

# Writing

## GRADE 7

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# 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 7, 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 7. 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 7 personal writing reflect the following prescribed learning outcomes from Grade 7 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, focussed 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 critique, express personal responses and relevant opinions, and respond to 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 7 Personal Writing

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

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The writing consists of loosely connected ideas; often includes serious errors.</i>	<i>The writing is somewhat general, but completes the basic task; may be flawed by errors.</i>	<i>The writing is clear, with some insight and development.</i>	<i>The writing is expressive, with some sophistication or complexity.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>purpose or point of view unclear</li> <li>relies on retelling or listing</li> <li>ideas are not developed; information may be misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>relevant reactions and ideas</li> <li>straightforward and direct</li> <li>uses details and examples; some may be inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>reactions and ideas with some insight</li> <li>may speculate, generalize</li> <li>accurate details, examples; logical explanations</li> </ul>	<ul style="list-style-type: none"> <li>some insight and originality</li> <li>often uses humour or comparisons</li> <li>details, examples, and explanations develop analysis or arguments</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>simple, repetitive language</li> <li>short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>some descriptive or expressive language</li> <li>variety of sentence lengths; repeats simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>clear and varied language</li> <li>variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>language is varied for effect; some precision</li> <li>flows smoothly; variety of sentence structures</li> </ul>
<b>FORM</b> • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>weak introduction; abrupt conclusion</li> <li>sequence may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>introduction is often effective; middle and end undeveloped</li> <li>“stream of consciousness”</li> </ul>	<ul style="list-style-type: none"> <li>often starts strong, then develops in predictable ways</li> <li>logical sequence and connections</li> </ul>	<ul style="list-style-type: none"> <li>strong opening; well-defined middle and end</li> <li>logical sequence and connections; effective paragraphing</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense)	<ul style="list-style-type: none"> <li>frequent errors in simple words and structures</li> <li>no control of sentence structure; often runs on</li> </ul>	<ul style="list-style-type: none"> <li>some errors in spelling, punctuation, and grammar that do not interfere with meaning</li> <li>may include some run-on sentences</li> </ul>	<ul style="list-style-type: none"> <li>may include errors in complex language, but these do not interfere with meaning</li> <li>most sentences are correctly constructed</li> </ul>	<ul style="list-style-type: none"> <li>may include occasional errors in complex language, but these do not affect meaning</li> <li>sentences are correctly constructed</li> </ul>

## Rating Scale: Grade 7 Personal Writing

Student achievement in personal writing by March–April of Grade 7 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The writing consists of loosely connected ideas; often includes serious errors. The student may need a great deal of help.</i>	<i>The writing is somewhat general but completes the basic task; may be flawed by errors.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• purpose or point of view may be unclear or seem illogical; often very brief</li> <li>• often relies on retelling or listing without explanation or analysis</li> <li>• few relevant details and examples; in some cases, information is copied or misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>• offers some relevant personal reactions and ideas; little insight or analysis</li> <li>• generally straightforward and direct; may be somewhat confusing or illogical in places</li> <li>• includes some relevant details and examples to develop ideas; parts may be misinterpreted or irrelevant</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• simple, repetitive language; may include some description</li> <li>• relies on short, simple sentences that are often not connected</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear; may include some descriptive or expressive language</li> <li>• variety of sentence lengths; relies on two or three relatively simple patterns</li> </ul>
<b>FORM</b> • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>• introduction does not engage the reader and may be vague or confusing; the ending is often abrupt</li> <li>• sequence may lapse, especially toward the end</li> <li>• ideas may be connected using simple words (e.g., <i>then, but, and</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• often has an effective introduction, with the middle and end less developed</li> <li>• sequence may not be clear or effective—tends to be “stream of consciousness”</li> <li>• uses a variety of simple connecting words to link ideas; relationships may be unclear in places</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense)	<ul style="list-style-type: none"> <li>• frequent errors in simple words and structures often interfere with meaning</li> <li>• no sense of control in sentence structure; often includes run-on sentences</li> <li>• frequent spelling errors in basic vocabulary</li> <li>• capitalization may be inconsistent</li> <li>• frequent errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>	<ul style="list-style-type: none"> <li>• includes some errors, but these do not interfere with meaning</li> <li>• most sentences are complete; may include some run-on sentences</li> <li>• most familiar words are spelled correctly</li> <li>• uses capitalization and sentence end punctuation correctly</li> <li>• may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>

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

Fully Meets Expectations	Exceeds Expectations
<i>The writing reads smoothly and shows some insight and development.</i>	<i>The writing is expressive and interesting to read; shows some sophistication or complexity.</i>
<ul style="list-style-type: none"> <li>• offers reactions and views that show some insight and individuality</li> <li>• usually focuses on straightforward, concrete ideas; may include some speculation, generalizations, or humour</li> <li>• develops ideas and analysis through relevant details, examples, and logical explanations</li> </ul>	<ul style="list-style-type: none"> <li>• explores personal views and opinions with insight and originality</li> <li>• tries to deal with more complex or abstract ideas; often uses humour or draws comparisons</li> <li>• uses details, examples, and explanations to develop analyses or arguments</li> </ul>
<ul style="list-style-type: none"> <li>• tries to select language to fit the mood or purpose; generally clear and varied</li> <li>• variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• language is varied for effect; shows some precision; may use specialized language where appropriate</li> <li>• sentences flow easily; a variety of complex sentence structures</li> </ul>
<ul style="list-style-type: none"> <li>• often has a strong opening that draws the reader in; development and ending tend to be predictable</li> <li>• logical sequence with related ideas grouped together</li> <li>• ideas and sentences are linked by appropriate connecting words (may be some lapses)</li> </ul>	<ul style="list-style-type: none"> <li>• strong opening sets the stage for developing ideas; middle and end are well defined</li> <li>• writing follows a logical sequence; uses paragraphs effectively</li> <li>• transitions between ideas are natural and smooth; connecting words help to make relationships between ideas clear</li> </ul>
<ul style="list-style-type: none"> <li>• may include errors in more complex language that do not interfere with meaning</li> <li>• most sentences are correctly constructed; may include some errors in longer or more complex sentences</li> <li>• most familiar words are spelled correctly</li> <li>• uses capitalization and sentence end punctuation correctly</li> <li>• generally grammatically correct; may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>	<ul style="list-style-type: none"> <li>• may include occasional errors where the writer is taking risks with more sophisticated language; these do not interfere with meaning</li> <li>• sentences are correctly constructed</li> <li>• spelling is correct</li> <li>• correct capitalization and punctuation; may experiment with more sophisticated punctuation (e.g., semicolon, dash)</li> <li>• may include minor errors in grammar or word choice, particularly in more complex structures (e.g., pronoun or verb agreement involving a compound subject)</li> </ul>

## Sample Task: Personal Writing

### CONTEXT

These samples come from several different classrooms in which teachers completed the same series of tasks. In all of the classrooms, students frequently wrote responses and reactions to themes and issues they encountered in literature, content areas, or current events. They had access to computers on a regular basis and frequently used word processors to complete their work.

