

Writing

GRADE 1

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Writing From Experience

Grade 1 students are asked to represent their thoughts, feelings, and opinions using both words and pictures. They frequently write:

- ◆ labels and captions
- ◆ journal entries
- ◆ predictions about or responses to reading, listening, or viewing experiences
- ◆ reflections on their learning
- ◆ information about topics that interest them

Early in Grade 1, children often convey most of their ideas through pictures. As they develop fluency in writing, an increasing amount of the meaning comes from written words.

Most Grade 1 writing is first-draft writing—it is not revised, edited, or proofread. As students develop skills and confidence, however, they begin to check their work and make simple corrections to spelling, capitalization, and periods.

NOTE:

In later grades, the type of writing described in this section is classed as *personal writing or writing to communicate ideas and information*.

In Grade 1, the general term *writing from experience* is used to describe any writing in which students record information they have acquired or their experiences, feelings, opinions, and observations.

Key Qualities

The following is a summary of the key qualities of each aspect of writing from experience in Grade 1. 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
- ◆ may include information they have read, heard, or viewed

STYLE

- ◆ conversational—“spoken language written down”
- ◆ may repeat patterns they have read or heard

FORM

- ◆ follows forms modelled by the teacher
- ◆ often includes pictures

CONVENTIONS

- ◆ includes both capitals and small letters
- ◆ familiar words are increasingly spelled conventionally; uses phonics to spell new words
- ◆ shows some sense of written sentences

Prescribed Learning Outcomes

The BC performance standards for Grade 1 writing from experience reflect the following prescribed learning outcomes from Grade 1 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 straightforward **personal writing** and representations that express simple ideas, feelings, likes, and dislikes [C1]
- ◆ create straightforward informational writing and representations, using prompts to elicit ideas and knowledge [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 likes or dislikes about experiences or texts [C7]
- ◆ use writing and representing to extend their thinking [C8]

FEATURES (WRITING)

It is expected that students will:

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



Quick Scale: Grade 1 Writing From Experience

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

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing may consist of a string of letters or be dictated for someone else to write down. The student needs a great deal of help.</i>	<i>The writing is recognizable as conventional writing and conveys some ideas or information. The student often needs some help.</i>	<i>The writing is readable and makes sense. The student is able to write independently with occasional help.</i>	<i>The writing communicates ideas or information with some description and detail. The student is able to write independently.</i>
MEANING • ideas and information • details	• may be able to “read” own writing, but meaning often changes each time	• sentences or ideas may not be related • little development, few details	• sentences or ideas are related • some detail	• some individuality • develops a topic with supporting details
STYLE • clarity and variety of language • description	• simple words • when “reading” or dictating, may be one long sentence or a series of short, stilted sentences	• conversational • repeats simple patterns, favourite words	• conversational, some simple description • repeats simple patterns	• some descriptive language • takes risks to use new words or patterns
FORM • follows models or examples • sequence	• usually a drawing with a string of letters or one or two dictated sentences	• may be very brief • drawing may provide much of the information	• follows form modelled by teacher • writing can stand alone	• logically connected and sequenced • writing can stand alone
CONVENTIONS • capitals and small letters • spelling • use of phonics • punctuation • spacing • legibility	• strings of capital letters • may show correct initial consonant • not yet able to use phonics • no punctuation • may be copied or dictated to another person	• mostly capital letters • some words spelled conventionally • many words spelled phonetically • may experiment with punctuation • parts are legible	• both capitals and small letters • many familiar words spelled conventionally • new or unfamiliar words spelled phonetically • some punctuation • legible	• both capitals and small letters • most familiar words spelled conventionally • phonics and word patterns used to solve spelling problems • generally written in sentences; uses punctuation • legible

