Writing
GRADE 6

Personal Writing

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

In Grade 6, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

Key Qualities

The following is a summary of the key qualities of each aspect of personal writing in Grade 6. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

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

STYLE
- demonstrates clarity and some variety in language

FORM
- begins with a clear introduction and follows a logical sequence through to a conclusion

CONVENTIONS
- follows standard conventions for basic spelling, punctuation, grammar, and sentence structure; has been checked for errors

Prescribed Learning Outcomes

The BC performance standards for Grade 6 personal writing reflect the following prescribed learning outcomes from Grade 6 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:

◆ write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions [C1]

STRATEGIES (WRITING)

[C5-7] 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 relevant opinions about experiences and texts [C8]
◆ use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

◆ use the features and conventions of language to express meaning in their writing and representing [C11]

Quick Scale: Grade 6 Personal Writing

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

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The writing offers some ideas related to the topic but is often hard to follow. The writer may need a great deal of support.*	*The writing is somewhat general but completes the basic task; includes some errors.*	*The writing is straightforward, direct and easy to follow, with few errors. Develops the topic and offers some personal reactions.*	*The writing is focused and easy to read. The writer develops ideas with some analysis and complexity.*
MEANING • ideas and information • use of detail	• some ideas related to the topic; tends to rely on retelling or listing • parts are inaccurate, illogical, repetitive, irrelevant, or copied • insufficient details, explanations, examples; often extremely short	• some opinions and reactions • information and ideas are relatively simple • some explanation, details, and examples (may be very brief or partly irrelevant)	• relevant personal reactions and ideas with some individuality • ideas and information are direct and straightforward • some relevant explanations, details, and examples	• relevant personal reactions and ideas with some analysis; sense of individuality • ideas and information show some complexity • logical explanations, details, and examples
STYLE • clarity, variety, and impact of language	• simple, repetitive language; may make errors in word choice • sentences are often short and repetitive	• language tends to be simple and often vague • sentence length may be varied; relies on a few basic patterns	• language is clear; some variety and description • variety of sentence lengths; may vary sentence beginnings	• language is clear, varied; some precise, expressive language • flows smoothly, with a variety of sentence lengths and patterns
FORM • opening • organization and sequence • conclusion • connecting words	• begins without establishing the topic, purpose, or context • may attempt to develop the topic, but often wanders, loses focus • no real "ending" • overuses simple connecting words	• introduces the topic; purpose and context may be omitted or unclear • generally sticks to the topic and is easy to follow, but may wander in places • ending is weak or abrupt • may overuse a few connecting words	• introduces the topic and purpose; may provide some context • sticks to the topic; easy to follow, with related ideas grouped together • ending is logical but abrupt • uses a variety of connecting words	• opens with a clear intention or purpose; provides context • develops the topic with a logical sequence of ideas • effective ending • uses increasing variety of transitional words and phrases; may take risks
CONVENTIONS • spelling • punctuation • complete sentences • grammar	• frequent errors interfere with meaning	• some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning	• few errors; these do not interfere with meaning	• sense of control; few errors; these are usually the result of taking risks to use complex language and structures

Rating Scale: Grade 6 Personal Writing

Student achievement in personal writing by March-April of Grade 6 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	*The writing offers some ideas that are related to the topic, but it is often hard to follow. Often very short. The writer may need a great deal of support.*	*The writing is somewhat general but completes the basic task; includes some errors.*
MEANING • ideas and information • use of detail	• offers some ideas related to the topic; tends to rely on retelling or listing • parts are inaccurate, illogical, repetitive, irrelevant, or copied • insufficient explanations, details, or examples to accomplish the task; often extremely short	• offers some opinions and reactions related to a main idea • information and ideas are relatively simple • some explanation, details, and examples (may be very brief or include irrelevant material)
STYLE • clarity, variety, and impact of language	• simple, repetitive language; may make errors in word choice • sentences are often short and repetitive and/or poorly constructed	• language tends to be simple and often vague • sentence length may be varied; tends to rely on a few basic patterns
FORM • opening • organization and sequence • conclusion • connecting words	• begins without establishing the topic, purpose, or context • may attempt to develop the topic, but often wanders and loses focus, with frequent breaks or abrupt shifts in the sequence of ideas • no real "ending" • omits connecting words or repeats a few simple ones (e.g., then, but, and)	• introduces the topic at the beginning; purpose and context may be omitted or unclear • generally sticks to the topic and is easy to follow, but may wander in places, especially toward the end • ending is weak or abrupt • may overuse a few connecting words (e.g., next, then, after, when, so)
CONVENTIONS • effect on meaning • spelling • punctuation • complete sentences • grammar (e.g., use of pronouns; agreement; verb tense)	• frequent errors interfere with meaning • some words are spelled correctly; however, many basic words are misspelled or misused (e.g., their/there/they're); often omits letters • frequent punctuation errors; often inconsistent in use of capital letters • many sentences are run-on or fragments • frequent errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense)	• some noticeable errors that cause the reader to hesitate or reread parts to confirm meaning • most basic words are spelled correctly; includes some errors, especially in homonyms (e.g., their/there/they're) • basic sentence punctuation is usually correct; may use commas and capital letters inconsistently • some run-on sentences and fragments • includes some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense)

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

Fully Meets Expectations	Exceeds Expectations
The writing is straightforward, direct, and easy to follow, with few errors. The writer develops the topic and offers some personal reactions.	*The writing is focused and easy to read. The writer develops ideas with some analysis and complexity.*
• offers relevant personal reactions and ideas with some sense of individuality • ideas and information are generally straightforward and direct • includes some relevant explanations, details, and examples to develop ideas	• offers relevant personal reactions and ideas with some analysis; there is a sense of individuality • ideas and information show some complexity (e.g., speculation, generalizations) • gives logical explanations, details, and examples to develop and clarify the main ideas
• language is clear, with some variety and description • variety of sentence lengths; may vary sentence beginnings, use subordinate clauses (result may be awkward in places)	• language is clear and varied; may include precise, expressive, or figurative language • flows smoothly, with a variety of sentence lengths and patterns
• introduces the topic and purpose at the beginning; attempts to provide some context • sticks to the topic, with related ideas grouped together; sequence is easy to follow • ending is logical but abrupt • uses a variety of connecting words (e.g., while, suddenly, also, so, because, then, after, when, but)	• opens with a clear intention or purpose; provides context • develops the topic with a logical sequence of ideas • ending is effective • uses an increasing variety of connecting phrases and words (e.g., although, therefore, at the same time, while, also)
• few errors; these do not interfere with meaning • most familiar words are spelled correctly • basic sentence punctuation is correct, including dialogue; may have minor errors in use of commas • most sentences are complete and correct; may include occasional run-on sentences or fragments • follows basic rules of grammar; may include occasional errors (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense)	• sense of control; few errors; these are usually the result of taking risks to use complex language and structures • most words are spelled correctly • punctuation is correct, including dialogue and use of commas • sentences are complete and correct; may have some problems when taking risks with more complex constructions • follows rules of grammar, including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate

Sample Task: Journal Writing

CONTEXT

The teacher in this classroom emphasizes the importance of daily writing to improve writing skills and engages students in a wide variety of planned and impromptu writing tasks, including a weekly journal entry.

In their journals, students write thoughts, feelings, ideas, memories, and opinions in response to selections and current issues they have recently read, viewed, or experienced. The writing is not planned, revised, or edited for presentation; however, students are expected to demonstrate clarity of language, begin with a clear introduction, and follow a logical sequence, as well as applying conventions of standard English. The teacher reads and responds to the journals. On occasion, students share their journals with others. The journals are also a source of ideas for other kinds of writing.

PROCESS

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

Teacher's Observations

This journal entry has some ideas that are related to the topic; however, it is very short.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT	■			
MEANING	■			
STYLE	■			
FORM	■			
CONVENTIONS		■		

- ◆ insufficient explanation, details, and examples
- ◆ very short journal entry
- ◆ simple, repetitive language
- ◆ sentences are short
- ◆ attempts to develop the topic
- ◆ wanders and loses focus, with no real ending
- ◆ many sentences are fragments
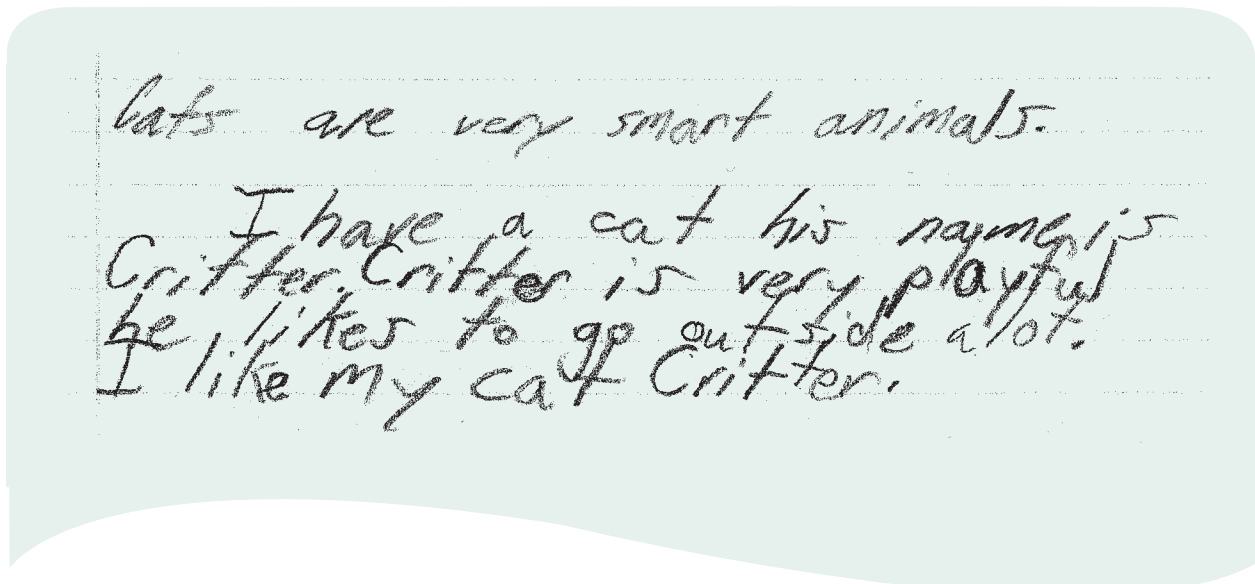
TRANSCRIPT

Cats are very smart animals.