In most of the classrooms involved, students had previously studied the novel *The River*, by Gary Paulsen.

### PROCESS

The activity took two class periods: one for discussing survival and planning their writing; a second for writing.

Students reread an excerpt from *The River* (pages 55–63) and discussed what the excerpt revealed about survival and overcoming obstacles, including a discussion of the idea that not all obstacles are physical. They were asked to work in small groups to discuss the following questions, then share their ideas with the class.

- ◆ What does *survival* mean to you?
- ◆ What are some of the things that you and others your age need in order to survive?
- ◆ What kinds of obstacles have you (or others) overcome?

Students were asked to write their own personal accounts of surviving or overcoming obstacles. The classes reviewed some tips for effective personal writing. These included:

- ◆ let your personality come through
- ◆ have an interesting beginning
- ◆ organize your ideas in a logical way
- ◆ use description and details that make your writing clear and interesting
- ◆ use different kinds and lengths of sentences
- ◆ check for mistakes

Teachers suggested that the writing should be approximately one word-processed page in length.



## NOT YET WITHIN EXPECTATIONS

### Teacher's Observation

The purpose of the writing is not clear; the work features repeated, serious errors.

- ◆ purpose is unclear
- ◆ includes some relevant details
- ◆ simple language
- ◆ short, simple sentences
- ◆ frequent errors in simple words and structures

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## Lost at my Friends House

**Me and my friend Everitt who lives in Merrit got lost looking for his Tyko Rebound racing car. We new it was on his property so we went looking for it.**

**We walked prettydeep into the forest.**

**When me and Everitt got lost we looked every where to find are way back to his house.**

**After we ate some black berries we found Everitt's Tyko Rebound racing car we where happy that we found that. We still hade to find are way back so we decided to look for the fence because it would lead to Everitt's house.**

**We looked for that about an hour later we finnaly found the fence then Everitt**

### TRANSCRIPT

#### Lost at my Friends House

Me and my friend Everitt who lives in Merrit got lost looking for his Tyko Rebound racing car. We new it was on his property so we went looking for it. We walked prettydeep into the forest.

When me and Everitt got lost we looked every where to find are way back to his house.

After we ate some black berries we found Everitt's Tyko Rebound racing car we where happy that we found that. We still hade to find are way back so we decided to look for the fence because it would lead to Everitt's house.

We looked for that about an hour later we finnaly found the fence then Everitt said "I know where we are we arn't to close to my house It's about an hour walk." So we started to walk we got bord and hungary again so we stopped. We finnaly got back at dinner time we didn't have much fun that day and for the rest of the week we stayed in the front yard because we didn't want to get lost again.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

The writing is easy to read and includes some detail. The work is somewhat disjointed, however, partly because the purpose is never made clear.

- ◆ little insight or analysis
- ◆ generally straightforward and direct
- ◆ language is clear
- ◆ relies on short, simple sentences
- ◆ includes some errors, but these do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Big White

It all started about a year or two ago. It was before Spring break when Nick asked me if I wanted to go to Big White. I pleaded to my mom and she finally said yes. We left on Friday after school to Big White. "The reason why we were going to Big White was because he owned a cabin near the mountain. It was a long 6 and a half hour car drive. When we got there I was amazed at how big the cabin was. I thought we would be sleeping on the ground but we were sleeping on beds. The next morning we got up to go skiing. It was only a one minute walk to the slope and we got skiing fast.

\* \* \* \* \*

### TRANSCRIPT

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\*\*\*\*\*

We went up and down the slope a couple of times until I said lets go down some mogos. We saw a little opening in the side of the run were people had gone skiing before we decided to give it a try. We planned we were going to cross over to another run but to uor surprise the ski run turns away and we were stuck some were in the middle of two slopes. Nick and I decided to go down through the trees. Nick ran into a fence. He got up and saw a cabin in front of us. We followed the fence for ten minutes and then found our self looking at the village. We both noticed the clock in the centre of the village, now Nick knew were he was. He directed me to his cabin. We finally reached his cabin. As soon as we got in we collapsed of tiredness, and got something to eat. The next day we went skiing again and didn't get lost.

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The writer shows some insight and individuality in developing ideas about overcoming the obstacles of moving.

- ◆ develops ideas through relevant details, examples, and logical explanations
- ◆ focuses on straightforward, concrete ideas
- ◆ includes a variety of sentence lengths and patterns
- ◆ has a strong opening that draws the reader in
- ◆ ideas and sentences are linked by appropriate connecting words (some lapses)
- ◆ most sentences are correctly constructed

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### The Journey to the Country

Different friends, different school, and an all together different house, These are only some of the things that my family and I had to go through in our journey to the country. In my life I have moved twice to finally get to where we are now the house of our dreams. I was born in a nice family house in Walnut Grove, where everything to me was perfect. I met my best friend for life there, I learnt to ride

#### TRANSCRIPT

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Different friends, different school, and an all together different house, These are only some of the things that my family and I had to go through in our journey to the country. In my life I have moved twice to finally get to where we are now the house of our dreams. I was born in a nice family house in Walnut Grove, where everything to me was perfect. I met my best friend for life there, I learnt to ride my bike, I had my first birthday there, my sister and brother were born there too, we had our first dog there, and to sum it all up the first part of my life was there in that house that will always be in my mind. When the day came that we were moving I wasn't even here, I was in Disneyland with Nana and cousin. So I wasn't there to

sleep the last night in the old house as I call it now. We moved to a neighbourhood where we were in a cal-de-sac. There I had to go to a new school and meet all new friends. After a while I decided that it wasn't that bad after all because I met a whole bunch of new friends and the whole idea of a new house grew on me. I liked the new house because I had my own room and I thought I was really cool. Then a year or two later after I had met new friends and started to like the new house my parents told us that we were moving again to my grandparents property because they couldn't take care of it anymore. My parents told my siblings and I that we would love this new house because there was lots of property there and we could have horses and dogs so we were getting excited until a couple of weeks before we moved disaster struck.

My grandpa that owned the property fell and broke his hip and past away a couple of months later. Then a week later the dog at the property died and the barn where people keep there cars and stuff was broken into. Then my family and I moved in there and we were in an old house so we decided that we were going to build a new house. That's when our dreams came true we built a 4600 square feet house and I got my own big bedroom where I have a T.V. and a phone. I went to the new school the next year and to me it is a really neat school because their is only 130 kids there and the teachers there are great. Also the experience life on a farm is wonderful. I am glad that we moved twice because I think that the last move was the best move that ever happened to us.

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The writing is expressive and interesting to read, with some emotional impact.

- ◆ explores personal views with insight and originality
- ◆ deals with complex and abstract ideas
- ◆ language is varied for effect
- ◆ sentences flow easily, with a variety of complex sentence structures
- ◆ transitions between ideas are natural and smooth
- ◆ sentences are correctly constructed
- ◆ minor errors in grammar

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Surviving Unpopularity

I think that one thing that kids our age would have to survive would be unpopularity. Being unpopular may not just mean being teased, it can lead to humiliation, getting beat up, even to the point of getting seriously injured, or killed, or being so depressed that you commit suicide.