Rating Scale: Grade 1 Writing From Experience

Student achievement in writing from experience tasks by March–April of Grade 1 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing may consist of a string of letters or be dictated for someone else to write down. The student needs a great deal of help.</i>	<i>The writing is recognizable as conventional writing and conveys some ideas or information. The student often needs some help.</i>
MEANING • ideas and information • details	<ul style="list-style-type: none"> • may be able to “read” own writing, but meaning often changes each time • most of the meaning is in the drawing 	<ul style="list-style-type: none"> • sentences or ideas may not be related to each other • little development, few details
STYLE • clarity and variety of language • description	<ul style="list-style-type: none"> • simple words • when “reading” his or her writing, or dictating, may create one long, rambling sentence or a series of short, stilted sentences 	<ul style="list-style-type: none"> • conversational language, simple words, little or no descriptive language • repeats simple patterns or favourite words, often those provided by the teacher; there is no flow to the sentences—they tend to be short and choppy or long and rambling • may overuse pronouns to the point where the reader is confused
FORM • follows models or examples • sequence	<ul style="list-style-type: none"> • may not resemble the form modelled by the teacher • usually a drawing labelled by a string of letters or one or two sentences that have been dictated to another person 	<ul style="list-style-type: none"> • attempts to follow the form modelled by the teacher • writing may be very brief, with much of the information provided by a drawing
CONVENTIONS • capitals and small letters • spelling • use of phonics • punctuation • spacing • legibility	<ul style="list-style-type: none"> • strings of capital letters without spaces; single letters may represent words • may show correct initial consonant for an intended word • not yet be able to use sound-symbol relationships (phonics) • no punctuation • may be copied or dictated to another person 	<ul style="list-style-type: none"> • tends to rely on capital letters; may include some small letters • some conventional spelling • many words spelled phonetically; may need frequent help in applying phonics • may experiment with punctuation; shows some sense of sentences when reading own writing aloud • parts are legible; other parts may be difficult to read

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

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is readable and makes sense. The student is able to write independently with occasional help.</i></p>	<p><i>The writing communicates ideas or information with some description and detail. The student is able to write independently.</i></p>
<ul style="list-style-type: none"> • sentences or ideas are related to each other • some detail 	<ul style="list-style-type: none"> • some sense of individuality or originality • develops a topic, often including supporting details that add “colour”
<ul style="list-style-type: none"> • conversational language; may include some description • repeats simple sentences and patterns • may overuse pronouns, but the reader can usually tell to whom the pronouns refer 	<ul style="list-style-type: none"> • some words chosen for their effect; often includes some descriptive language • takes risks with new words or patterns • uses pronouns clearly
<ul style="list-style-type: none"> • follows the form modelled by the teacher (e.g., list, web, paragraph) • writing makes sense standing alone; there may also be a detailed picture that adds information 	<ul style="list-style-type: none"> • ideas or events are logically connected and sequenced • writing makes sense standing alone; there may also be pictures to add interest or information
<ul style="list-style-type: none"> • includes both capitals and small letters (may be inconsistent) • many familiar words are spelled conventionally • new or unfamiliar words are spelled phonetically; beginning to use phonics consistently • includes some punctuation (often applied inconsistently); shows some sense of written sentences • legible, although parts may be difficult to read; spaces between most words 	<ul style="list-style-type: none"> • includes both capitals and small letters • most familiar words are spelled conventionally • independently able to solve spelling problems, usually by applying phonics • generally written in sentences; may experiment with a variety of punctuation marks (e.g., exclamation, question, and quotation marks) • legible; there are spaces between the words

Sample Task: Writing About Friends

CONTEXT

Students in this class regularly wrote and drew to record their experiences, feelings, and thoughts about specific topics. Their work was often connected to themes. This task was part of a class theme on “Friendship.”

PROCESS

As a class, students were asked to think of as many words as they could that made personal connections to friends. The teacher recorded the words on a class web. Students then brainstormed a list of memorable experiences with friends, and the teacher recorded students’ responses on a separate chart. The class discussed why friends were important and how friends made them feel.

The teacher provided the sentence frame *A friend is ...* and asked students to write about their personal experiences with friends. Students were encouraged to write at least six sentences. They were also encouraged to consult the class web and chart for ideas and vocabulary.

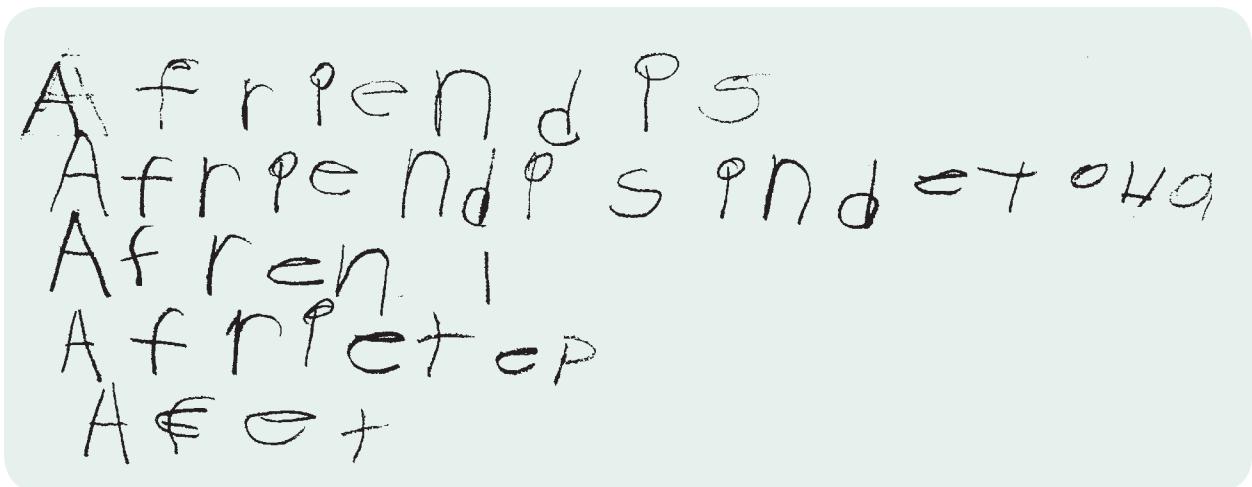
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student has recorded the teacher's sentence stem and attempted to write strings of letters.