   I have a cat his name is Critter. Critter is very playful he likes to go outside alot.
I like my cat Critter.

   I think my is speacial. I don't like when my cat jumps on me and scratches.

Web onCats

–cute
–smart
–fury
–playful
–fun
–cudley

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

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

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

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT		■		
MEANING		■		
STYLE		■		
FORM		■		
CONVENTIONS		■		
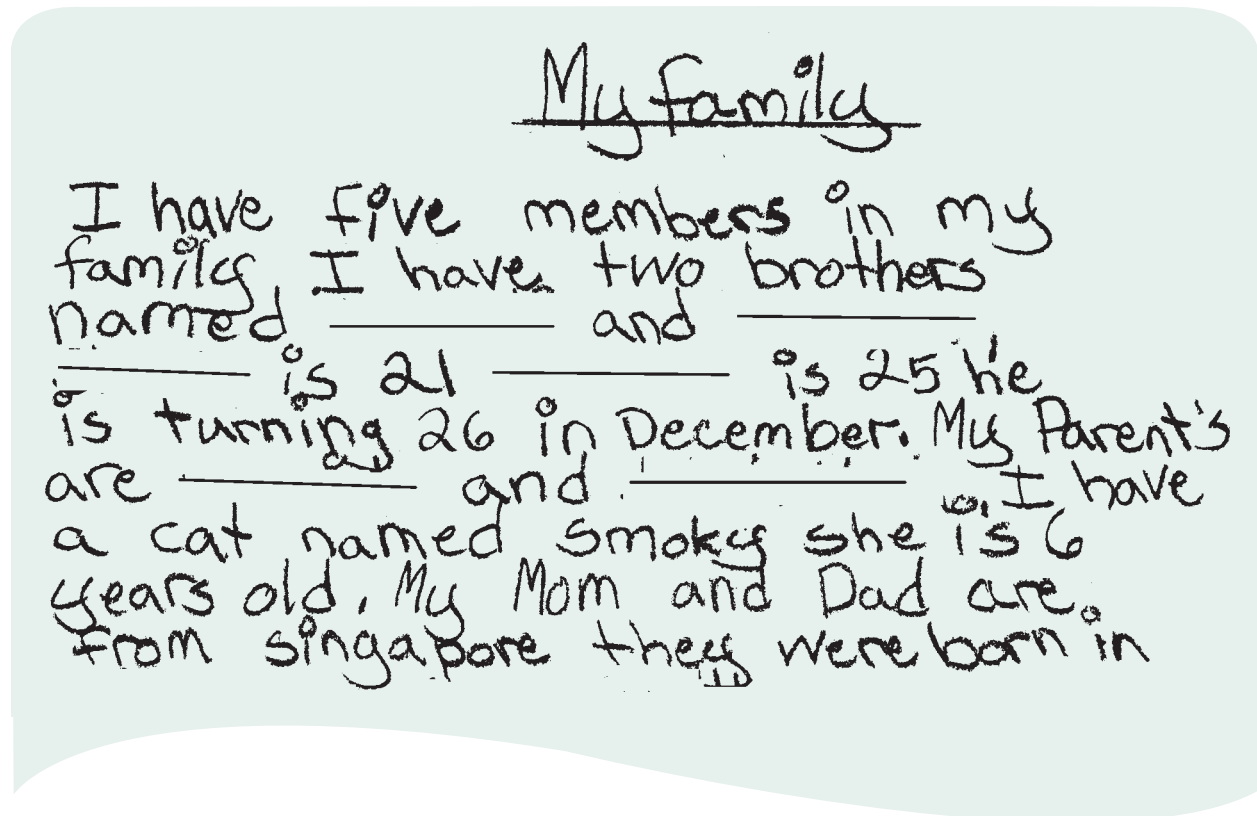
TRANSCRIPT

My family

I have five members in my family. I have two brothers named ———and ——, —— is 21 ——— is 25 he is turning 26 in December. My parent's are ——— and ————. I have a cat named smoky she is 6 years old. My mom and Dad are from singapore they were born in singapore same with my brothers I'am the only chil

that was born in canada I am the youngest child in my family I was born in the Royal columian Hospital. My mom and me and my elder brother went to singapore this year all by my self. My brother —— is a nurse and my older brother goes to university and comes back on fridays. My Dad is a nurse too he goes to beavlen loge, Simon hospital in langlece or surrey, My mom is a cook. We all way in the summer go camping And we go to Whistler every winter to skie and I never been skieing. When we go skieing my friend KoKo that's her nick name and her mom and dad are coming with us. my dad and mom and me last time we went on the gondola its a ride its really high and sorda scary to see the view. So like I was saying my family is a really cool family but sometimes my two brothers bully me and i don't like it! My mom is 42 She is a very good cook She doesn't really like snow and she is afraid of animals, my dad is a nurse he likes me.

Web on Family

–My parents are ——— & ———
–I have two brothers
–One cat named smoky
–My mom is a cook
–My Dad is a nurse
–I have five members in my family
–My brother goes to university
–I went to Singapore Twice
–My other brother is a nurse too.

FULLY MEETS EXPECTATIONS

Teacher's Observations

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

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

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT			■	
MEANING			■	
STYLE			■	
FORM			■	
CONVENTIONS			■	
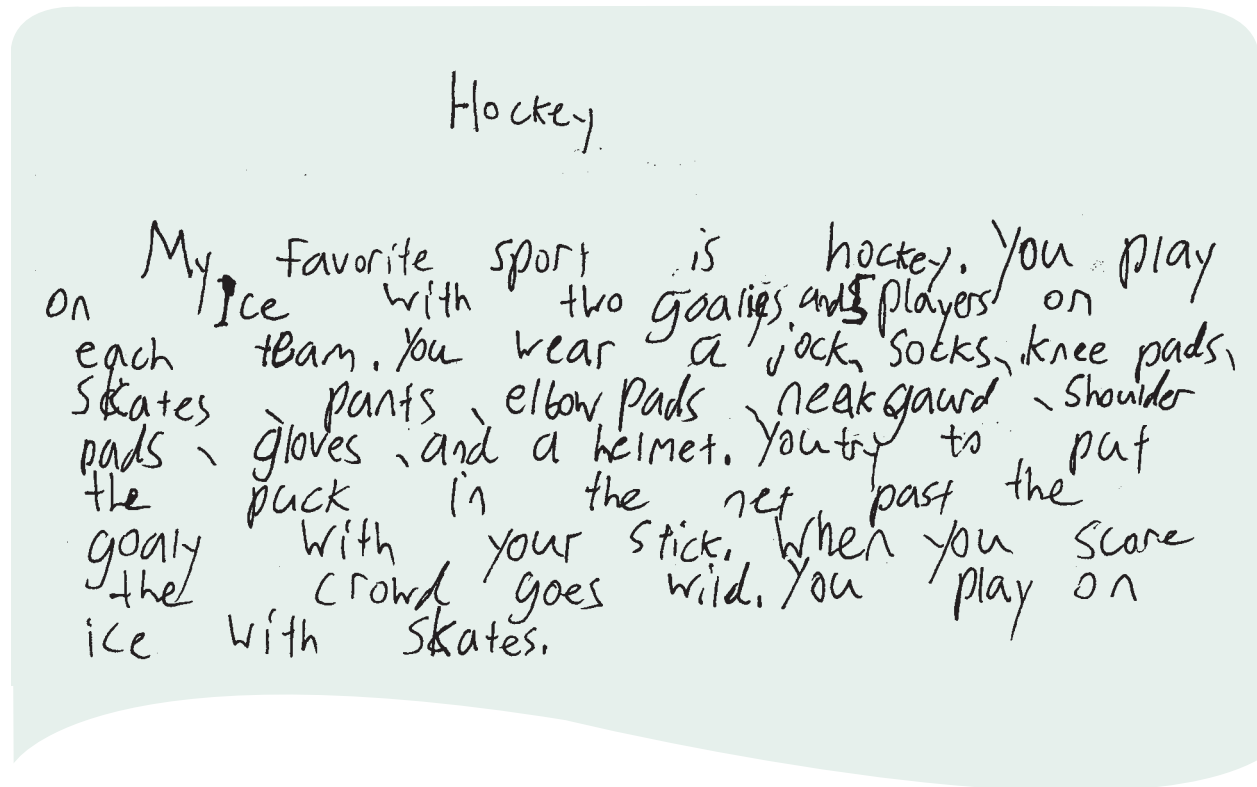
TRANSCRIPT

Hockey

My favorite sport is hockey. You play on ice with two goalies and 5 players on each team. you wear a jock, socks, knee pads, skates, pants, elbow pads, neckgaurd, shoulder pads, gloves, and a helmet. You try to put the puck in the net past the goaly with your stick. When you score the crowd goes wild. You play on ice with skates.