In grade six, I was very unpopular, but since I am only in elementary school, I don't think it was as serious as what I said above. Being a geek didn't really make me sad or anything, but it was really, *really* annoying. Nobody, but my closest friends ever wanted to talk to me. My friends even thought I was a nerd, but, (hopefully), they were still my friends. The reason I was such a geek was because of my haircut, it was short, like a boy's. There may have been other reasons, like me being in grade six, the lower grade in my 6/7 split class, or being very immature, but it was mainly my hair. The people who usually tormented me were a group of about four or five of the most popular people in the school, (I'll call them S.N.O.B.S. - Stuck-up, Nosy, Obsessive, Bratty,

### TRANSCRIPT

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being in grade six, the lower grade in my 6/7 split class, or being very immature, but it was mainly my hair. The people who usually tormented me were a group of about four or five of the most popular people in the school, (I'll call them S.N.O.B.S. - Stuck-up, Nosy, Obsessive, Bratty, Selfish). At first I thought that snobs will bug anyone, and that they would stop after awhile. My parents told me that if I ignored them, they would eventually get tired of teasing me, but they never did. I learned to stop asking my parents for advice with big problems, or talking to anyone at all for that matter. Once the S.N.O.B.S. started whispering about me, they began teasing me, taking my stuff, making fun of my friends, my clothes, basically everything I did, and even threatening to beat me up.

I often played ping-pong with my friends at lunch. This was good because the S.N.O.B.S. usually walked around the school gabbing about who liked who, and the ping-pong table is inside, near the girl's bathroom. Once the S.N.O.B.S. knew that I hung out there at lunch, they followed me in there, and about thirty seconds into the game, announced that they were playing and promptly stole the ball. This was their favourite "game". The rules were: My friends and I go find ping-pong rackets and a ball, set up the net, start playing, and they steal the ball. We make pitiful attempts to get it back but with no success. We leave with the rackets, and they leave the ball somewhere hard to find. The result, my friends and I get blamed for losing the ball in the school's ping-pong set.

Near the end of the year, they quite often threatened to beat me up. But by then the group who still went out of their way to bug me had narrowed down to two people. A guy and a girl. The girl thought she was so tough. The guy thought he was so macho. I hated them both *a lot*. Once when I insulted the girl, she asked me if I wanted to repeat that to her face, something that most people wouldn't dare do to *her*. I did, which really surprised her. The look on her face was priceless.

I really didn't mind being unpopular, I could deal with it. What really made me mad was that people could judge somebody on how they look. I mean, not just teasing, since they were so popular, they got the whole school to hate me.

Now I am in grade seven, and the ringleaders of the S.N.O.B.S. have gone to high school. No one really bugs me anymore. No one says any annoying things that I actually stop to think about. People in the "cool crowd" even ask me to partner up with them sometimes. I now have a friend who was one of the ones who thought I was a geek last year. Her so-called friends dumped her, and now I know I shouldn't have let anything they said get to me, because they were jerks. I don't think I would ever want to be really popular, I mean, I would want to have friends, but I wouldn't want to be a snob.





# Writing to Communicate Ideas and Information

**S**tudents frequently write to communicate ideas, information, and opinions in a variety of curriculum areas. In Grade 7, 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 7. 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 structures

## Prescribed Learning Outcomes

The BC performance standards for Grade 7 writing to communicate ideas and information reflect the following prescribed learning outcomes from Grade 7 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 critique, express personal responses and relevant opinions, and respond to 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 7 Writing Reports, Articles, and Letters

The 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
<b>SNAPSHOT</b>	<i>The writing consists of loosely connected ideas; often includes serious errors.</i>	<i>The writing is somewhat general but completes the basic task; may include errors.</i>	<i>The writing is clear and detailed; accomplishes the basic purpose.</i>	<i>The writing is clear, complete, and concise; effectively accomplishes the purpose.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>purpose or focus is not clear</li> <li>may copy or misinterpret information</li> <li>few details; includes irrelevant information</li> </ul>	<ul style="list-style-type: none"> <li>purpose is clear, but focus may wander</li> <li>information generally accurate, but may be poorly integrated</li> <li>some specific examples, details</li> </ul>	<ul style="list-style-type: none"> <li>focused around a clear purpose</li> <li>complete; written in own words</li> <li>specific and relevant examples and details</li> </ul>	<ul style="list-style-type: none"> <li>purposeful, focused</li> <li>accurate; may integrate information from multiple sources</li> <li>specific examples and details make ideas clear</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>simple, repetitive language</li> <li>short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>some descriptive or technical language</li> <li>variety of sentence lengths; repeats simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>clear and varied language; may use specialized or technical terms</li> <li>variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>precise, clear, varied language; uses specialized or technical terms appropriately</li> <li>flows smoothly; variety of sentence structures</li> </ul>
<b>FORM</b> • text features • opening, ending • organization and sequence • paragraphs	<ul style="list-style-type: none"> <li>required text features (e.g., titles, diagrams) omitted or incorrect</li> <li>introduction does not identify the purpose; no conclusion</li> <li>disjointed; poorly organized and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>includes most required text features (e.g., titles, diagrams); may have errors</li> <li>introduction identifies purpose; conclusion is weak</li> <li>logical sequence; connections between sections or paragraphs may be weak</li> </ul>	<ul style="list-style-type: none"> <li>required text features (e.g., titles, diagrams) are clear and correct</li> <li>effective introduction; conclusion is predictable</li> <li>logical sequence; organization is clear</li> </ul>	<ul style="list-style-type: none"> <li>required text features (e.g., titles, diagrams) are complete and effective</li> <li>engaging, purposeful introduction; strong conclusion</li> <li>well organized; provides clear links between sections</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense) • word choice	<ul style="list-style-type: none"> <li>frequent errors in simple words and structures</li> <li>no control of sentence structure; often includes run-on sentences</li> <li>may be difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>some errors in spelling, punctuation, and grammar that do not interfere with meaning</li> <li>may include some run-on sentences</li> <li>legible</li> </ul>	<ul style="list-style-type: none"> <li>may include errors in complex language, but these do not interfere with meaning</li> <li>most sentences are correctly constructed</li> <li>clearly and neatly presented</li> </ul>	<ul style="list-style-type: none"> <li>generally correct; may include occasional errors in complex language, but these do not affect meaning</li> <li>sentences are correctly constructed</li> <li>shows care, pride</li> </ul>