- ◆ strings of letters
- ◆ copied from the teacher
- ◆ no punctuation

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

A friend is
A friend is indet oHo
Afren i
Afrietep
A fet

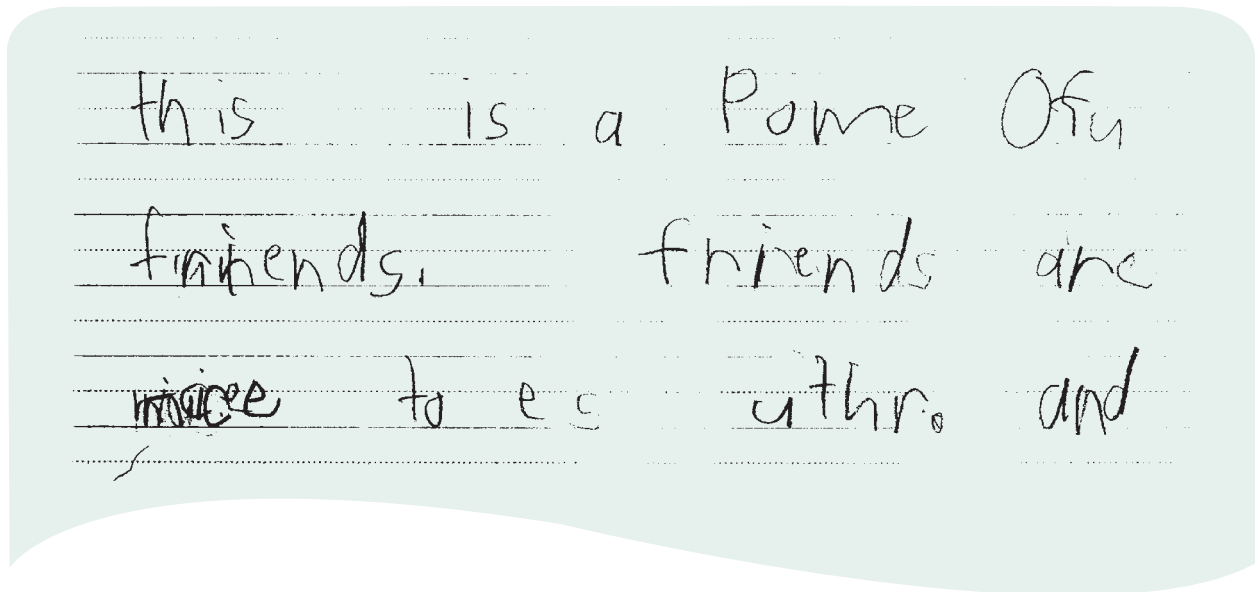
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The writing begins with a sense of individuality, but becomes increasingly difficult to read because of problems with the conventions of writing.

- ◆ some sense of individuality
- ◆ conversational language
- ◆ some conventional spelling
- ◆ many words spelled phonetically
- ◆ experiments with punctuation
- ◆ parts are difficult to read

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

this is a Pome Ofu friends. friends are nice to es uthr. and friends cheer up es. aurfriend Be nice to ese. friend are fun. friend are the Bist. a friend cun help.