In one season there are 82 reaglar season games. After the 82 games 16 teams go into the playoffs hoping to win the stanly cup. Lasy year the New jersy Devil's won the Stanly Cup.

Wayne Gretktzy holds almost all of the records like scoring, asitst and so on. Wayne Grektszy is in the hockey hall of Fame after playing many Years in the N.H.L. (Natinal Hockey Leage). Wayne Grektzy is good but my favorite player is on the colorado Avalance he is Joe Sakie.

I also play hockey. I have played since I was 5 the first game I played I scored three goals (a hat trick). When I was ten I went to Calgary for a tunament. This year I made the A1 team. I had to do triouts out of 120 kids and 9 forwads, 6 defenceman, and 2 goalys make the A1 team. I hope to play hockey in the N.H.L. when I get old enough. Hockey the coolest game on earth.

centre ice (illustration)

Web on Hockey

–I play hockey
–A1 hockey
–Team first place
–records
–hockey hall of fame
–ice
–favorite player
–Joe Sakie
–sticks
–pucks
–net
–crowd
–playofs
–82 games
–Stanly Cup playoffs
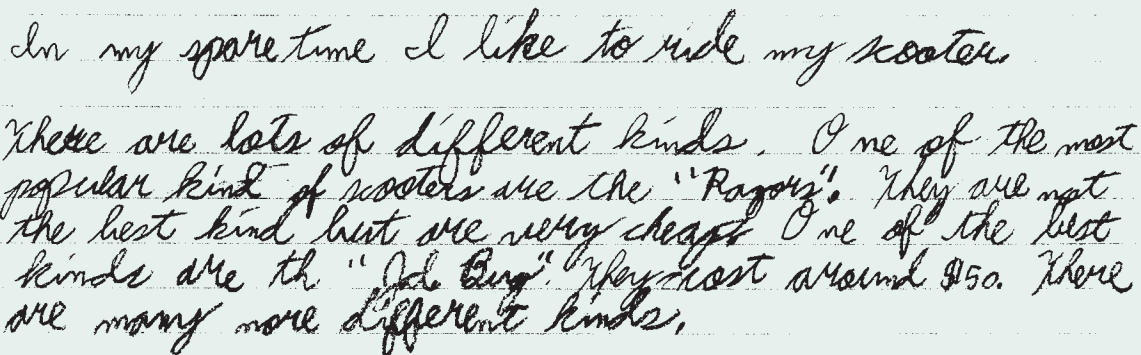
Teacher's Observations

This journal writing is focused and easy to read, and it features some analysis and complexity.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				■
MEANING				■
STYLE				■
FORM				■
CONVENTIONS				■

◆ offers relevant personal reactions and ideas
◆ gives logical explanations, details, and examples to develop and clarify the main ideas
◆ flows smoothly, with a variety of sentence lengths and patterns
◆ opens with a clear intention or purpose
◆ provides some context
◆ develops the topic, leading to an effective ending
◆ most words are spelled correctly
◆ punctuation is correct, including use of commas

TRANSCRIPT

In my spare time I like to ride my scooter.
There are lots of differnt kinds. One of the most popular kind of scooters are the "Razors." They are not the best kind but are very cheap. One of the best kinds are the"Jale Bing." They cost around $150. There are many more different kinds.
I like doing tricks on my scooter. So, far I can only do seven tricks. My best trick is probably a bunny hop, regular to goofy and bar spin all in one jump. I can only do this trick off my friend's driveway. Some other tricks are; wheelie, donkey kick, 360, 180, airwalk, and handstand.
Mini scooters are very easy to use. They can fold up so you can carry them around. Some scooters are easier to fold then others most scooters will allow you to adjust the height of the handle bar.

Companys are coming up with lots of new features. Scooters can now have coloured hand grips and wheels. The "Razor" just came out with bars at the back to stand on while doing a wheelie.

Scooters are a big craze!

Web on Mini scooters

–very popular
–laws
–tricks
–different kind
–transportation
–hard to find
–all ages
–value
–Easy to use

Writing to Communicate Ideas and Information

Students frequently write to communicate ideas, information, and opinions in a variety of curriculum areas. In Grade 6, they often prepare articles and reports; record observations, procedures, and conclusions; write explanations; and share their opinions in editorials and letters.

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

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

Key Qualities

The following is a summary of the key qualities of each aspect of writing to communicate ideas and information in Grade 6. The *Quick Scales* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

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

STYLE

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

FORM

◆ follows "rules" for specific forms (e.g., instructions, letters, essays)
◆ follows a logical sequence
◆ uses appropriate visuals and text features

CONVENTIONS

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

Prescribed Learning Outcomes

The BC performance standards for Grade 6 writing to communicate ideas and information reflect the following prescribed learning outcomes from Grade 6 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:

◆ write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade [C2]

STRATEGIES (WRITING)

[C5-7] 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 relevant opinions about experiences and texts [C8]
◆ use writing and representing to extend thinking [C9]

It is expected that students will:

◆ use the features and conventions of language to express meaning
in their writing and representing [C11]

Quick Scale: Grade 6 Writing to Communicate Ideas and Information (Reports, Articles, Letters)

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Reports, articles, and letters are usually expected to be carefully revised, edited, and proofread.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The writing presents loosely connected ideas and is often difficult to follow, with serious errors in conventions. May need help to complete the task.*	*The writing completes most basic requirements; may be vague and unfocused in places, or omit key information. Some errors.*	*The writing is easy to follow and includes enough accurate, relevant information and detail to accomplish the basic purpose or task. Few errors.*	*The writing is clear and concise; provides well-chosen, specific information and details to effectively accomplish the purpose or task.*
MEANING • purpose • ideas and information • use of detail	• unclear purpose; no focus • some information may be inaccurate or copied • few details; may be irrelevant or repetitive	• states purpose; focus may wander • generally accurate, but may omit key points • includes details and examples; some may be irrelevant or inaccurate	• purpose is clear, and writing is generally focused • generally accurate, complete, in own words • some relevant details and examples	• focused around a clear purpose • information is well-chosen, thorough, in own words; may use more than one source • specific details or examples
STYLE • clarity, variety, and impact of language	• simple, repetitive language; may misuse terms • sentences are often short and repetitive	• language is simple and often vague • sentence length may be varied; relies on a few basic patterns	• language is clear; some variety and description • variety of sentence lengths; may vary sentence beginnings, try different conjunctions	• language is clear and varied; some precise, expressive, or figurative language • flows smoothly, with a variety of sentence lengths and patterns
FORM • text features • opening • organization and sequence • conclusion	• text features (e.g., titles, headings, diagrams, illustrations) are omitted or inappropriate • introduction does not identify purpose • disjointed; paragraphing is ineffective or omitted • omits conclusion	• text features (e.g., titles, headings, diagrams, illustrations) are included; may be flawed or not well connected to text • introduction states purpose; may be general • sequence is logical; connections may be unclear or awkward • most paragraphs have a main idea • abrupt or weak conclusion	• required text features (e.g., titles, headings, diagrams, illustrations) are included; correctly constructed (may have minor errors) • introduction clearly presents purpose • sequence is logical; paragraphs or sections are linked • paragraphs have main ideas and some supporting detail • conclusion is logical	• required text features (e.g., titles, headings, diagrams, illustrations) are clear, effective, well-constructed, and connected to the text • introduction effectively establishes purpose and engages the audience • well-organized; flows smoothly • paragraphs have main ideas developed with supporting detail • conclusion sums up the information; may attempt to have impact
CONVENTIONS • spelling • punctuation • complete sentences • grammar	• frequent errors interfere with meaning	• some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning	• few errors; these do not interfere with meaning	• sense of control; few errors; these are usually the result of taking risks to use complex language and structures

Quick Scale: Grade 6 Writing to Communicate Ideas and Information (Instructions and Procedures)