## Quick Scale: Grade 7 Writing Instructions and Procedures

The 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
<b>SNAPSHOT</b>	<i>The writing consists of loosely connected ideas; often includes serious errors.</i>	<i>The writing is somewhat general but completes basic task; may include errors.</i>	<i>The writing is clear and detailed; accomplishes the basic purpose.</i>	<i>The writing is clear, complete, and concise; effectively accomplishes the purpose.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• purpose or focus is not clear</li> <li>• few details; includes inaccurate or irrelevant information</li> </ul>	<ul style="list-style-type: none"> <li>• purpose is clear, but focus may wander</li> <li>• some specific, relevant examples and details</li> </ul>	<ul style="list-style-type: none"> <li>• focused around a clear purpose</li> <li>• specific and relevant examples and details</li> </ul>	<ul style="list-style-type: none"> <li>• purposeful, focused</li> <li>• specific and accurate examples and details make ideas clear</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• simple, repetitive language</li> </ul>	<ul style="list-style-type: none"> <li>• some descriptive or technical language</li> </ul>	<ul style="list-style-type: none"> <li>• clear and varied language; may use specialized or technical terms</li> </ul>	<ul style="list-style-type: none"> <li>• precise, clear, varied language; uses specialized or technical terms appropriately</li> </ul>
<b>FORM</b> • format and organization • graphics, visual features	<ul style="list-style-type: none"> <li>• may omit titles, headings</li> <li>• may be an unsorted list or one paragraph; steps are often omitted or combined</li> <li>• diagrams, charts, or sketches may be omitted or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>• titles or headings relate to the purpose</li> <li>• logical sequence; may omit or combine some steps</li> <li>• diagrams, charts, or sketches may be unclear, incomplete, or contain errors</li> </ul>	<ul style="list-style-type: none"> <li>• clear, informative titles and headings</li> <li>• complete; logical sequence</li> <li>• diagrams, charts, or sketches are complete and labelled</li> </ul>	<ul style="list-style-type: none"> <li>• clear, informative titles, headings, subheadings</li> <li>• complete, well organized, easy to follow</li> <li>• effective diagrams, charts, or sketches clarify and extend information</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense) • word choice	<ul style="list-style-type: none"> <li>• frequent errors in simple words and structures</li> <li>• no control of sentence structure; often includes run-on sentences</li> <li>• may be difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>• some errors in spelling, punctuation, and grammar that do not interfere with meaning</li> <li>• may include some run-on sentences</li> <li>• legible</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• most sentences are correctly constructed</li> <li>• clearly and neatly presented</li> </ul>	<ul style="list-style-type: none"> <li>• generally correct; may include occasional errors in complex language, but these do not affect meaning</li> <li>• sentences are correctly constructed</li> <li>• shows care, pride</li> </ul>

## Rating Scale: Grade 7 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information tasks by March-April of Grade 7 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The writing consists of loosely connected ideas; often includes serious errors. The writer may need a great deal of help.</i>	<i>The writing is somewhat general but completes the basic task; may be flawed by errors.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• purpose is not clear; writing is not focused</li> <li>• often relies on one source; may misinterpret or copy some information</li> <li>• few details; some may be irrelevant</li> <li>• shows little sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>• purpose is clear, but the focus may wander</li> <li>• information is generally accurate; may come from a single source or be poorly integrated with student's own ideas</li> <li>• some specific, relevant details or examples</li> <li>• shows some sense of audience</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• simple language; few specific or technical terms</li> <li>• relies on short, simple sentences that are often not connected</li> <li>• tone or level of formality may be inappropriate for purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• language is generally clear and simple; limited technical or specific language</li> <li>• variety of sentence lengths (where appropriate); relies on two or three simple patterns</li> <li>• attempts to use appropriate tone or level of formality, but may be unable to sustain it</li> </ul>
<b>FORM</b> REPORTS, ARTICLES, LETTERS • text features • opening; ending • organization and sequence • paragraphs	<ul style="list-style-type: none"> <li>• required special features (e.g., diagrams, illustrations) may be omitted, poorly constructed, or contain errors</li> <li>• titles and headings may be omitted, vague, or inappropriate</li> <li>• introduction does not clearly identify purpose</li> <li>• may seem disjointed; paragraphs or sections are often not logically sequenced or linked</li> <li>• may omit a conclusion; often simply stops after the last point or section—no sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• includes most required special features (e.g., diagrams, illustrations); may have flaws or seem unrelated to the written information</li> <li>• includes some titles or headings; these may be vague or inappropriate</li> <li>• introduction usually states purpose, but may not engage the reader</li> <li>• sequence seems logical, but connections between sections may be unclear</li> <li>• conclusion is often weak; may introduce new ideas</li> </ul>
INSTRUCTIONS, PROCEDURES • format and organization • graphics, visual features	<ul style="list-style-type: none"> <li>• titles or headings may be omitted or inappropriate</li> <li>• sequence is not logical, steps are missing; procedure could not be successfully replicated</li> <li>• required special features (e.g., diagrams or charts) are often inaccurate or omitted</li> </ul>	<ul style="list-style-type: none"> <li>• titles or headings are related to the purpose but often not specific</li> <li>• sequence is usually logical, although steps may be combined or missing; the reader may have difficulty following the procedure</li> <li>• required special features (e.g., diagrams or charts) may be unclear, incomplete, or contain errors</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense) • word choice	<ul style="list-style-type: none"> <li>• frequent errors in simple words and structures may interfere with meaning</li> <li>• no sense of control in sentence structure; often includes run-on sentences</li> <li>• frequent spelling errors in basic vocabulary</li> <li>• capitalization may be inconsistent</li> <li>• frequent errors in grammar and word choice (e.g., wrong pronoun or verb form)</li> <li>• may be difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors that do not interfere with meaning</li> <li>• most sentences are complete; may include some run-on sentences</li> <li>• most familiar words are spelled correctly</li> <li>• correct capitalization and basic punctuation</li> <li>• some errors in grammar and word choice (e.g., wrong pronoun or verb form)</li> <li>• most parts are clear and neat</li> </ul>