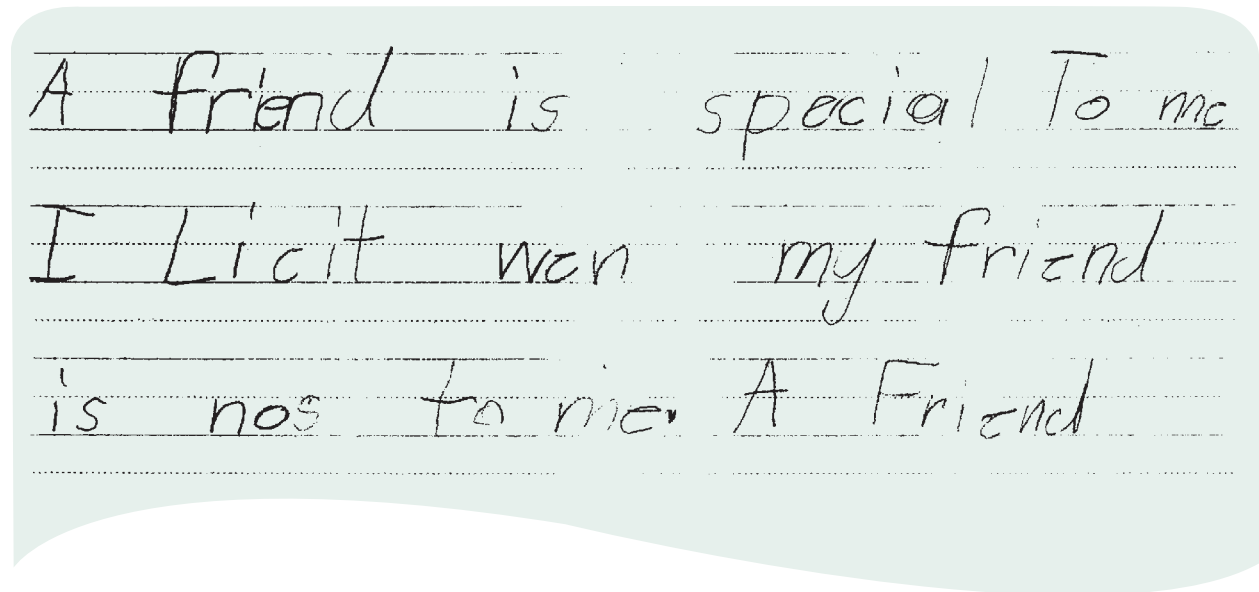
FULLY MEETS EXPECTATIONS

Teacher's Observations

The student makes personal connections to friends. The writing is readable and makes sense.

- ◆ sentences and ideas are related to each other
- ◆ conversational language
- ◆ includes both capitals and small letters
- ◆ many familiar words are spelled conventionally
- ◆ legible; there are spaces between the words

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

A friend is special To me I Licit wen my friend is nos to me. A Friend is nice To me. A friend Play's wiTh me. A fricnd Toss secrets aBouT Me. I Like my Friend my Friend is Angie I Like Angie nye is nos To me. my oThre Friend is Tara nye is verey nos. I Like mrs Bain.

