red brick tiles. Doorways had large columns made from marble on either side. All walls and floors made from marble had many designs carved into them. The entrance to the homes was called a "vestibule." Next, to the hallway was an "atrium" or courtroom surrounded by many other rooms. The doorway to the atrium was covered by curtains. The homes also had a room for the master's office called the "tablinum" which was found at the end of the atrium. In this room family records were kept and all business callers met there to discuss their work. The open courtyard found outside of the office was called the "peristyle." In the middle of this room there were many flowers, statues, and all around the room there were low tables, couches, and a marble fountain. Surrounding this large court room was a library, dining room, bathing rooms, many bedrooms, living rooms, and a sacred

In the summertime the wealthy Romans move to homes on the shores of the Mediterranean Sea called villas. These homes were gorgeously furnished, and had a large porch that covered the front of the house. The homes were found on hills. These villas had many windows with views of the cool blue sea. The homes were surrounded by many hills which were covered with trees. The owners grew many different foods and were filled with beautiful plants, and fish filled ponds.

The poor people with less money either lived in a small room over-top of stores, apartment, or tenement blocks. The tenement blocks were so big they looked like islands called insulae. These buildings were tall, narrow and they could be as tall as five stories high. The materials that were used to make these were cheap, and of low-quality. So, often roofs cave in, or walls cracked. There was no plumbing on the upper floors so the people had to use public

The Typical Family

The Typical Family

In the times of ancient Rome the father of a family was the untarnished master. He had the power to have any family member put to death or to sell his children to slavery. Because of this not one of the family members every thought of disobeying the father. A son of this person was never allowed to own his own property or to have any legal authority over his children while the father was still living.

Even though the mother did not have as much power as the father she still was respected very well. She would quite often attend public ceremonies with the father and she was responsible to the father like all of the other family members. Her main duties was to be in charge of the children and to handle all of the servant in the house.

The children in these days respected both of their parents and were always polite towards them. Even while they were still young, the children had to accept adult responsibilities. In the families of the rich the children married while they were young, and in the families of the wealthy they worked in the fields. They had no say in who they would marry, for their parents would pick their partner. Most of the time the children would marry for economic or political benefits.

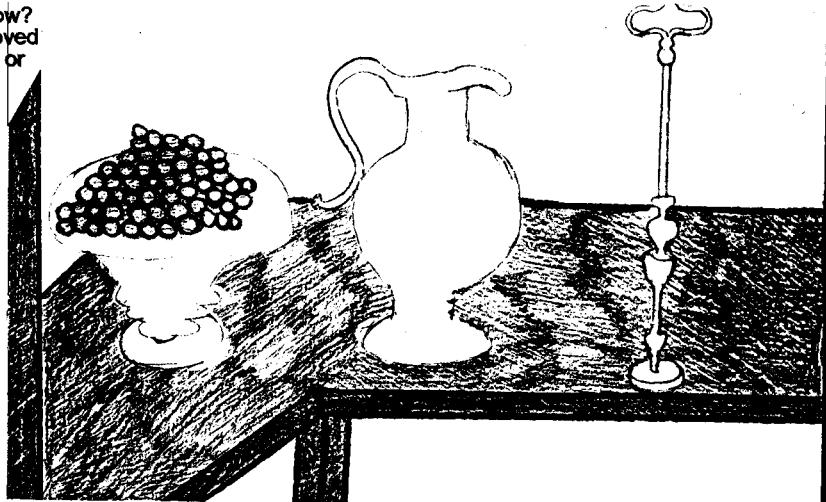
bathrooms. At night they dumped their droppings out of their window. On the upper floors there was also water or central heating, so they had to get their water from public fountains, and they had to use charcoal to heat their rooms. The rooms of the apartments were dark dirty and badly furnished. They had no stove to cook on so life was much different than in a wealthy owner's home.



**What Crops Should You Grow?
Are You Rich or Poor, just moved
In, Don't Know What to Eat or
What you Can Afford?
Then Read This Article!!**

Because of the temperate, the abundant rainfall, and the fertile soil, Romans are able to grow many types of fruits, vegetables, and grain. Some fruits that we are able to grow are melons, pumpkins, plums, pears, apples, olives, quinces, and grapes. If you are looking to grow crops in your garden you can grow beans, beets, cabbages, carrots, cucumbers, garlic, lentils, chicory, onions, peas, radishes, turnips, and poppy seeds. If you live on a farm you can grow wheat, oats, rye, and barley. With these grains you will be able to make many kinds of breads. You can also use your olives to make cooking oil, dressings, and relishes. Grapes are a really good crop to grow because they can be eaten fresh, dried, or made into wine.