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
<p><i>The writing is clear and detailed; accomplishes the basic purpose.</i></p>	<p><i>The writing is clear, complete, and concise; effectively accomplishes the purpose.</i></p>
<ul style="list-style-type: none"> <li>• focused around a clear purpose</li> <li>• information is accurate, complete, and written in the students' own words; may come from more than one source</li> <li>• includes specific, relevant details and examples</li> <li>• shows an awareness of audience and consideration for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• focus clearly defined; information and ideas relate to purpose</li> <li>• information is accurate and complete; may come from multiple appropriate sources</li> <li>• includes specific information to elaborate ideas or procedures and increase clarity</li> <li>• shows a clear awareness of audience; shows consideration for and interest in the reader</li> </ul>
<ul style="list-style-type: none"> <li>• language is clear and varied, sometimes precise; may use appropriate technical terms</li> <li>• uses a variety of sentence lengths and patterns</li> <li>• tries to use appropriate tone and level of formality for purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• language is precise, clear, and varied; uses technical terms appropriately</li> <li>• sentences flow easily, with a variety of complex structures</li> <li>• tone is consistent, level of formality is appropriate for purpose and audience</li> </ul>
<ul style="list-style-type: none"> <li>• required special features (e.g., diagrams, illustrations) are included; these are generally relevant, clear, and correctly constructed</li> <li>• titles and headings are clear and informative</li> <li>• introduction effectively presents the purpose</li> <li>• includes several paragraphs or sections organized in a logical sequence; tries to make the organization clear by using connecting or ordering words</li> <li>• each paragraph focuses on a main idea, which is supported by details and examples</li> <li>• offers a conclusion; often predictable</li> </ul>	<ul style="list-style-type: none"> <li>• required special features (e.g., diagrams, illustrations) are complete and competently constructed</li> <li>• titles and headings are clear and informative; often add interest</li> <li>• introduction effectively identifies the purpose and engages the audience</li> <li>• includes several carefully sequenced paragraphs or sections linked by a variety of appropriate connecting or ordering words</li> <li>• conclusion is strong—has an impact on the audience</li> </ul>
<ul style="list-style-type: none"> <li>• titles and headings are clear and informative; they help to make the information easy to follow</li> <li>• sequence is logical and complete; procedure can be successfully replicated</li> <li>• graphics or diagrams are complete and labelled; they clarify the procedures</li> </ul>	<ul style="list-style-type: none"> <li>• titles and headings are clear and informative; may use subtitles or subheadings to clarify</li> <li>• sequence is well organized and complete, which makes procedures clear and easy to follow</li> <li>• graphics and diagrams go beyond requirements to clarify and enhance understanding of the procedures</li> </ul>
<ul style="list-style-type: none"> <li>• may include errors in more complex language that do not interfere with meaning</li> <li>• most sentences are correctly constructed; may include some errors in longer or more complex sentences</li> <li>• most familiar words are spelled correctly</li> <li>• uses capitalization and sentence end punctuation correctly</li> <li>• generally grammatically correct; may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> <li>• clearly and neatly presented</li> </ul>	<ul style="list-style-type: none"> <li>• may include occasional errors where the writer takes risks with complex language; these do not interfere with meaning</li> <li>• sentences are correctly constructed</li> <li>• spelling is correct</li> <li>• uses correct capitalization and punctuation; may experiment with more sophisticated punctuation (e.g., semicolon, dash)</li> <li>• may include minor errors in grammar or word choice (e.g., pronoun or verb agreement involving a compound subject)</li> <li>• shows care and pride; may include special features, especially when produced with a word processor</li> </ul>

## Sample Task: Instructions for Brushing Teeth

### CONTEXT

In this classroom, students wrote frequently and in a wide variety of genres. The teacher emphasized purpose and audience in all writing activities.

Students had previously read, followed, and analyzed a variety of recipes, how-to manuals, assembly and operating instructions, and directions for simple experiments and constructions. These activities occurred across curriculum areas.

### PROCESS

Students revisited some of the procedural texts they had previously used. The teacher asked students to observe as he tied his shoelaces, step by step. He repeated the action, pausing after each step, with students working in pairs to jot down what he did.

The class then collaboratively drafted instructions for tying shoes, which the teacher recorded. In small groups, students worked on editing the instructions to make them more effective. Groups shared their revisions with the class. The class then developed guidelines for clear instructions. For example:

- ◆ number each step
- ◆ use clear language, with no unnecessary words
- ◆ use describing words (adverbs and adverb phrases/clauses) that tell *exactly* how each action should be done (e.g., *slowly, with a chopping motion, until it is smooth*)
- ◆ make sure each step is included, and in the right order
- ◆ use diagrams to make main points clear
- ◆ try out the instructions to make sure they make sense!

Students were asked to write instructions for brushing teeth. They worked independently to draft their work, but were encouraged to consult others (including experts) to make sure they were giving correct instructions and to get help with editing. The teacher also recommended that they use published instructions and manuals as models.



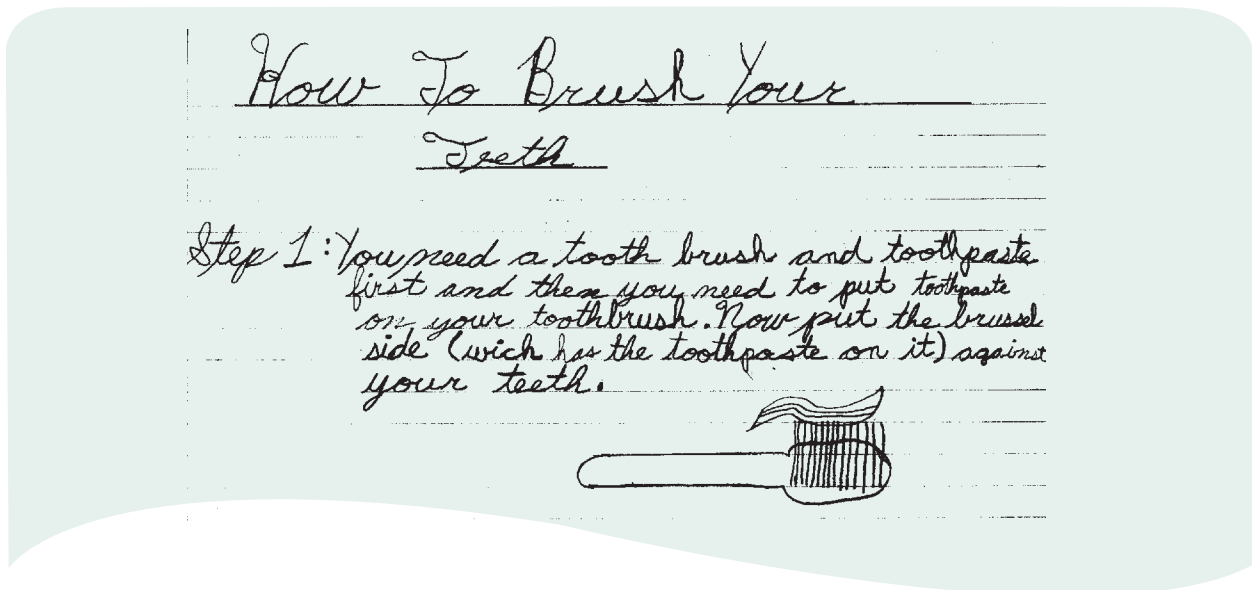
## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

Although most conventions are correct, the instructions are vague and incomplete—they could not be used to learn how to brush your teeth.

- ◆ few details
- ◆ shows some sense of audience
- ◆ simple language
- ◆ steps are missing (procedure could not be successfully replicated)
- ◆ most sentences are complete

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



### TRANSCRIPT

*This student included simple but clear illustrations of each step.*

### How To Brush Your Teeth

Step 1: You need a tooth brush and toothpaste first and then you need to put toothpaste on your toothbrush. Now put the brused side (wich has the toothpaste on it) against your teeth.

Step 2: Okay now, rub it in a circle against your teeth. Now open your teeth and brush the tops and botttoms of your teeth with the brused side. [image]

Step 3: Now spit out all the foam into the sink and then wash out your mouth with water.