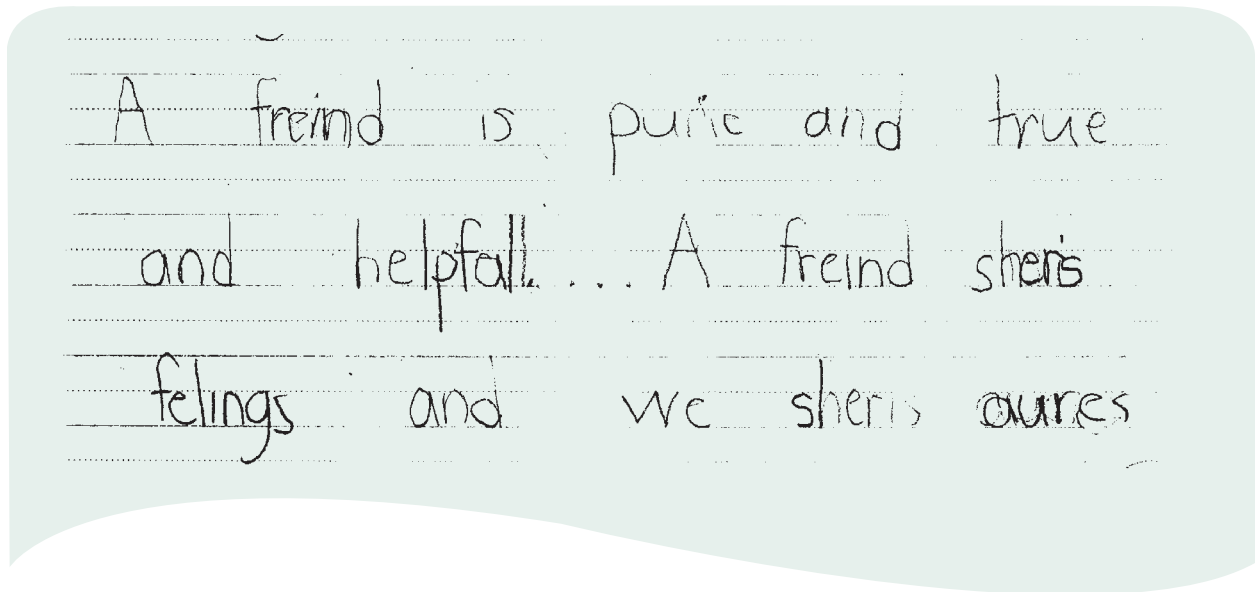
EXCEEDS EXPECTATIONS

Teacher's Observations

The writing offers ideas and feelings with some elaboration and detail, and it flows smoothly.

- ◆ some sense of originality
- ◆ supporting details add colour
- ◆ takes risks with new words and patterns
- ◆ ideas are logically connected
- ◆ most familiar words are spelled conventionally
- ◆ written in sentences

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

A freind is purie and true and helpfall... A freind sheris felings and we sheris aures to. A friend is special in evry way. We fiedl sad wen they are sad. A friend is ter wen you need them and you aue ter wen they need you to. "I Like freinds a lot do you?" A freind is so nice you can even see it for your seillf. A freind is important in evry way thet you can think of. A freind is the one tet plays with you wen you need them. Mote popeyl have a feind of thre ona and you poblye have one to.

Writing Stories

Grade 1 students often enjoy writing stories. Their stories are usually modelled on those they have read or heard. They recount personal stories; retell stories they have read, heard, or viewed; write new endings or new adventures for familiar stories; or create imagined stories. They often need the support of a frame or outline as they compose and write.

Early in Grade 1, children often convey most of the meaning in their stories through pictures. As they develop fluency in writing, an increasing amount of the meaning comes from their written words.

Like most writers, Grade 1 students enjoy sharing their work and are increasingly interested in the reaction of their classmates and families, as well as the teacher. They begin to experiment with “story language” and with the power of descriptive words. With support, they begin to identify strengths in their stories and find places where they might add ideas to make the story easier to understand or more interesting.

Grade 1 students may reread their work and make simple corrections. However, they are not usually expected to make extensive revisions or produce “good” copies.

Key Qualities

The following is a summary of the key qualities of each aspect of writing stories in Grade 1. The Quick Scale and Rating Scale provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ comes from imagination, memories, and selections they have read, heard, or viewed

STYLE

- ◆ conversational—“spoken language written down”
- ◆ may experiment with description and “story language”

FORM

- ◆ follows “beginning-middle-end” structure
- ◆ often includes pictures

CONVENTIONS

- ◆ includes both capitals and small letters
- ◆ familiar words increasingly spelled conventionally; uses phonics to spell new words
- ◆ shows some sense of written sentences

Prescribed Learning Outcomes

The BC performance standards for Grade 1 story writing reflect the following prescribed learning outcomes from Grade 1 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 **imaginative writing** and representations, often modelled on those they have read, heard, or viewed [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 their thinking [C8]

FEATURES (WRITING)

It is expected that students will:

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

Quick Scale: Grade 1 Writing Stories

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

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The story may consist of a string of letters or be dictated for someone else to write down. The student needs a great deal of help.</i>	<i>The story is recognizable as conventional writing and has some elements of a story. The student often needs some help.</i>	<i>The story is readable and makes sense. The student is able to write independently with occasional help.</i>	<i>The story has some description and detail. The student is able to write independently.</i>
MEANING • ideas and information • details	<ul style="list-style-type: none"> • may be able to “read” own writing, but meaning often changes each time 	<ul style="list-style-type: none"> • often retells another story • recognizable story situation • little development, few details 	<ul style="list-style-type: none"> • some individuality • begins with characters and situation • has a problem and solution; few details 	<ul style="list-style-type: none"> • some individuality • begins with characters and situation • has a problem and related solution; details add “colour”
STYLE • clarity and variety of language • description	<ul style="list-style-type: none"> • simple words • when “reading” or dictating, may be one long, rambling sentence or a series of short, stilted sentences 	<ul style="list-style-type: none"> • conversational • repeats simple patterns, favourite words 	<ul style="list-style-type: none"> • mostly conversational; may include some “story language” • repeats simple patterns; some simple description 	<ul style="list-style-type: none"> • takes risks, experiments; shows awareness of the effects of interesting language • often has dialogue, description
FORM • beginning, middle, end • sequence	<ul style="list-style-type: none"> • usually a drawing with a string of letters or one or two dictated sentences 	<ul style="list-style-type: none"> • may be very brief • string of loosely related events—mostly “middle” • uses <i>and</i> to connect ideas • drawing may tell much of the story 	<ul style="list-style-type: none"> • includes beginning, middle, and end • most events are in logical sequence • repeats the same connecting words • writing can stand alone 	<ul style="list-style-type: none"> • includes beginning, middle, and end • events are in logical sequence • uses a variety of connecting words • writing can stand alone
CONVENTIONS • capitals and small letters • spelling • use of phonics • punctuation • spacing • legibility	<ul style="list-style-type: none"> • strings of capital letters • may use correct initial consonant • not yet able to use phonics • no punctuation • may be copied or dictated to another person 	<ul style="list-style-type: none"> • mostly capital letters • some words spelled conventionally • many words spelled phonetically • may experiment with punctuation • parts are legible 	<ul style="list-style-type: none"> • both capitals and small letters • spells many familiar words correctly • uses phonics to spell new words • some punctuation • legible 	<ul style="list-style-type: none"> • uses both capitals and small letters • most familiar words spelled conventionally • phonics and word patterns used to solve spelling problems • generally written in sentences; uses punctuation • legible