In Rome breakfast is called "Jentaculum" and at this time you can eat different kinds of breads, with cheese, and raisins. Lunch is called "Prandium" usually consists of bread, cold meat, vegetables, fruit, and wine. Both lunch and breakfast are eaten very quickly without any ceremony. Dinner or "Cena" is the most important meal of the day. It is eaten at 5pm on the winter, and 6pm in the summer. There is a lot of ceremony and associated tradition with this



meal, and Romans always pray to the gods or say "grace" before the meal. Dinner parties held early in the evening, are expensive, have unusual foods served for them and are hosted by wealthy people.

All rich people divide their meals into three different courses. The first is the hors d'oeuvres or the "Gustus" which consist of fresh oysters, shellfish, salted or pickled water fish, some uncooked vegetables like onions and lettuce, eggs, and sauce for dipping. This meal always washed down with "Musum," a combination of four parts wine, and one part honey. The main course which is called the "Cena" is next. During

this time foods such as cooked fish, meat, fowls, and vegetables are served. Wine which is diluted with water is also served. This wine is always poured into glass goblets, from silver pitchers and bowls. Desert called "Secunda Musa" consists of pastries, sweets, nuts, and fresh preserved fruits. This is the last dish and it is eaten during the entertainment. Entertainment includes singers, acrobats, clowns, and storytellers. The wealthy Romans always eat in a reclined position on couches in either the "Triclinium," or the dining room. They lay crosswise on the couches with their left elbow

resting on cushions, and their clear feet at the end of the couches. They pick their food with their fingers and wash their hands many times throughout the meals.

Poor Romans eat foods like bread and relish. "Bread" is either wheat or barley, which is either boiled to a thick soup, or ground into flour, then made into flat cakes. "Relish" made from foods that are very cheap and easily available at the time. Relish is made from fish, goat cheese, cabbage, onions, radishes, and garlic which is the favorite food of the poorer people of Rome.

Hair styles like braids, twists, and curls were used by many fashionable Romans. The most popular hair color used by these people was blonde.

Many people who had darker hair, would try bleaching their hair to make it look blonde. If they didn't want to bleach their hair, they would buy a well made wig.

The style in these days was for the people to stay out of the sun as much as they could. If they had a problem staying out of the sun, they would buy whitening pastes or powders. The

women would darken their eyes with soot or crushed ants eggs. If they overdid their makeup they would end up looking like everybody else.

All people in Rome when they wore jewelry, they wouldn't wear too much. Some jewelry which was worn was rings, bracelets, anklets, and necklaces. Most people would not wear earrings because it would make them look barbarian.

Ladies would wear simply cut costumes, a belted-under tunic called a "subligaculum" and a tunic worn outside which was called a "stola".

Fashion

In the times of 800 BC, all Romans wore costumes which were made from wool. All other fabrics like linen, cotton, and silk were used but they were very expensive. Clothing which was put on was called "Indutus" and the garment wrapped around the body was called "Amictus." The main clothing worn by men and women was the tunic or tunica. This was a piece of clothing which was made from wool and two straight pieces. These pieces were sewn together at the sides and shoulders. The tunic was worn usually indoor and it could also be used to sleep in.

One of the garments which was worn by a normal Roman citizen was the toga. This was worn in assemblies, courts, public games, ceremonies and funerals. This piece of clothing was very heavy and it was made from wool. The toga always was to look clean, so in the summertime all Roman people had more than one change of clothing.



Grade 7: Writing to Communicate Ideas and Information

Sample 4: Science Experiments

Context

Students frequently observe demonstrations and complete science labs in this class, often using charts to record their observations and procedures. They previously received instruction in using clear, detailed, and specific language.

Process

Students were asked to independently:

- read the procedure for a yeast reproduction lab
- collect the needed materials from the teacher
- conduct the experiment
- summarize the information in a chart that included ingredients, observations, and explanations for each of three flasks (each flask contained a different mixture of water, yeast, and sugar)

Students needed to use the background information from their reading to develop their explanations of what they observed.

Note: This was an integrated reading, science, and writing activity. Only the analysis for writing is presented here.