Warning: choking hazard (small parts). Adult supervision advised.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

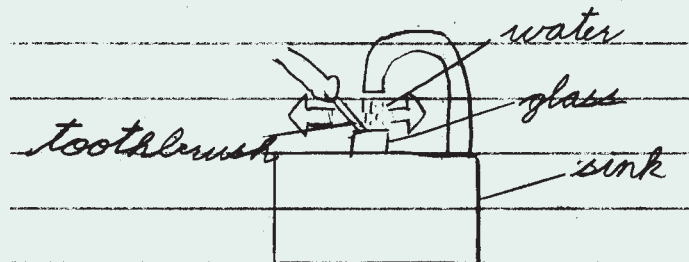
The instructions are very specific about preparation for brushing teeth, but little information is provided about how to actually brush the teeth (e.g., “put the toothbrush on your teeth and brush back and forth, then you do that again to every part of your teeth”).

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ completes the basic task
- ◆ includes specific, relevant details
- ◆ information is generally accurate
- ◆ language is generally clear and simple
- ◆ the reader may have difficulty following the procedure
- ◆ most sentences are complete; includes some run-on sentences

### How To Brush Your Teeth

1) Prepare a toothbrush, toothpaste and a glass. If you don't have one, you can get it from stores. Go to the bathroom and get the glass. Turn on the sink so water will come out, then fill the glass with water. (don't turn off the sink.)



## TRANSCRIPT

*This student included one drawing with labels to show how to clean the toothbrush in a glass of water.*

### How To Brush Your Teeth

- 1) Prepare a toothbrush, toothpaste and a glass. If you don't have one, you can get it from stores. Go to the bathroom and get the glass. Turn on the sink so water will come out, then fill the glass with water. (don't turn off the sink.)
- 2) Put the toothbrush in the glass and move it back and forth around six times to clean it.
- 3) Take out the toothbrush from the glass and refill the glass after you dump the water out. Now turn off the sink.
- 4) Take off the cap from the toothpaste and squash the toothpaste on the toothbrush. Put the toothbrush in your mouth and brush every tooth in your mouth. To brush your teeth, you put the toothbrush on your teeth and brush back and forth, then you do that again to every part of your teeth. Remember to brush the front, back and top of your teeth.
- 5) After you brush every part of your teeth, take the glass in front of you and put it to your mouth, suck some water in and spit the water with the toothpaste out.
- 6) Now turn on the water from the sink and do the same thing that's on instruction two.
- 7) Make sure your hands are clean, wash the glass with your hands and put back the toothpaste, tooth brush and the glass where you usually put them.

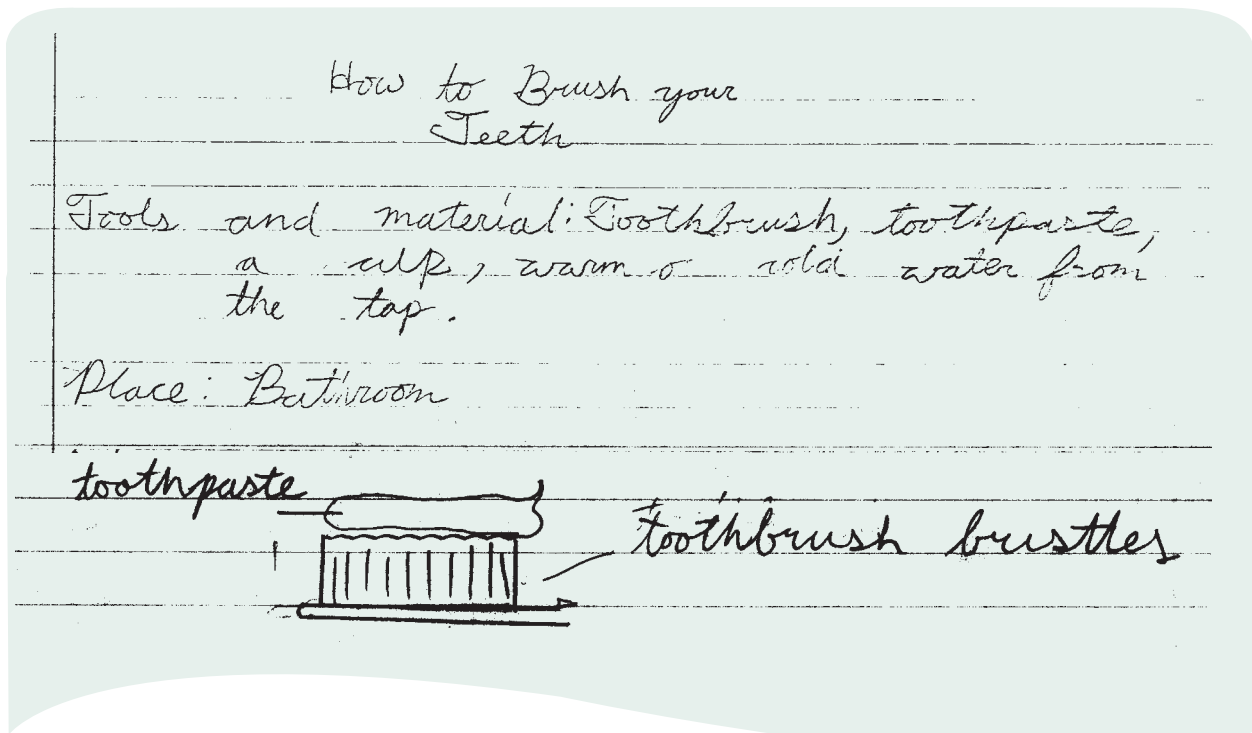
## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The instructions are clear and detailed, and they accomplish the basic purpose. However, the procedure for brushing teeth is not that recommended by dental hygienists, and required diagrams are omitted.

- ◆ includes specific, relevant details and examples
- ◆ shows an awareness of audience and consideration for the reader
- ◆ language is clear and varied, sometimes precise (e.g., gives measurements and times; names types of teeth)
- ◆ level of formality is appropriate
- ◆ titles and headings are clear and informative
- ◆ sequence is logical and complete; procedure can be successfully replicated

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



### TRANSCRIPT

*This student included one simple diagram showing toothpaste on a brush.*

### How to Brush your Teeth

Tools and Material: Toothbrush, toothpaste, a cup, warm or cold water from the tap.

Place: Bathroom

Directions

Step 1

Fill the cup with warm tap water about 200 ml.

Step 2

Hold your toothbrush with your dominate hand and the other hand with the cup.

Step 3

Now squeeze toothpaste, about 2.5 cm long, onto the toothbrush bristles

Step 4

Grid your teeth. Take the toothbrush and put it on your left side molars and brush up and down for about ten times.

Step 5

Repeat step 3 for the left side premolars and canines, incisors, and the right side of canines, premolars, and molars.

Step 6

Open wide your mouth and brush the upper teeth from left to right for about 1 minute.

Step 7

Brush the lower teeth from left to right about 1 minute.

Step 8

Rinse your mouth with the warm water in your cup, a mouthful each time. Refill the cup with warm tap water if empty.