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Instructions and procedures are usually expected to be carefully revised, edited, and proofread.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The writing presents loosely connected ideas, often difficult to follow, with serious errors in conventions. May need help to complete the task.*	*The writing completes most basic requirements; may be vague and unfocused in places, or omit key information. Some errors.*	*The writing is easy to follow and includes enough accurate, relevant information and detail to accomplish the basic purpose or task. Few errors.*	*The writing is clear and concise; provides well-chosen, specific information and details to effectively accomplish the purpose or task.*
MEANING • ideas and information • use of detail	• unclear purpose; no focus • some information may be inaccurate or copied • few details; may be irrelevant or repetitive	• states purpose; focus may wander • generally accurate, but may omit key points • includes details and examples; some may be irrelevant or inaccurate	• purpose is clear, and writing is generally focused • generally accurate, complete, in own words • some relevant details and examples	• focused around a clear purpose • information is well-chosen, thorough, in own words • specific details or examples
STYLE • clarity, variety, and impact of language	• simple, repetitive language; may misuse terms • sentences are often short and repetitive	• language is simple and often vague • sentence length may be varied; relies on a few basic patterns	• language is clear; some variety and description • variety of sentence lengths; may vary sentence beginnings, try different conjunctions	• language is clear and varied; some precise, expressive, or figurative language • flows smoothly, with a variety of sentence lengths and patterns
FORM • graphics, visual features • format and organization • voice	• titles and headings are omitted or inappropriate • diagrams and sketches may be omitted or too flawed to use • steps or sections are omitted or combined; procedure cannot be replicated • attempts to use the imperative voice (e.g., directing the reader), often lapses into retelling	• titles and headings are related to the purpose • diagrams and sketches may have errors or be incompletely labelled • steps are generally logical, some steps omitted or combined; procedure is hard to follow • uses the imperative voice (e.g., directing the reader); some lapses	• clear titles and headings • diagrams and sketches are clearly labelled and generally accurate • well-organized steps or sections; procedure can generally be replicated • consistently uses the imperative voice (e.g., directing the reader)	• clear and effective titles and headings; subtitles or subheadings where appropriate • diagrams and sketches are clear and helpful; may go beyond requirements • well-organized, numbered steps or sections; procedure can be replicated • consistently and effectively uses the imperative voice
CONVENTIONS • spelling • punctuation • complete sentences • grammar	• frequent errors interfere with meaning	• some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning	• few errors; these do not interfere with meaning	• sense of control; few errors; these are usually the result of taking risks to use complex language and structures

Rating Scale: Grade 6 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information by March-April of Grade 6 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	*The writing consists of loosely connected ideas, often difficult to follow, with serious errors in conventions. The student may need support to complete the task.*	*The writing completes most requirements of the basic task; may be vague and unfocused in places, or omit key information. Noticeable errors.*
MEANING • purpose • ideas and information • use of detail • sense of audience	• purpose is not clear; writing is not focused • some of the information may be inaccurate or copied • details are few and may be irrelevant or repetitive • shows no awareness or consideration of audience; does not attempt to make the material interesting or clear for the reader	• usually states purpose, but focus may wander • information is generally accurate and written in own words, but may omit key points; tends to focus on direct and concrete aspects • includes details and examples; some may be irrelevant or inaccurate • shows little awareness or consideration of audience; limited attempts to make the material interesting or clear for the reader
STYLE • clarity, variety, impact of language	• simple, repetitive language; may misuse some terms • sentences are often short and repetitive or poorly constructed	• language is simple and often vague; conversational • sentence length may be varied; tends to rely on a few patterns
FORM REPORTS, ARTICLES, LETTERS • text features • opening • organization and sequence • conclusion	• titles and headings may be omitted or inappropriate • special features (e.g., diagrams, charts, illustrations) are omitted, seriously flawed, or poorly constructed • purpose not clearly identified in introduction; may be identified later • may be disjointed, without clear connections • paragraphing is ineffective or omitted • may omit a conclusion	• some titles and headings may be vague or inappropriate • some special features (e.g., diagrams, charts, illustrations) are included, although they may be flawed or not well connected to text • introduction states purpose; may be very general • sequence is logical, but connections may be unclear or awkward • attempts paragraphing; most paragraphs have a main idea • conclusion may be abrupt or very weak
INSTRUCTIONS, PROCEDURES • graphics, visual features • format and organization • voice	• titles and headings may be omitted or inappropriate • required special features (e.g., diagrams, sketches) may be omitted or too flawed to use • steps or sections are omitted or combined; procedure cannot be replicated • attempts to use the imperative voice (e.g., directing the reader), often lapses into retelling	• titles and headings are related to the purpose • required special features (e.g., diagrams, sketches) may have errors or be incompletely labelled • steps are generally logical; some steps are omitted or combined; procedure is difficult to follow • uses the imperative voice (e.g., directing the reader); some lapses
CONVENTIONS • effect on meaning • spelling • punctuation • complete sentences • grammar (e.g., use of pronouns; agreement; verb tense) • legibility	• frequent errors interfere with meaning • some words are spelled correctly; however, many basic words are misspelled or misused (e.g., their/there/they're); often omits letters • frequent punctuation errors; often inconsistent in use of capital letters • many sentences are run-on or fragments • frequent errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense) • parts may be difficult to read	• some noticeable errors that cause the reader to hesitate or reread parts to confirm meaning • most basic words are spelled correctly; includes some errors, especially in homonyms (e.g., their/there/they're) • basic sentence punctuation is usually correct; may use commas and capital letters inconsistently • some run-on sentences and fragments • includes some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense) • legible

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

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

Fully Meets Expectations	Exceeds Expectations
The writing is easy to follow and includes enough accurate, relevant information and detail to accomplish the basic purpose or task.	*The writing is clear and concise and provides well-chosen, specific information and details to effectively accomplish the purpose or task.*
• purpose is clear; writing is generally focused • information is generally accurate, complete, written in own words; accomplishes the task • includes details and examples; most are relevant • shows some awareness or consideration of audience; attempts to make the material interesting and clear for the reader	• effectively focused around a clear purpose • information is well-chosen, thorough, in own words, and may be from more than one source • includes specific details or examples that clarify ideas or procedures • shows awareness or consideration of audience; makes the material interesting and easy for the reader to follow
• language is clear, with some variety; some attempts to use technical terms or specialized language • variety of sentence lengths; may vary sentence beginnings and use a variety of connecting words to join clauses (result may be awkward in places)	• language is clear and varied; may use technical terms or specialized language appropriately • flows smoothly, with a variety of sentence lengths and patterns
• includes clear titles and headings • most special features (e.g., diagrams, charts, illustrations) are generally clear, correctly constructed (may have minor errors), and related to the text • introduction clearly presents purpose • sequence is clear and logical, with simple connecting words linking paragraphs or sections • each paragraph has a main idea and some supporting detail; may occasionally forget to indicate the start of a new paragraph • conclusion is logical; may focus on only one aspect of task or overgeneralize	• titles and headings are clear and effective • special features (e.g., diagrams, charts, illustrations) are clear, competently constructed, and well connected to the text • introduction effectively establishes purpose and engages the audience • flows smoothly, with appropriate connecting words linking logically sequenced paragraphs or sections • each paragraph has a main idea developed with supporting detail; new paragraphs are clearly indicated • conclusion sums up the information; may attempt to have impact on audience
• titles and headings are clear • required special features (e.g., diagrams, sketches) are clearly labelled and generally accurate • well-organized steps or sections; procedure can generally be replicated • consistently uses the imperative voice (e.g., directing the reader)	• titles and headings are clear and effective; uses subtitles or subheadings where appropriate • diagrams and sketches are clear and helpful; may go beyond requirements • well-organized, numbered steps or sections are easy to follow; procedure can be replicated • consistently and effectively uses the imperative voice (e.g., clearly and specifically directing the reader)
• few errors; these do not interfere with meaning • most familiar words are spelled correctly • basic sentence punctuation is correct, including dialogue; may have minor errors in use of commas • most sentences are complete and correct; may include occasional run-on sentences or fragments • follows basic rules of grammar; may include occasional errors (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense) • legible; neatly presented; may include special features, especially when produced with a word processor	• sense of control; few errors; these are usually the result of taking risks to use complex language and structures • most words are spelled correctly • correct punctuation, including dialogue and comma use • sentences are complete and correct; may have some problems when taking risks with more complex constructions • follows rules of grammar, including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate • evidence of care and pride; may include special features, especially when produced with a word processor

CONTEXT

The class had received explicit instruction from their teacher and the school librarian on how to do research using print and electronic resources in the school library. They had also received instruction in, and had opportunities to practise, note-taking.

PROCESS

Students were asked to research one of five world religions: Buddhism, Christianity, Hinduism, Islam, or Judaism. The teacher asked the students what headings they might need for organizing notes on a world religion. The class generated ideas, and a list was made. Students were instructed to take notes using one of the note-taking formats previously taught and to write a draft report from their notes. They were then reminded to edit and proofread their drafts before doing good copies to hand in. The samples that follow are final copies.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student had difficulty making and organizing notes, simply copying out full sentences from reference materials without establishing any organizational format. The writing consists of these loosely connected details in the exact order they were recorded in the student's "notes." The sentence structure is correct where the student has copied but is seriously flawed in original sentences.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT	■			
MEANING	■			
STYLE	■			
FORM		■		
CONVENTIONS		■		

◆ writing is not focused
◆ some of the information is inaccurate or copied
◆ little control of sentence structure
◆ is disjointed, without clear connections
◆ introduction states purpose; is very general
◆ paragraphing is ineffective
◆ conclusion is abrupt and weak
◆ some noticeable errors that cause the reader to hesitate or reread parts to confirm meaning
◆ most basic words are spelled correctly; includes some errors
◆ many sentences are run-on or fragments

> Judasim is one of the worlds greatest religons. There is about 14 million Jews in the world today. Any ones momther who is a jew means they are Jewish too but they don't have practic it. The Jewish people became slaves to the Egyptions. They

Judaism

Hi my name is — and I'm here to talk about Judaism.