Meets Expectations (Minimal Level)

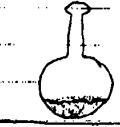
Teacher's Observations

This report details the observations and includes diagrams, but the explanation does not offer any analysis or scientific explanation—rather, it extends the observations.

- somewhat general, but completes the basic task
- information is generally accurate
- tone is inappropriate for purpose
- language is clear and varied; sometimes precise
- most sentences are correctly constructed

Reproduction in Yeast

- Explain your observations in a chart form.

	A	B	C
Ingredients	<ul style="list-style-type: none"> • cold water • $\frac{1}{3}$ of yeast • 2 sugarcubes 	<ul style="list-style-type: none"> • cold water • $\frac{1}{3}$ of yeast • 2 sugarcubes 	<ul style="list-style-type: none"> • warm water • $\frac{1}{3}$ of yeast • 2 sugarcubes
Observations	<ul style="list-style-type: none"> • The "A" beacon was very slow at its reproduction • Bubbles started 10 minutes after stirred 	<ul style="list-style-type: none"> • The "B" beacon grew a bit more than expected yet it was still cold water • Bubbles started 5 min later after stirring 	<ul style="list-style-type: none"> • The "C" beacon grew incredibly fast. It was surely because of the warm water • Bubbles began 2 min 12 sec after stirring process
Explanation of what occurred	 <ul style="list-style-type: none"> • The cold water seems to have a lesser effect than the warm water • The process of growth was very slow and only grew 3cm faster than beacon "A" 	 <ul style="list-style-type: none"> • The "A" beacon grew less for some reason! It could have been a mis-measurement • Bubbles occurred in the yeast or water 	 <ul style="list-style-type: none"> • Bubbles grew very fast. • The warm water effected much more than the cold water! • After 15 min beacon overflowed with yeast foam non-stop for 10 min! It then slowly dr.

Fully Meets Expectations

Teacher's Observations

This report is accurate and shows understanding of the process. However, it does not include specific, detailed observations.

- clear, detailed, and accomplishes the basic purpose
- language is clear and varied; sometimes precise; uses appropriate technical terms
- tries to use appropriate tone and level of formality for purpose
- sentences are correctly constructed

Reproduction in Yeast

Flask A

Flask B

Flask C

Ingredients:

- warm water
- $\frac{1}{3}$ yeast
- one cube of sugar

Ingredients:

- cold water
- $\frac{1}{3}$ yeast
- one cube of sugar

Ingredients:

- warm water
- $\frac{1}{3}$ yeast

Observations:

When the yeast, water, and sugar mixed, the reaction caused the yeast to reproduce and expand. The yeast had dissolved and had missing a factor to reproduce including all top. If it was hot water, if sugar was added, the necessary factors needed to reproduce.

Observations:

There was no reaction visible, only one thing happened and that was that the sugar had dissolved. If it was hot water, if sugar was added, the yeast would not reproduced.

Observations:

There was no reaction. The water and yeast just mixed together because they were a perfect place to reproduce, sugar.

Explanation:

With the perfect formula of yeast, water, yeast, and sugar the factors to reproduce. Yeast reproduces asexually by "budding". The offspring of the yeast but the environment grows on the parent until it is big enough and when it is, it splits away from the parent to grow and reproduce on its own reproduction.

Explanation:

Flask B did not have all of the required factors to reproduce. It had the water, yeast, and sugar but it was cold instead of warm. This fault prevented the budding and the

Explanation:

This flask is also missing one of the ingredients needed to complete the formula to reproduce. In order to reproduce, yeast needs to have the perfect environment and if even one thing is missing, it is impossible for yeast to reproduce.

Grade 7: Literary Writing

Sample 1: Myths

Context

Students had previously read and analyzed a variety of myths from several cultures. Throughout the year, they frequently identified and summarized story elements (setting, character, plot) in selections they read. They also used this process as a way of planning their own writing.

Process

In groups of three, students chose and read a myth and then discussed as a class the features that appealed to them. The teacher recorded and used their ideas to introduce a review of characteristics of myths, with particular emphasis on character and theme.

Students brainstormed ideas for “new” myths and created story maps to plan their writing. The class discussed criteria for the assignment before beginning their writing and decided on:

- keep the reader interested and engaged in the story
- show some creativity
- use descriptive vocabulary
- vary sentences
- develop a strong introduction that introduces the setting, characters, and problem
- resolve the conflict in a way that offers a message or lesson

After peer editing, students created published copies of their work.