Step 9

Repeat step 8 until your mouth contains no debris of toothpast.

Step 10

Rinse your toothbrush with cold water and place the materials and tools back where it belongs.

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The instructions are clear, complete, and accompanied by detailed diagrams which attempt to make the procedures clear. There are minor flaws in the procedures, but overall, the work exceeds expectations.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

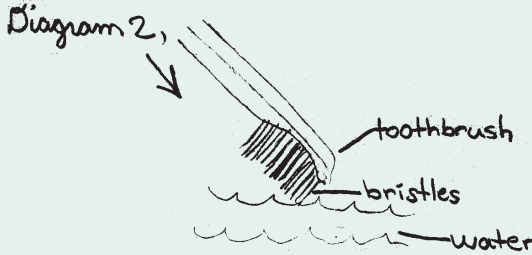
- ◆ includes specific information to elaborate procedures and increase clarity
- ◆ language is precise, clear, and varied
- ◆ tone is consistent; level of formality is appropriate
- ◆ sequence is complete, making procedures clear and easy to follow
- ◆ diagrams go beyond requirements to clarify procedures
- ◆ most sentences are correctly constructed
- ◆ clearly and neatly presented

*How To Brush Your Teeth*

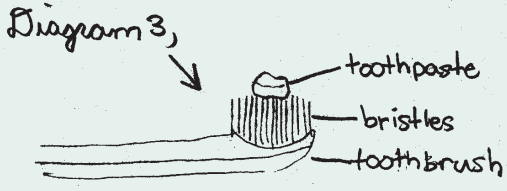
*Step 1,*  
*Collect or have access to the following materials*

- \* 1 toothbrush*
- \* 1 tube of toothpaste*
- \* Running water and sink*

*Diagram 2,*



*Diagram 3,*



## TRANSCRIPT

*This student included four clearly labelled and numbered diagrams on a separate sheet of paper.*

### **How To Brush Youre Teeth**

Step 1,

Collect or have access to the following materials

- \* 1 toothbrush
- \* 1 tube of toothpaste
- \* running water and sink

Step 2,

Dab toothbrush bristles into water so damp.

See diagram 2 on backpage.

Step 3,

Flip open toothpaste tube cap and squeeze a pea sized amount of toothpaste on the toothbrush bristles.

See diagram 3 on backpage.

Step 4,

Lift toothbrush towards mouth and open mouth, setting toothbrush bristles on teeth.

See diagram 4 on backpage.

Step 5,

With toothbrush in mouth and move in a clockwise circular direction on teeth. Be sure not to skip teeth. Remember not to brush too harshly, gums should not be red but a pink color.

See diagram 5 on backpage.

Step 6,

After thoroughly brushing all teeth, rinse mouth out and get rid of any excess toothpaste or foam.

Step 7,

Wash off toothbrush and put materials back.





# Literary Writing

**S**tudents 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 7 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 7. 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 7 literary writing reflect the following prescribed learning outcomes from Grade 7 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 7 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. Stories are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The story consists of loosely connected ideas; often very brief or flawed by serious errors.</i>	<i>The story is complete and has some detail; quality is often uneven; frequent errors.</i>	<i>The story is complete and has some engaging features.</i>	<i>The story is expressive and has emotional impact in places.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• often very simple; sometimes illogical</li> <li>• few details</li> <li>• little sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>• predictable; may be closely modelled on another work</li> <li>• limited detail</li> <li>• some sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>• straightforward; some individuality or originality</li> <li>• supporting details and description</li> <li>• sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>• plausible; some originality, creativity, sense of voice</li> <li>• “shows” through detail and description</li> <li>• clear awareness of audience</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• simple language; may be inappropriate in places</li> <li>• simple and compound sentences; often runs on</li> </ul>	<ul style="list-style-type: none"> <li>• conversational language, with some variety</li> <li>• two or three sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>• language is varied; some sensory detail, figurative language</li> <li>• variety of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• language is varied; sensory detail and figurative language</li> <li>• flows smoothly; variety of sentences</li> </ul>
<b>FORM</b> • beginning, middle, end • sequence • setting • characters • dialogue	<ul style="list-style-type: none"> <li>• series of events without problem or resolution</li> <li>• often loses focus; ends abruptly</li> <li>• focuses on action; characters are rarely described</li> <li>• dialogue is often confusing</li> </ul>	<ul style="list-style-type: none"> <li>• beginning, middle, and end</li> <li>• series of related events; focus may wander; ending weak</li> <li>• characters presented through direct description</li> <li>• dialogue may sound unnatural</li> </ul>	<ul style="list-style-type: none"> <li>• beginning establishes problem</li> <li>• events develop logically to a believable ending</li> <li>• characters are described; often stereotypic</li> <li>• appropriate dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• engaging beginning reveals problem</li> <li>• believable events, but often unpredictable; ending may have a twist</li> <li>• characters have individuality</li> <li>• effective dialogue</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense) • word choice	<ul style="list-style-type: none"> <li>• frequent errors in simple words and structures</li> <li>• no control of sentence structure; often runs on</li> <li>• may be difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>• some errors in spelling, punctuation, and grammar that do not interfere with meaning</li> <li>• may include some run-on sentences</li> <li>• legible</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• most sentences are correctly constructed</li> <li>• clearly and neatly presented</li> </ul>	<ul style="list-style-type: none"> <li>• may include occasional errors in complex language, but these do not affect meaning</li> <li>• sentences are correctly constructed</li> <li>• shows care, pride</li> </ul>

## Quick Scale: Grade 7 Writing Poems

The 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
<b>SNAPSHOT</b>	<i>The work consists of loosely connected ideas that may not resemble a poetic form. The student often needs help.</i>	<i>The poem is usually complete; quality is often uneven, with frequent errors.</i>	<i>The poem is complete and has some engaging features.</i>	<i>The poem is expressive and has emotional impact in places.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• often very simple; sometimes illogical</li> <li>• few details</li> </ul>	<ul style="list-style-type: none"> <li>• predictable; may be closely modelled on another work</li> <li>• limited detail</li> </ul>	<ul style="list-style-type: none"> <li>• straightforward, with some individuality or originality</li> <li>• supporting details and description</li> </ul>	<ul style="list-style-type: none"> <li>• some originality, creative development</li> <li>• uses detail and description to create an impact</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• conversational; may be inappropriate in places</li> </ul>	<ul style="list-style-type: none"> <li>• simple, conversational language with some variety</li> </ul>	<ul style="list-style-type: none"> <li>• language is varied, with some sensory detail and figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• language is varied, with sensory detail and figurative language</li> </ul>
<b>FORM</b> • poetic form* • imagery, figurative language	<ul style="list-style-type: none"> <li>• not written in the chosen poetic form</li> <li>• little figurative language or imagery</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to write in the chosen poetic form</li> <li>• some figurative language; may attempt imagery</li> </ul>	<ul style="list-style-type: none"> <li>• follows “rules” of the chosen poetic form</li> <li>• some figurative language and imagery</li> </ul>	<ul style="list-style-type: none"> <li>• follows “rules”; form and meaning well matched</li> <li>• figurative language, imagery</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • grammar (e.g., agreement, verb tense)	<ul style="list-style-type: none"> <li>• frequent errors in simple words and structures</li> <li>• may be difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>• some errors in spelling, punctuation, and grammar that do not interfere with meaning</li> <li>• legible</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• clearly and neatly presented</li> </ul>	<ul style="list-style-type: none"> <li>• may include occasional errors in complex language, but these do not affect meaning</li> <li>• shows care, pride</li> </ul>