Judaism is one of the worlds greatest religions. There is about 14 million Jews in the world today. Any ones momther who is a jew means they are jewish too bat they don't hare practice it. The Jewish people become slaves to the Egyptians. They were lead away from a man named Ezra he lead them to Caraan. The star of David is the sigh of Judasim. The Menoran is a 7 branch candlsticks. Over the years Jewish people have disappered to places all around the world. In church the men pray on the bottom and the women prayed on the top. The leaders are called rabbis. A rabbi can be a man or woman or men. They are teachers and they help people understand about the religion.

The Jews warship only one god. Some Jews have a relaship with god. The rabbi is the leader of the la Some pray are said 3 times a day. At 13 a bag is considera old enough to take an Adult religions. The Sabb is a holy day. Chanukd is x-mas for the Jews

Now that you know about Judasim. Maybe you will like to practice it we study it.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student was able to take notes using some of the suggested headings. The report is complete, although it is disjointed in places.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT		█		
MEANING	█			
STYLE			█	
FORM		█		
CONVENTIONS		█		

◆ information is generally accurate; tends to focus on the more direct and concrete aspects

◆ some of the information is copied

◆ includes details and examples; some are irrelevant

◆ sentence length is varied; tends to rely on a few patterns

◆ includes clear titles and headings

◆ some special features (e.g., diagrams, illustrations), although they are not well connected to the text

◆ attempts paragraphing; most paragraphs have a main idea

◆ most basic words are spelled correctly

◆ basic sentence punctuation is correct; inconsistent in using commas

◆ includes some errors in grammar and word choice (e.g., wrong pronoun or verb form)

History of Buddhism

Siddhatha Gautama was brought up in luxury and protected from life's unpleasant thoughts. One day Siddhatha confronted an old man, then a sick man, then a corpse. Then one day Siddhatha was asked by God to teach dorictine to the people.
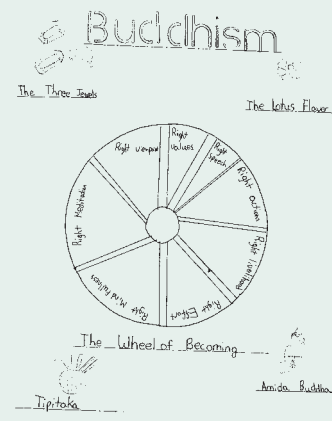
TRANSCRIPT

Introduction

Siddhatha Gautama or as we know Buddha set off on a journey from his village to seek a new place of peace and prosperity. Then he achieved the purpose of his journey. He had found the perfect spot for a new religion.

History of Buddhism

Siddhatha Gautama was brought up in luxury and protected from life's unpleasant thoughts. One day Siddhatha confronted an old man, then a sick man, then a corpse. Then one day Siddhatha was asked by God to teach dorictine to the people. At Hinyana Buddhists school, the older kids are taught the history of Siddhatha Gautama or Buddha. Mahayana school is a a school for the younger kids where they work on arts and crafts. Now in Thailand there is over 90% of Buddhist people.

Festivals of Buddhism

There aren't alot of festivals for Buddhist people. One of the festivals is Buddha's birthday where there is a big parade of small model temples with Buddha who sits in alot of different clothes. Another festival is the monk annual retreat which is another big parade of people and model shrines with monks praying in the shrines.

Belief of Buddhism

Buddhists all over the world believe in the samething. One belief is called The Four Noble Truths which are: Suffering exists, Suffering aries from attachment to desires, Suffering ceases when attachment to desires ceases, Freedom from suffering is possible by practicing the Eight folds path. Another belief is called the Eight Folds Path which states: Right view, Right thought, Right speech, Right actions, Right livelihood, Right effort, Right mindfulness, Right contemplation. Practicing this will help free your suffering. The blissidness to which enlightment gives entry to people is another belief of Buddhism. The Swayambhunth temple is where they go to pray to the statue of Buddha. The Bavachakra, or the wheel of becoming, is what they use to see how they will live their lives from now on. When Buddha was still alive he told his followers to free your desires and worldly attachments to find your true happiness.

Conclusion

Ever since Buddha discovered this religion there is over 500 million Buddhist people in the far east of China, Thailand and Korea. I hope have learned as much, or more as I did about Buddhism.

Wheel of Buddhism (illustration)

The Three Jewels
The lotus Flower
Tipitaka
Amida Buddha
–Right values
–Right actions
–Right livelihood
–Right Effort
–Right Mind Fullness
–Right Meditation
–Right Viewpiont

Teacher's Observations

The student took well-organized notes, and the report is complete and informative.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ information is accurate, complete, and written in own words
- ◆ shows some sense of audience
- ◆ variety of sentence lengths; complex sentences may be awkward
- ◆ includes clear titles and headings
- ◆ special features (e.g., illustrations) are generally clear
- ◆ sequence is logical
- ◆ few errors; these do not interfere with meaning
- ◆ most familiar words are spelled correctly
- ◆ basic sentence punctuation is correct
- ◆ follows basic rules of grammar

TRANSCRIPT

Judaism

To most people Judaism is and unknown religion. I hope my report will teach you about the religion Judaism

History

A long time ago, there was a man named Abraham. He was destined to be the first jew. He and his wife, Sarah heard a noise, telling him to journey to a land called Israel. The voice made an agreement with him. The voice told Abraham that he was god, and if Abraham followed his instruction he and his decendents

would become a great religion, a religion called Judaism. The religion formed and accepted that there was only one god. The Jews lived happily in Israel until lack of food forced them to move to Egypt. The Egyptian King made the Jews Slaves. They suffered for many years untill their new leader Moses heard god tell him to beg the king for his riligions freedoms. The King refused to set them free so god sent sicknesses to the egyptians to punish the Egyptians. After many of the kings sons died from the sickness, the king finally agreed to let thing with them. Jews also believe that you can only be a Jew if your mother was Jewish. If this wasn't a belief there would be many now Jews in the world.

Festivals

One of the most well known festivals was Hanukkah. A long time ago there was a temple, in the temple was the monorah. One day an evil Emperor forced the Jews to worship his god Zues. The Jews said they were only faithful to their god. This made the emperor angry a war started and the Jews temple was burned. When the war was over the Jews went back to their temple and cleaned and rebeuilt it. To celebrate their victory they were going to light the Menorah, but they only had enough oiil to keep it lit for over 7 days. The Jews saw this as a sign from god and decided to have an 8 day holiday each year. Today, when people celebrate Hanukkah they light one candle on the menorah each day. For each day their is feasts and gift-giving to celebrate the time when they kept faithful to their god. The Jews fled, but no sooner had they set out than the King changed his mind and set out an army out to bring the Jews back. The Jews fled with the army close behind them. Then the Jews reached the Red Sea. There seemed to be no way across but then moses raised his hand and the water cleared leaving a path. The Jews crossed, but when the army started across the path the water closed in and drowned them. That is how Judaism started.

Beliefs

The Jews beliefs are very different from ours. For example The Jews aren't allowed to mix meat and dairy products together. They will sometimes even have two sinks, one for the meat and one for the dairy. This is called Koshur. The Jews can only eat meat that has been ritually slaughtered. So, if your a Jew you have to buy your meat from a special store. Jews believe that there is one god and no others. They have a special lamp called a Ner Jamid lamp. It is always lit to show that god is always.

In conclusion I found that Judaism is an interesting religion with lots of history behind it. I hope my report gave you an Idea on what judaism is about.

EXCEEDS EXPECTATIONS

Teacher's Observations

The student used several sources of information, incorporating additional information from each source into the note-taking format. The report is very well written, and the student displays an obvious interest in the subject.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ information is accurate, thorough, in own words, and from more than one source
- ◆ includes specific details or examples that clarify ideas
- ◆ shows an awareness of audience
- ◆ language is clear and varied; uses specialized language appropriately
- ◆ introduction engages the audience
- ◆ flows smoothly, with appropriate connecting words linking logically sequenced paragraphs
- ◆ conclusions attempts to have impact on audience
- ◆ sense of control; few errors
- ◆ most words are spelled correctly
- ◆ sentences are complete and correct
- ◆ follows rules of grammar, including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate

Introduction:
Most people don't know much about any other religion except their own. Learning about other religions can be interesting and a bit surprising at the same time. Whether you are Christian, Islam, Buddhist, Jewish or any other religion, they are all wonderful to learn about, for each religion has different beliefs, celebrations and holidays that date back hundreds of years and each are special in their own way.

History:
The Islam religion has been around ever since 600 A.D., and it comes from the word "submission". In 570 A.D. a baby named Muhammad was born in a trading city called Mecca. He spent most of his childhood in poverty because both of his parents died when he was only six years old, leaving him to look after himself. When he grew up he went to work as a trader and became known as al-Amin, which means trustworthy. A rich widow named Khadijah liked Muhammad and when he was twenty-five years old, he married her. She was also his employer. Muhammad could have lead an easy life because his new wife was so wealthy, but there were things about life in Mecca that bothered him. The wealthy merchants kept the people that worked for them poor and treated them badly. Muhammad

Islam Report

Introduction:

Most people don't know much about any other religion except their own. Learning about other religions can be interesting and a bit surprising at the same time. Whether you are Christian, Islam, Buddhist, Jewish or any other religion, they are all wonderful to learn about, for each religion has different beliefs, celebrations and holidays that date back hundreds of years and each are special in their own way.