Rating Scale: Grade 1 Writing Stories

Student achievement in story-writing tasks in Grade 1 in March-April can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The story may consist of a string of letters or be dictated to someone else to write down. The student needs a great deal of help.</i>	<i>The story is recognizable as conventional writing and has some elements of a story. The student often needs some help.</i>
MEANING • ideas and information • details	<ul style="list-style-type: none"> • may be able to “read” own writing, but meaning often changes with subsequent readings • drawing often provides most of the meaning 	<ul style="list-style-type: none"> • often retells another story • recognizable story situation • sometimes there is no story problem • little development, few details • may seem unaware of audience
STYLE • clarity and variety of language • description	<ul style="list-style-type: none"> • simple words • when “reading” his or her writing or dictating, may create one long, rambling sentence or a series of short, stilted sentences 	<ul style="list-style-type: none"> • conversational language; simple words; may repeat a favourite descriptive word or phrase • repeats simple sentences and patterns (e.g., <i>and then</i>); there is no flow to the sentences—they tend to be short and choppy or long and rambling • may overuse pronouns to the point where the reader is confused
FORM • beginning, middle, end • sequence	<ul style="list-style-type: none"> • often a drawing, labelled by a string of letters or with one or two sentences that have been dictated to another person • may not resemble a story 	<ul style="list-style-type: none"> • tends to be a string of loosely related events—mostly “middle”—without a real ending • often very brief; much of the story may be told in a drawing • may overuse <i>and</i> to connect ideas
CONVENTIONS • capital and small letters • spelling • use of phonics • punctuation • spacing • legibility	<ul style="list-style-type: none"> • writes in strings of capital letters without spaces; single letters may represent words • may show correct initial consonant for an intended word • not yet able to use sound-symbol relationships (phonics) • no punctuation • may be copied or dictated to another person 	<ul style="list-style-type: none"> • tends to use capital letters; may include some small letters • some conventional spelling • many words spelled phonetically; may need frequent help in applying phonics • may experiment with punctuation; shows some sense of sentences when reading own writing aloud • parts are legible; other parts may be difficult to read

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

Fully Meets Expectations	Exceeds Expectations
<p><i>The story is readable and makes sense. The student is able to write independently with occasional help.</i></p>	<p><i>The story has some description and detail. The student is able to write independently.</i></p>
<ul style="list-style-type: none"> • some evidence of individuality • identifies characters and situation at the beginning of the story • includes a problem and solution (solution may be abrupt) • few supporting details • may not consider audience 	<ul style="list-style-type: none"> • some sense of individuality or originality • identifies characters and situation at the beginning of the story • story usually includes a logical problem and a related solution • includes supporting details that add “colour” • shows a sense of audience
<ul style="list-style-type: none"> • primarily conversational language; may include some description and “story language” (e.g., <i>once upon a time</i>) • repeats simple sentences and patterns • may overuse pronouns, but the reader can usually tell to whom the pronouns refer 	<ul style="list-style-type: none"> • moving toward literary structures; takes risks; shows awareness of the effects of interesting language • may use a variety of sentences; often includes dialogue • uses pronouns clearly
<ul style="list-style-type: none"> • includes beginning, middle, and end; the written story makes sense standing alone • most events are logically connected; may “wander” into a new problem • repeats the same connecting words (e.g., <i>and then</i>) 	<ul style="list-style-type: none"> • includes beginning, middle, and end; the written story makes sense standing alone • events are logically connected and sequenced • uses a variety of connecting words (e.g., <i>and, so, then, but, when, after</i>)
<ul style="list-style-type: none"> • includes both capitals and small letters (may be inconsistent) • many familiar words are spelled conventionally • new or unfamiliar words are often spelled phonetically; beginning to use phonics consistently • includes some punctuation (often applied inconsistently); shows some sense of written sentences • legible, although parts may be difficult to read; spaces between most words 	<ul style="list-style-type: none"> • includes both capitals and small letters • most familiar words are spelled conventionally • independently able to solve spelling problems, usually by applying phonics • generally written in sentences; may experiment with a variety of punctuation marks (e.g., exclamation, question, and quotation marks) • legible; there are spaces between the words