Meets Expectations (Minimal Level)

Fully Meets Expectations

Note: This student's work showed evidence of significant criteria at both the "Minimal" and "Fully Meets" levels.

Teacher's Observations

The myth shows originality, with some engaging detail, but the language is relatively simple.

- quality is uneven
- creates a story with some individuality or originality
- simple, conversational language with some variety
- beginning establishes the problem or situation and introduces the main characters
- story develops through a series of related events
- includes some run-on sentences
- some errors in grammar and word choice

Note: The following is a transcript of the student's work.

Gemeni

One day Athena, the goddess of wisdom took a walk in the park for some time to think. Gemeni the evil opposite twins were watching her. They waited till she was far from Mt. Olympus. Ther the evil twins went into Athena's room and stole her pot of gold.

Athena screamed when she returned to her room finding her treasure missing. She searched high and low but the pot of gold was no where to be found. Zeus sent an army along with Athena to find the thief. Or in this case theifs.

The whole army was shaken by what they saw next. A – beautiful, a beautiful, a beautiful what. What was the strange thing in the sky? Colours of red, orange, yellow, green, blue and purple streched from one corner of the sky to the next. The colours had a fait shine to them, they almost looked like ribbons. The army now forgot about the gold and march toward the strange object in the sky. The army had been walking for over three hours but the object looked even farther than before.

Gemeni had put the pot of gold beside what they called a rainbow. They had put a spell on it and no one would ever reach it because the more you walked toward it, the farther it would

become. Someone would have to walk backwards to reach it. The Gemeni twins laughed hysterically at Zeus' army. Gem liked warm colours and Eni liked cool colours. They put the colours together and created a rainbow. Gemeni were opposite twins. Gem was short and plump and had long dark hair. Eni was tall and thin with light short blonde hair.

Athena relized that the rainbow was going farther away. She was the goddess of wisdom. She told every one to stop walking. She started to walk backwards and they all relized that the rainbow was appering closer.

"Stop" the Gemeni twins ordered. "What do you want Gemeni?" Athena asked. "You have found out how the rainbow works and the gold is there!" the twins said. "What's a rainbow?" asked Athena. "It does not matter." Eni said. Gem shot a thunder bolt at Athena, but Athena ducked and it hit the rainbow. The rainbow and the twins dissapered. Rain and ribbons began to fall from the sky. Athena looked beside her and there was her pot of gold.

Fully Meets Expectations

Teacher's Observations

The myth is well developed and has some engaging features. Although the sequence and development are logical, the lack of paragraphing makes it difficult to follow.

- some originality
- uses supporting details and description to develop events
- language is varied
- sentences flow smoothly; a variety of complex structures
- events develop logically
- tends to focus on plot
- most sentences are correctly constructed

Note: The following is a transcript of the student's work.

The Swamp Creature

Deep within the marshy parts of a forest had a swamp where nobody ever dares to go to. It is said that a creature dwells within this swamp always searching for food, food such as humans. One day, a musical wizard named Milo was in the forest travelling to get to the other town. When he reached the swamp, he had to cross a fallen tree to cross over. Just as he was to cross over, he slipped on the wet moss. Suddenly hand from beneath grabbed his foot. Trying his best to escape, Milo saw the creature's face. He took out his guitar and drew it across the creatures face knocking it back into the swamp. Quickly, Milo ran back to his town with a story to tell everyone. After he had described the creature to the town's army leader, a town's historian over-heard and said that the creature that Milo had encountered was Arbaysus. It is said that this creature used to be an ordinary human, but after he recovered from a terrible fire, he couldn't bear his looks no longer so he ran far away into the woods. After a few days had passed, a messenger was sent out to go to the other town to deliver a message for the King. As the messenger reached the fallen tree above the swamp, he cautiously climbed it. Suddenly, the creature Arbaysus came out snatching the ankle of the poor messenger and dragged him into the swamp where the creature feasted. When the town was notified that the messenger had not made it to the other side, they all knew that it was the doing of Arbasus. The army gathered all of the men in the town to destroy the creature once and for all. In the army was Milo. The reason why Milo was chosen in the army was because of his strength. It was unbearable compared to the others. When the time had come, the army slowly proceeded to the swamp in