History:

The Islam religion has been around ever since 600 A.D., and it comes from the word "submission". In 570 A.D. a baby named Muhammad was born in a trading city called Mecca. He spent most of his childhood in poverty because both of his parents died when he was only six years old, leaving him to look after himself. When he grew up he went to work as a trader and became known as al-Amin, which means trustworthy. A rich widow named Khadijah liked Muhammad and when he was twenty-five years old, he married her. She was also his employer. Muhammad could have lead an easy life because his new wife was so wealthy, but there were things about life in Mecca that bothered him. The wealthy merchants kept the people that worked for them poor and treated them badly. Muhammad also noticed that there was a lot of gambling and that many people were always drunk. Fights among people in the village were always happening, and many women and children were treated cruelly. The people worshipped many Gods and many idols and Muhammad thought that worshipping idols was senseless, so he would leave for long periods to make trips into the mountains around Mecca to be by himself and to meditate. On one of his trips to Mount Hira, he felt as if someone was there with him and he believed the angel Gabriel was speaking to him. Gabriel said, "Recite! In the Name of thy Lord who created Man from congealed blood." This saying is in the first part of the Qur'an (Koran), which is the sacred book of Islam.

When Muhammad returned to Mecca and told the people there was only one God named Allah and that he created the world and that one day they would all be judged and sent to Heaven or Hell, most of the people thought he was crazy or that he was lying. There were only a few who decided to become his followers, but because they did they were beaten and called names.

In 622A.D. the people of a place called Medina asked Muhammad to come and live with them, so he and his followers left Mecca and this became known as Hijra, which means the departure and is when the Muslim calendar begins because that is where Muhammad set up the first Muslim community.

There were many battles between the people of Mecca and the Muslims, but in 630 the people of Mecca were defeated and Muhammad moved back there. Soon the people of Mecca accepted Islam as their new religion and all the old idols were destroyed.

In 632 Muhammad died at the age of 62 and his close friend, Abu Bakr, told the followers the news and said, " If there are any among you who worshipped Muhammad, he is dead. But if it is God you worship, He lives forever." Abu Bakr became Muhammad's successor.

Archaeologists have discovered settlements from thousands of years ago. From what they have learned, the Emirate people are descendants of the Profit, Mohammad. The Islamic region brought them a change in their attitudes.

Beliefs:

There are five pillars in the faith of Islam that the Muslims follow very closely.

The first pillar:

Means that they accept no other God than Allah and that Muhammad is the prophet of Allah. Any person that announces this and is sincere can become a Muslim. Muslims believe that Allah created the world and that when the end of time comes He will Judge all women and men and send them to Heaven or Hell depending on their deeds in their lifetime. Muslims believe Jesus, Moses and Abraham were prophets, but they don't believe Jesus is divine. This is the main difference between Christians and Muslims.

The second pillar:

Muslims pray five times a day, but before they do they must wash their hands and arms, head, feet, and face. You can pray in any clean place, but men usually go to the mosque at noon on Fridays.

The third pillar:

A large part of the faith is that of zakat. Zakat means to give up a certain amount of your wealth each year to help people who are less fortunate than yourself. Some of these riches also go towards helping to build new mosques and in providing scholarships for students.

The fourth and fifth pillars:

Part of the fourth pillar involves fasting in the month of Ramadan and praying to Mecca where Muhammad was born.

A large part of the religion involves being honest at all times, generous, and ready to defend the religion. Muslims are not allowed to eat pork or to drink alcohol, or gamble or to lend money in order to make more money. They stick to these rules because they believe these are God's commands. If these rules are followed then they believe that it will create a healthy society where all people can feel safe and secure and they can enjoy wealth and honour.

Although praying can be done in any clean place, mosques (like a church) are usually where people go to worship Allah. They don't have any seats like our churches because they kneel on the floor to pray and men and women pray in separate rooms. Praying is always done facing the city of Mecca, where Muhammad was born.

Festivals:

Ramadan is the ninth month of the year when Muslims fast during daylight hours. It is the most widely practiced, and celebrated, time of the year for Muslims. While fasting these 30 days, not only do they learn thankfulness and appreciation from Gods bounties, the Muslim's believe that this teaches them self discipline and it also reminds them of the poor starving people elsewhere. Money is given to charity, and other good deeds are performed at this time.

Ramadan ends with a "new" moon in the sky. Friends are invited to a great feast, where many old, favorite dishes are served. Some of the foods you can expect to find at these gatherings are:

◆ Al Mach boos - made of rice, onions, meat with spices, salt, dried lemon, known as "Loomy"
◆ Al Harees - made of tiny pieces of meat, wheat and water.
◆ Al Balaleet - fine pasta made of eggs, onions, cinnamon, sugar and oil.
◆ Al Mahshi - made of roasted lamb stuffed with rice, raisins, eggs, onions, spices and seasoning.

In the last ten days during Ramadan, Islamics devote much of their time trying to get closer to God. This is done in the form of good deeds and reading of the sacred verses.

There is another large festival of Islam where they worship the sacrifice that Abraham made of his son Ishmael. This festival is called Eid ul-Adha. It is celebrated on the anniversary of the day when the Qur'an was finally finished. People wear their best outfits and pray at the mosque. Wealthy Muslims will sacrifice an animal to share with their friends and relatives.

Schools, shops and offices are closed on this holiday.

Conclusion:

When I first pulled the "Islam Religion" out of the hat, I was a bit concerned because I had never even heard of that religion! It wasn't until I started gathering information that I discovered there are many more religions out there than just the few I knew of. I really liked the fact that they all try to help each other out during Ramadan. I don't think I would like to fast throughout the day for a whole month though! But no matter what religion you are, there are always special events and holidays throughout the year to celebrate with friends and family with wonderful memories to cherish throughout your life.

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Literary Writing

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

Grade 6 students often write in a variety of literary forms that may include short stories (e.g., about relationships), traditional stories (e.g., fables, folk tales), special genres (e.g., mysteries, science fiction), memoirs, parodies and other humour, and poems. They explore an increasing variety of literary techniques, such as figurative language, imagery, and mood to create specific effects.

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

Key Qualities

The following is a summary of the key qualities of each aspect of literary writing in Grade 6. The *Quick Scales* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

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

STYLE

◆ is expressive, with descriptive and figurative language

FORM

◆ narratives develop in a logical sequence, with a beginning, middle, and end
◆ poems follow the "rules" of the chosen form and feature figurative language and imagery

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

Prescribed Learning Outcomes

The BC performance standards for Grade 6 literary writing reflect the following prescribed learning outcomes from Grade 6 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:

- write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature [C3]

STRATEGIES (WRITING)

[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

- use the features and conventions of language to express meaning in their writing and representing [C11]

Quick Scale: Grade 6 Writing Stories

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Stories are usually required to be carefully revised, edited, and proofread.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The story offers some related ideas or events but may be hard to follow. The writer may need a great deal of support.*	*The story is usually complete and generally easy to follow; the quality is often uneven, and there are frequent errors.*	*The story is complete, generally straightforward, and easy to follow, with some engaging description and detail; few errors.*	*The story is well-developed, engaging, and easy to read, with some originality.*
MEANING • ideas and information • use of detail • sense of audience	• may attempt to create a story • little description; often very short; parts may be repetitive, irrelevant, or copied • little awareness of audience	• creates a complete, predictable story; often modelled on others' ideas • some visual, concrete description • some awareness of audience	• creates a complete, straightforward story with some individuality or originality • supporting details describe and develop events, characters, or images • shows a sense of audience; tries to engage the reader	• creates an original story with some complexity • effective detail develops and elaborates events, characters, ideas, or images • shows a clear sense of audience; tries to create an impact on the reader
STYLE • clarity, variety, and impact of language	• simple, repetitive language; may make errors in word choice • sentences are often short and repetitive	• conversational language; may include some description • sentence length may be varied; relies on a few basic patterns	• language is clear; varied, descriptive • variety of sentence lengths; may vary sentence beginnings, try different conjunctions	• language is clear and varied; some is expressive or figurative • flows smoothly, with a variety of sentence lengths and patterns
FORM • beginning • development • ending • characters • connecting words • dialogue	• may start in the middle • some loosely sequenced action and events • stops without an ending • little or no description of characters • uses only basic connecting words (e.g., then, so, and) • dialogue, if any, is confusing	• provides an introduction; may overexplain the situation • sequence is easy to follow but may wander or have gaps • ending is abrupt or improbable • characters are stereotypic; description focuses on appearance • may overuse a few connecting words • dialogue is generally clear but not natural	• beginning presents the problem or situation and introduces the main character(s) • events are logically sequenced and easy to follow; no gaps • ending attempts to tie up the story • main characters tend to be "good" or "bad" and based on familiar literary stereotypes • variety of simple connecting words • dialogue is generally clear; tries to show how characters might talk	• beginning effectively reveals the problem or situation, introduces the main character(s); often engaging • develops logically through believable events; may attempt to establish mood • ending effectively ties up the story, may offer a surprise • characters have some individuality • variety of connecting words and phrases • dialogue is clear; contributes to character
CONVENTIONS • spelling • punctuation • complete sentences • grammar	• frequent errors interfere with meaning	• some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning	• few errors; these do not interfere with meaning	• sense of control; few errors; these are usually the result of taking risks to use complex language and structures