Sample Task: Story Writing

CONTEXT

Throughout the year, students in this classroom regularly listened to stories and discussed the events and characters in them. They practised identifying characters, setting, problems, and solutions. They also created banks of words and phrases to describe characters; recorded the beginning, middle, and end; and retold and dramatized stories.

PROCESS

Prior to independent writing, students worked on retelling and writing familiar stories. As a class, they brainstormed familiar stories they had read or heard. In pairs, students chose a familiar story and identified the characters, setting, problems, and solutions. They practised rewriting familiar stories to help develop style and form (e.g., clarity of language and sequence).

Students were then asked to write their own stories. The class brainstormed a bank of topics, and the teacher recorded their ideas on a class chart. The class discussed the variety of ways a story could be introduced, who could be in the story, where it could happen, what problem might occur, and how the problem might be solved. They also discussed the use of conventions in story writing, such as the use of capitals and periods. The teacher encouraged students to record their ideas in a logical sequence, follow a beginning-middle-end structure, and include some punctuation.

As students wrote their stories, the teacher consulted with them and provided assistance as needed.

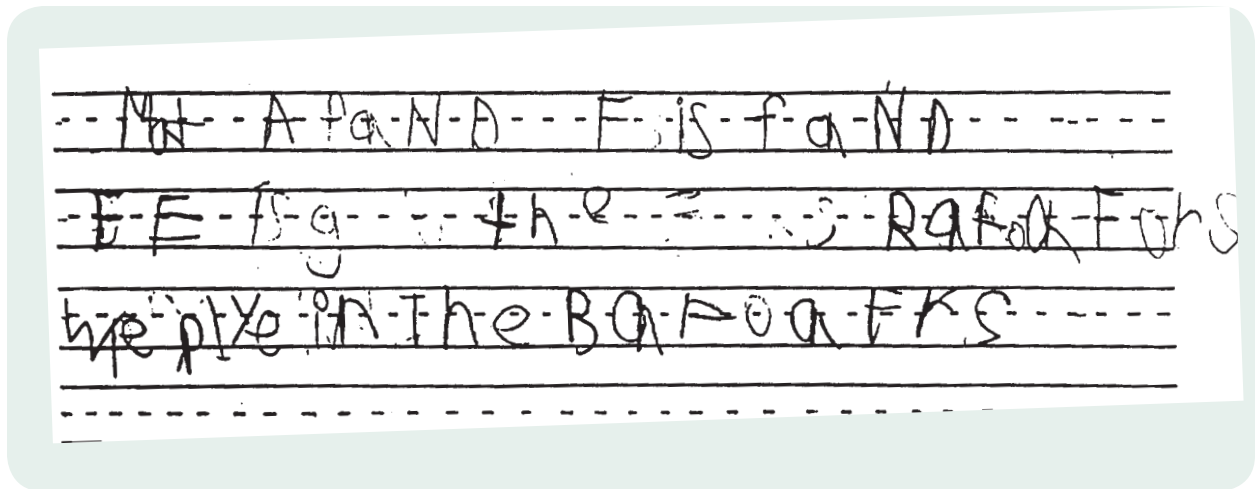
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The story consists of strings of letters. The student had difficulty reading the story aloud and changed the meaning of parts of it several times.

- ◆ does not resemble a story
- ◆ uses the correct initial consonant for intended words in places (not consistent)
- ◆ no punctuation

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

Mn A faND F, is f a ND E E is g the Rafooh Fors we piYe inTheBa r oa Fks

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The story consists of a series of loosely connected ideas about an orange cat. It has few elements of a story and little development.