the forest carrying many different weapons with them such as burning torches, axes, spears and whatever they can find to defend themselves. The reason why an army is needed to defeat Arbaysus is because this creature is no ordinary creature. It knows tele-kinetic powers meaning that it can control anything using its mind. When the army had reached the swamp, they surrounded the area. All of the men gasped in horror as they peered into the middle of the swamp. It was the remains of the messenger. All what was left was the hands, a leg, and the rib cage. Just then, they heard something in the bush. So the men got ready, one of them screamed. A spear had been driven through the throat of a soldier. Then from the bushes came Arbaysus. In one hand was a spoon representing tele-kinetic and in the other hand were sharp claws. In the center of his palm, there was a large nail through it. Then, the attack had begun. All of the men started attacking, but they did not realize the muscle cannot over-power mind. At the end, everybody on the army had been killed, the only survivor was Milo. Both Milo and Arbaysus glared into each others eyes. Just when Arbaysus' attention was drawn away Milo quickly grabbed a burning spear and shoved it into the creatures heart. Screaming for its life, the creature perished. Milo then cut off the head of Arbaysus to show the town that Arbaysus is no longer living. A monument was then placed that day by the swamp in memory of those who fought for their lives. All of the bodies of the soldiers had been re-claimed. The only one that nobody could find was the leader's body. A week later, Milo decided to set off to his destination which is of course, the other town. While Milo was walking slowly on the dirt road, he approaches the swamp. As he passed by the stone monument, something snatched his ankle. Looking down to see what it was, he saw the leader of the soldier, he had become a creature just like Arbaysus was. This time, Milo didn't know what to do, he didn't bring his guitar along with him so he thought of something quick. He grabbed the stone monument and smashed it on the head of the creature. Then something funny happened. Milo was blinded by green fog. Coming out of the mist was the army leader. He had returned to himself again. Seemed like the spirit of Arbaysus had gotten into him but when the stone monument had hit his head, it chased away the demon. And so, Milo and the army leader headed to the town. When Milo had arrived, he was knighted by the Queen as well as the army leader for courage. Milo was also offered a brand new guitar, afterwards he became a star and played everywhere across the land. Everything was fine, but nobody ever again mentioned the name of the creature which they called, Arbaysus.

Grade 7: Literary Writing

Sample 2: Poems Modelled on “Mother to Son”

Context

Students had previously learned about similes and metaphors and explored ways of using figurative language to create powerful images in their poetry. Throughout the year, students frequently wrote poetry in a variety of different styles and developed poetry collections as part of their writing portfolios.

Process

The class reviewed metaphors and shared examples of metaphors in poems they had written and read. The teacher read “Mother to Son,” by Langston Hughes. In small groups, students reread the poem and discussed:

- What is the mother’s message to her son?
- What metaphor does she use?
- Does the metaphor affect the strength of the message? Explain.

Groups shared their ideas and then brainstormed a list of other metaphors that could be developed to describe life.

Students used the poem as a model for their own Mother to Son/Daughter or Father to Son/Daughter poems. They reviewed the organization of ideas in the poem. They noticed that the poet started with what an ideal life would be (crystal stair) and then added the rough times. The teacher emphasized the importance of choosing *one* metaphor and developing it throughout the poem.

Students drafted their poems and then worked with peer editors before making final copies.

Meets Expectations (Minimal Level)

Teacher's Observations

The poem presents several loosely connected images that are hard to follow because of shifts in point of view. The message of the poem is not clear.

- quality is uneven
- uses supporting details and description to develop images
- shows a sense of audience
- writer takes some risks with figurative language
- clear attempts to write in a poetic form
- some errors in grammar and word choice

Mother to Daughter

Well Natalie I'll tell you
Not to frighten you but-
Life has been a drafty door with broken windows, full of
nooks and crannies.
There are mazes to get lost in.
Sometimes I am a ping pong ball bouncing of closet walls.
With filthy clothes in it and stinky shoes.
Sometimes you split,
Sometimes you stay together,
but don't forget there's always love behind some door, a
beautiful radiant door with a gorgeous window .
So remember this,
life is not an open door to anyone.

Fully Meets Expectations

Teacher's Observations

The poem develops an extended metaphor with some originality and a clear message, although some of the language is repetitive.

- some originality and creative development
- uses supporting details to develop images
- shows a sense of audience
- takes some risks with figurative language
- follows “rules” for extended metaphors
- generally grammatically correct



Father to Son

Son I'll tell you,
Life has not been a calm sail.
I've been through too much.
It's not a full sail.
I've had to sail in the rough weather
People have come aboard and left.
It hasn't been smooth sailing.
So son I'll tell you,
Don't weigh the anchor.
Keep on sailing.