Quick Scale: Grade 6 Writing Poems

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Poems are usually expected to be carefully revised, edited, and proofread.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The poem offers some related ideas or images but may be hard to follow. The writer may need a great deal of support.*	*The poem is usually complete and easy to follow; the quality is often uneven, and there are frequent errors.*	*The poem is complete, generally straightforward, and easy to follow, with some engaging description and detail; few errors.*	*The poem is well-developed, engaging, and easy to read, with some originality.*
MEANING • ideas and information • use of detail • sense of audience	• incomplete; may attempt to create a poem • provides little description; often very short; parts may be repetitive, irrelevant, or copied • little awareness of audience	• creates a complete poem that is often predictable and modelled closely on others' work or ideas • provides some visual, concrete description; some may be irrelevant • shows some awareness of audience	• creates a complete, straightforward poem with some individuality or originality • provides supporting details to describe and develop images • shows a sense of audience; tries to engage the reader	• creates an original poem with some complexity • provides effective detail to develop and elaborate ideas or images • shows a clear sense of audience; tries to engage and have an impact on the reader
STYLE • clarity, variety, and impact of language	• simple, repetitive language; may make errors in word choice	• conversational language	• language is clear and varied	• language is clear and varied; takes risks to create an impact
FORM • poetic form* • description	• intended poetic form may be difficult to identify; does not follow "rules" • little effective use of descriptive or figurative language	• attempts to follow the "rules" of the chosen form; may lapse in places • includes some descriptive and figurative language; usually as specifically directed by the teacher	• follows most "rules" of the chosen form; may be somewhat contrived • includes some descriptive and figurative language; relies on concrete, visual detail	• follows the "rules" of the chosen form • includes some figurative language and imagery; may show originality
CONVENTIONS • spelling • punctuation • grammar	• frequent errors	• some noticeable errors	• few errors	• sense of control; any errors are usually the result of taking risks to use complex language

* In the space below, teachers may want to list "rules" for the specific type of poem students are to write for a particular assignment.

Poetic form: _____

Key "rules":

_____

_____

_____

Rating Scale: Grade 6 Literary Writing

Student achievement in literary writing by March-April of Grade 6 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	*The writing offers some related ideas or events but may be hard to follow. The writer may need a great deal of support.*	*The story or poem is usually complete and generally easy to follow; the quality is often uneven, and there are frequent errors.*
MEANING • ideas and information • use of detail • sense of audience	• may attempt to create a story or poem, but the result is often incomplete, difficult to follow, or modelled closely on a selection the student has read or viewed • provides little description; often very short; parts may be repetitive, irrelevant, or copied • shows little awareness of audience; may attempt some shock value by using inappropriate content or language	• creates a complete story or poem that is often predictable; may be closely modelled on another work or rely on ideas discussed in class • provides some visual, concrete description of events, characters, or images; parts may be irrelevant • shows some awareness of audience; may try to engage the reader in the opening
STYLE • clarity, variety, and impact of language	• simple, repetitive language, often with errors in word choice • sentences are often short and repetitive or poorly constructed	• language is conversational; often includes some simple descriptive words and phrases • sentence length may be varied; tends to repeat a few patterns; often awkward
FORM STORIES • beginning • development • ending • characters • connecting words • dialogue	• may start in the middle, without making the situation clear • includes some loosely sequenced action and events, but these are not clearly connected and developed into a complete story • may lose focus and stop without an ending • characters are named; limited and very general description, if any • omits connecting words or repeats a few simple ones (e.g., then, but, and) • dialogue may be confusing	• beginning introduces the situation and main characters; may overexplain • sequence of events is easy to follow but may require some leaps in logic; may wander in places • ending is often abrupt or improbable • characters tend to be stereotypic; appearance is often emphasized over character traits • may overuse a few connecting words (e.g., next, then, after, when, so) • dialogue is generally clear but may sound unnatural or be confusing in places
POEMS • poetic form • description	• the intended poetic form may be difficult to identify; does not follow "rules" of the chosen form • little effective use of descriptive or figurative language	• attempts to follow the "rules" of the chosen form; may lapse in places • includes some descriptive and figurative language, usually as specifically directed by the teacher
CONVENTIONS • effect on meaning • spelling • punctuation • complete sentences • grammar (e.g., use of pronouns; agreement; verb tense) • legibility	• frequent errors interfere with meaning • some words are spelled correctly; however, many basic words are misspelled or misused (e.g., their/there/they're); often omits letters • frequent punctuation errors; often inconsistent in use of capital letters • many sentences are run-on or fragments • frequent errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense) • parts may be difficult to read	• some noticeable errors that cause the reader to hesitate or reread parts to confirm meaning • most basic words are spelled correctly; includes some errors, especially in homonyms (e.g., their/there/they're) • basic sentence punctuation is usually correct; may use commas and capital letters inconsistently • some run-on sentences and fragments • includes some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense) • legible

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

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

Fully Meets Expectations	Exceeds Expectations
The story or poem is complete, generally straightforward, and easy to follow, with some engaging description and detail; few errors.	*The story or poem is well-developed, engaging, and easy to read, with some originality.*
• creates a straightforward story or poem that is complete and shows some individuality or originality • provides supporting details to describe and develop events, characters, or images • shows a sense of audience; tries to engage the reader with ideas and details that have been chosen to create an impact (often uneven—most often evident in opening)	• creates an original story or poem with some complexity; often experiments with some unusual development or an interesting twist (may be modelled on professional writers) • provides effective detail to develop and elaborate events, ideas, or images • shows a clear sense of audience; chooses ideas and details to engage the reader and create an emotional impact (often some parts are stronger than others)
• language is clear, varied, and often descriptive; may take risks with sensory detail (not always successful) • variety of sentence lengths; may vary sentence beginnings and use a variety of connecting words to join clauses (result may be awkward in places)	• language is clear and varied; often experiments with expressive or figurative language to create a mood or image • flows smoothly, with a variety of sentence lengths and patterns; may vary sentence length to create an effect
• beginning presents the problem or situation and introduces the main character(s) • events are logically sequenced and easy to follow; some parts may be more developed than others; no gaps • ending attempts to tie up the story and solve the "problem"; may be abrupt • main characters tend to be "good" or "bad" and based on familiar literary stereotypes • uses a variety of simple connecting words • dialogue is generally clear; tries to show how different characters might talk	• beginning effectively reveals the problem or situation, introduces the main character(s); often engaging • develops logically through believable events; may attempt to establish mood or create uncertainty to "hook" the reader • ending ties up the story and solves the problem; may attempt a surprising or humorous ending • characters are developed with some individuality although often based on familiar literary stereotypes • uses a variety of connecting words and phrases • dialogue is clear and contributes to understanding of character
• follows most "rules" of the chosen form; may be somewhat contrived • includes some descriptive and figurative language; tends to rely on concrete, visual detail	• follows the "rules" of the chosen form • includes some figurative language and imagery; takes risks to be original and create an impact
• few errors; these do not interfere with meaning • most familiar words are spelled correctly • basic sentence punctuation is correct, including dialogue; may have minor errors in use of commas • most sentences are complete and correct; may include occasional run-on sentences or fragments • follows basic rules of grammar; may include occasional errors (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense) • legible; neatly presented	• sense of control; few errors; these are usually the result of taking risks to use complex language and structures • most words are spelled correctly • punctuation is correct, including dialogue and use of commas • sentences are complete and correct; may have some problems when taking risks with more complex constructions • follows rules of grammar, including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate • presentation shows evidence of care and pride

Sample Task: Animal Folk Tales

CONTEXT

The class was completing a unit on folk tales. They had previously read several folk tales, some of which had animal characters.

PROCESS

The teacher asked students to think about the animal folk tales they had read or heard in this unit and to work in small groups to make a list of elements of animal folk tales. Each small group reported out, and a class list of these elements was developed.

Students were then asked to work independently to write their own animal folk tale, using the list of elements the class had generated and the writing process previously taught.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student has attempted to write an animal folk tale by copying ideas from an animal folk tale previously read aloud in class. The result is incomplete and difficult to follow.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ attempts to create a story, but the result is incomplete, difficult to follow, and modelled closely on a selection the student has heard
- ◆ provides little description; very short
- ◆ simple, repetitive language; includes some simple descriptive words
- ◆ sentences are short and repetitive
- ◆ loses focus and stops without providing an ending
- ◆ characters are named; description is limited and very general
- ◆ frequent errors interfere with meaning
- ◆ some words are spelled correctly; however, many basic words are misspelled
- ◆ frequent punctuation errors
- ◆ frequent errors in grammar and word choice

There once lived a tree eater. He ate trees big ones small ones wet ones dry ones ones with out there leaves. The tree eater started to nibble on a great oak then a little termite came out of the tree and said .
"Don't touch my tree"said termite in a screech voice.
 "Why I'm bigger then you" said tree eater .
"Because you cant beat me in tree eating contest" said termite.
Tree eater gloated and said "ill win with my special tooth".
"Fine at noon tomorrow" said termite.
That night the termite put paper masha on a rock.
Tree eater woke up at 11:58
"I got to go to the race".
When he got there termite ready ate a hole true the tree then tree eater took a big bite out of the tree ate the tree in no time then went up to the paper mashay rock and bit it then his special tooth and split it and shrunk to to the beaver today