- ◆ there is no story problem
- ◆ little development, few details
- ◆ conversational language, simple words
- ◆ most familiar words are spelled conventionally
- ◆ legible; there are spaces between the words

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Once a upon a time
we had a orang cat
my dad likes orang cats

TRANSCRIPT

Once a upon a time we had a orang cat my dad likes orang cats but it was not are
cat it plays in the tree sum times it plays on the fens

FULLY MEETS EXPECTATIONS

Teacher's Observations

The story is readable and makes sense. The student is beginning to take risks with language.

- ◆ some evidence of individuality
- ◆ includes some description and “story language”
- ◆ most events are logically connected
- ◆ new or unfamiliar words are spelled phonetically
- ◆ legible; there are spaces between the words

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

~~On~~cs upon a time There was
a little gerl she was going
to pik some floers foere her
mom she fawd some floers
but when she got there she
saw The Ester bunny They
pikt a lot uf floere They

TRANSCRIPT

Oncs upon a time There was a little gerl she was going to pik some floers foere her mom she fawd some floers but when she got there she saw The Ester bunny They pikt a lot uf floere They hopt all The way home when They got home her Mom was amasde that she brot The Ester bunny home

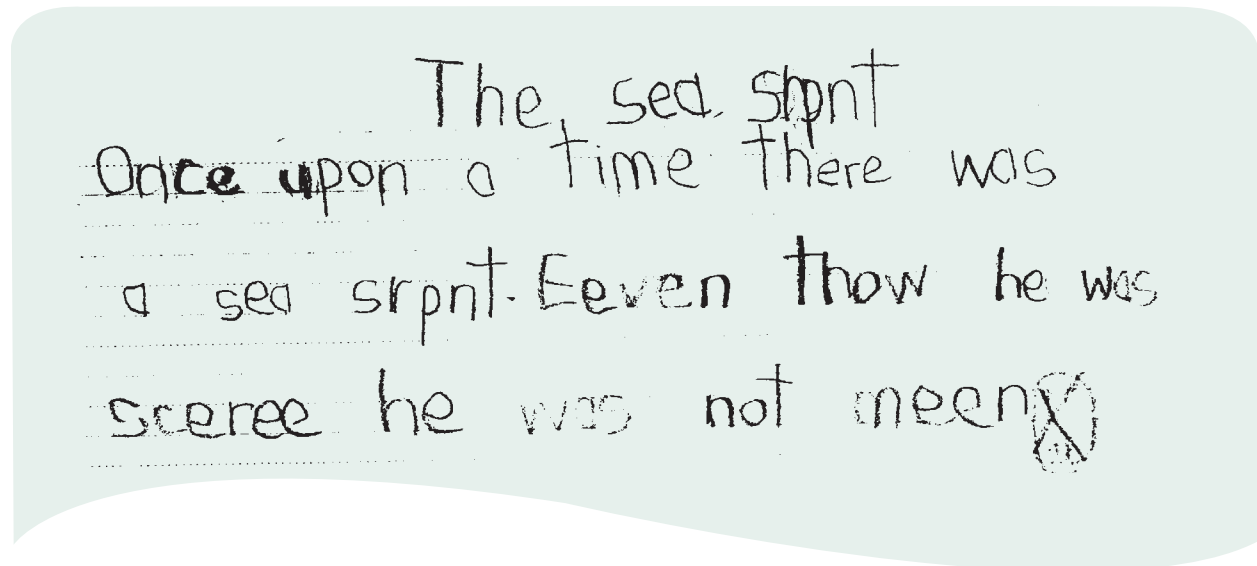
EXCEEDS EXPECTATIONS

Teacher's Observations

The student presents a complete story with details and description about a scary, but not mean, sea serpent.

- ◆ some sense of originality
- ◆ story includes a logical problem and a related solution
- ◆ includes supporting details that add “colour”
- ◆ shows a sense of audience
- ◆ takes risks with interesting language
- ◆ generally written in sentences; experiments with a variety of punctuation

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT

This student included many small drawings at the end of sentences to illustrate key images in the story.

The sea srpnt

Once upon a time there was a sea srpnt. Eeven thow he was scereee he was not meen. Oue day he went too the Harbru. The srpnt watted for a ship to leev. A ship was leeving. The ship was the Blue Nows. She was salinge for a now llide. But a ould man said “yod be shot bie Pirates”. The srpnt didn’t wot that too hapun sow the srpnt followd the ship. A pirate ship came in site. The pirate shot and blow the sayols to shreds. The pirates worrr jost a bawt too blow them to shreds. But the srpnt went undr and went up ... and crakt the pirate ship like a nut shel. The Blue Nowse coodnot go withowt sayols. The srpnt thot then grab the angr with his jow. The captin said “hees bring us sath sowe lets setol dawn and injy the ride”. The srpnt brot them rite too land