TRANSCRIPT

There once lived a tree eater. He ate trees big ones small ones wet ones dry ones ones with out there leaves. The tree eater started to nibble on a great oak then a little termite came out of the tree and said .
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MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The story is modelled on one heard in class. It is complete and generally easy to follow, although there are frequent errors in verb tense.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT		■		
MEANING		■		
STYLE		■		
FORM		■		
CONVENTIONS		■		

◆ creates a complete story that is closely modelled on another work

◆ provides a concrete description of events

◆ sentence length is varied but awkward

◆ beginning introduces the situation and main character

◆ sequence of events is easy to follow

◆ includes an ending

◆ appearance is emphasized over character traits

◆ basic sentence punctuation is usually correct

◆ some run-on sentences

◆ includes some errors in grammar and word choice
(e.g., wrong verb form or tense)
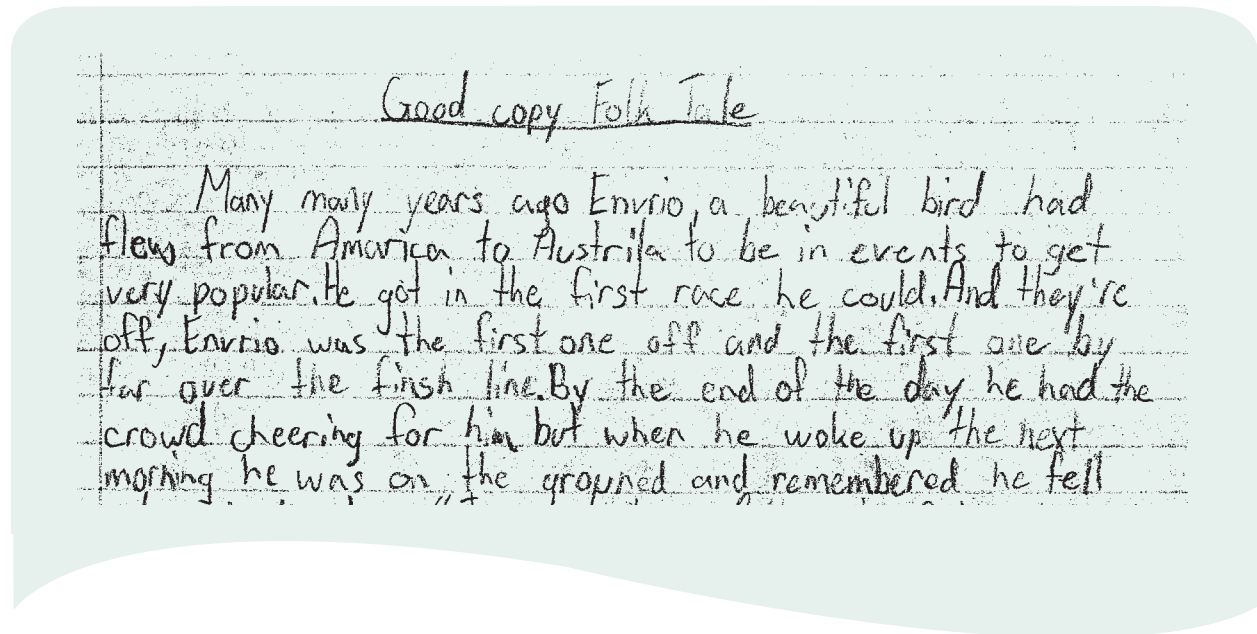
TRANSCRIPT

Good copy Folk Tale

Many many years ago Envrio, a beautiful bird had flew from Amarica to Austrila to be in events to get very popular. He got in the first race he could. And they're off, Envrio was the first one off and the first one by far over the finish line. By the end of the day he had the crowd cheering for him but when he woke up the next morning he was on the ground and remembered he fell asleep in the tree, "I must have fell out of the tree," he mumbled. When Envrio got up and found he couldn't move his wing, he knew he was in trouble.

He heared of this wise owl person that was close by so Envrio walked over there and he found it was easer to hop with 2 feet together. Envrio hissed "Oh great owl how could I get atention!"

"What sparks your fire? What do you love to do?" Questioned owl.

"Thank you ol' owl!" Envrio yelled,

and with that he swaped out of there in a flash and went looking for a man with fire, "I found it." He spat and took a torch from a man and started burning everything, he burnt down the raceing colism, the wise owls house and then the torch went out. All of the smoke turned his golden claws red legs and blue body were all turned black and when he talked he went caa caa. The animals all made fun of him and called him crow so he flew back to Amarica where he was still called crow.

THE END

FULLY MEETS EXPECTATIONS

Teacher's Observations

The story contains all the elements of an animal folk tale and is well written.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT			■	
MEANING			■	
STYLE			■	
FORM			■	
CONVENTIONS				■

◆ creates a straightforward story that is complete and shows some originality

◆ provides supporting details to describe and develop events and characters

◆ beginning presents the problem or situation and introduces the main characters

◆ events are logically sequenced and easy to follow; no gaps

◆ ending attempts to tie up the story and solve the "problem"

◆ dialogue is generally clear; tries to show how different characters might talk

◆ few errors; they do not interfere with meaning

◆ basic sentence punctuation is correct, including dialogue; minor errors in use of commas

◆ follows basic rules of grammar; includes occasional errors (e.g., pronouns)

◆ most words are spelled correctly

TRANSCRIPT

Tiger Folk Tale

Roooaaarr! said the orange tiger as he chased some elves up a tree. These elves painted the plants and flowers in the jungle. The tree they were chased was not painted. so they started to paint the leaves green.

The tiger sat at the bottom of the for hours. He soon fell asleep. One brave little elf climbed down the tree for he had a plan. He took some shiny black paint and a paint brush. He painted black shiny stripes on the tigers smooth orange fur. He woke up half an hour later. He looked up in the tree and saw the elves. He laughed at them.

"Stupid elves." he said. "You could have run away while I slept?? He walked away leaving the elves behind. He walked to the pond and looked at his reflection. "AAhhh"! He yelled. "I look hideous"! He splashed in the water hoping the stripes would was off. They didn't. He hid in the shadows of the jungle and never chased the elves again.

This is why the tiger has stripes.

Teacher's Observations

The story contains all the elements of an animal folk tale. The student used descriptive language well, making the story engaging to read.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				■
MEANING				■
STYLE				■
FORM			■	
CONVENTIONS				■

◆ provides effective detail to develop and elaborate events

◆ shows a clear sense of audience; chooses ideas and details to engage the reader and create an emotional impact

◆ language is clear and varied; experiments with expressive language to create images

◆ beginning effectively introduces the main characters; engaging

◆ develops logically through believable events

◆ ending ties up the story and solves the problem; is abrupt

◆ characters are developed with some individuality although often based on familiar literary stereotypes

◆ dialogue is clear and contributes to understanding the characters

◆ sense of control; few errors

◆ most words are spelled correctly

◆ punctuation is correct, including dialogue and use of commas

◆ follows rules of grammar, including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate

Salmon Folk Tale

"Oh no!" Salmon thought, "I'm late for school again! Mr. Bass is going to slap my fin with his coral cane!" Salmon could already feel the rough, purple piece of coral whipping down on his beautiful little fin. On his way into the junior fish school, he stopped to look in one of the many seashell mirrors that hung in the hall. "Ohhh!" Salmon thought, "how

TRANSCRIPT

Salmon Folk Tale

"Oh no!" Salmon thought, "I'm late for school again! Mr. Bass is going to slap my fin with his coral cane!" Salmon could already feel the rough, purple piece of coral whipping down on his beautiful little fin. On his way into the junior fish school, he stopped to look in one of the many seashell mirrors that hung in the hall. "Ohhh!"

Salmon thought, "how could anyone slap a fish so gorgeous as me!" His rainbow coloured scales shimmered in the pale light. "Alright," thought Salmon, "I guess it's time to face Mr. Bass." He broke out in a cold, relentless sweat.

"Where have you been?" shouted Mr. Bass in an old raspy voice.

"Gotta think fast," thought Salmon, what can I say? Umm, I stopped to save a little guppy that that was being chased by a…a…a shark!" he said quickly.

"A shark?" Mr. Bass echoed coldly.

"Yes!" Salmon said enthusiastically. "A BIG, gray one, with rows and rows of deadly sharp teeth. I got a glimpse of them when he opened his massive mouth to eat the small, helpless, little guppy. (That's when I saved him, by the way.) The hark's teeth were long and blood stained. They gleamed fiercely! Just think! Without me there would be one less ash in the sea. One less life on the earth." As Salmon floated there, looking proud yet sad, he smiled inside himself. The truth was that Salmon was very happy with his little white lie.

Mr. Bass stared at Salmon with disbelief, amazement and awe. "Well," said Mr. Bass, "I suppose that I will have to believe you and spare you from being paddled."

"Alright!" thought Salmon silently. As Salmon went to sit down one of his beautiful rainbow scales fell softly to the floor.

Every time Salmon told a lie, (which he did quite often) one of his beautiful, shimmering rainbow scales would fall to the ground.

After a while Salmon started to notice his loss of beautiful scales. Instead of his rainbow scales he was covered in blue-silver scales. Salmon did not go outside for almost a week because he was so ashamed. After a while Salmon gathered up his courage and went outside. He admitted all his faults and lies to every fish in the sea. Luckily, everyone forgave him.

That is how the salmon became the fish we know today.