\* 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”:

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## Rating Scale: Grade 7 Literary Writing

Student achievement in writing stories and poems by March–April of Grade 7 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The writing consists of loosely connected ideas; often very brief or flawed by serious errors. The student frequently needs a great deal of help.</i>	<i>The story or poem is usually complete and has some detail; the quality is often uneven, with frequent errors.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• situation or topic may be clear, but the resulting story or poem tends to be very simple and sometimes illogical</li> <li>• minimal development; few details</li> <li>• shows little sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>• creates a predictable, straightforward story or poem, may be closely modelled on another work</li> <li>• tends to “tell about” rather than reveal characters, events, or images through detail and description</li> <li>• some sense of audience; may try to create an effect in places</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• conversational language with some simple description; may be inappropriate in places</li> <li>• no sense of control or deliberation in sentences; tends to rely on simple and compound sentences, which often run on</li> </ul>	<ul style="list-style-type: none"> <li>• simple, conversational language with some variety; few sensory details</li> <li>• tends to rely on two or three sentence patterns</li> </ul>
<b>FORM</b> STORIES • beginning, middle, end • sequence • setting • characters • dialogue	<ul style="list-style-type: none"> <li>• attempts to tell a story, but may appear to be all “middle”—a series of events listed without a clear problem or resolution</li> <li>• often loses focus, particularly near the end (may end abruptly)</li> <li>• focuses on action—may seem to be a retelling of an action television program or movie, without the visual detail</li> <li>• characters are named and may be labelled, but are rarely described</li> <li>• dialogue is often confusing</li> </ul>	<ul style="list-style-type: none"> <li>• includes a beginning, middle, and end</li> <li>• story develops through a series of related events; focus may wander in places; ending often seems forced or unlikely</li> <li>• focuses on action and events; some story elements (e.g., plot, character, setting) may be weak</li> <li>• characters are usually developed through direct description of their physical qualities</li> <li>• dialogue may sound unnatural and sometimes be confusing</li> </ul>
POEMS • poetic form • imagery, figurative language	<ul style="list-style-type: none"> <li>• may not be written in the chosen poetic form; often looks like prose broken into lines</li> <li>• little attempt at figurative language or imagery</li> </ul>	<ul style="list-style-type: none"> <li>• clear attempts to write in the chosen poetic form</li> <li>• includes some figurative language (often predictable); may attempt imagery</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense) • word choice	<ul style="list-style-type: none"> <li>• frequent errors in simple words and structures may interfere with meaning</li> <li>• no sense of control in sentence structure; often includes run-on sentences</li> <li>• frequent spelling errors in basic vocabulary</li> <li>• capitalization may be inconsistent</li> <li>• frequent errors in grammar and word choice (e.g., wrong pronoun or verb form)</li> <li>• may be difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors that do not interfere with meaning</li> <li>• most sentences are complete; may include some run-on sentences</li> <li>• most familiar words are spelled correctly</li> <li>• correct capitalization and basic punctuation</li> <li>• some errors in grammar and word choice (e.g., wrong pronoun or verb form)</li> <li>• most parts are clear and neat</li> </ul>

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
<p><i>The story or poem is complete and has some engaging features.</i></p>	<p><i>The story or poem is expressive and has emotional impact in places.</i></p>
<ul style="list-style-type: none"> <li>• creates a story or poem that is generally straightforward, with some individuality or originality</li> <li>• uses supporting details and description to develop events, characters, or images</li> <li>• shows a sense of audience; tries to choose ideas and images that will create an impact</li> </ul>	<ul style="list-style-type: none"> <li>• creates a story or poem with some originality and creative development; may have an interesting twist</li> <li>• uses detail and description to “show” rather than tell about events, characters, or images</li> <li>• clear awareness of audience; chooses ideas and images that create an impact</li> </ul>
<ul style="list-style-type: none"> <li>• language is varied; writer takes some risks with sensory detail and figurative language; not always successful</li> <li>• uses a variety of sentence patterns and lengths</li> </ul>	<ul style="list-style-type: none"> <li>• language is varied with some sophistication; takes risks to create effects with sensory detail and figurative language</li> <li>• sentences flow smoothly; a variety of complex structures; may use fragments for effect</li> </ul>
<ul style="list-style-type: none"> <li>• beginning establishes the problem or situation and introduces the main character(s)</li> <li>• events develop logically from the beginning problem or situation through to an ending that solves the problem</li> <li>• some story elements (e.g., plot, character, setting) are well developed; tends to focus on plot</li> <li>• characters may be described rather than portrayed through their behaviour; they tend to be stereotypic</li> <li>• dialogue is appropriate and easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>• features an engaging beginning that reveals, rather than tells, the “story problem” and introduces the character(s)</li> <li>• develops through believable but often unpredictable events; ending is often surprising or humorous, but is believable within the context of the story</li> <li>• creates uncertainty to heighten interest and suspense; may develop mood or atmosphere</li> <li>• characters have individuality; although they may be somewhat stereotypic; they are revealed by what they do and say</li> <li>• dialogue adds interest and contributes to understanding of character</li> </ul>
<ul style="list-style-type: none"> <li>• follows “rules” of the chosen poetic form; may be somewhat contrived</li> <li>• includes some figurative language and imagery</li> </ul>	<ul style="list-style-type: none"> <li>• follows the “rules” of the chosen form; form and meaning seem well matched</li> <li>• includes effective figurative language and imagery</li> </ul>
<ul style="list-style-type: none"> <li>• may include errors in more complex language; these do not interfere with meaning</li> <li>• most sentences are correctly constructed; may include some errors in longer or more complex sentences</li> <li>• most familiar words are spelled correctly</li> <li>• uses capitalization and sentence end punctuation correctly</li> <li>• generally grammatically correct; may include some errors in grammar and word choice (e.g., adjective instead adverb form; wrong pronoun or verb form)</li> <li>• clearly and neatly presented</li> </ul>	<ul style="list-style-type: none"> <li>• may include occasional errors where the writer takes risks with complex language; these do not interfere with meaning</li> <li>• sentences are correctly constructed</li> <li>• spelling is correct</li> <li>• uses correct capitalization and punctuation; may experiment with more sophisticated punctuation (e.g., semicolon, dash)</li> <li>• may include minor errors in grammar or word choice (e.g., pronoun or verb agreement involving a compound subject)</li> <li>• shows care and pride; may include special features, especially when produced with a word processor</li> </ul>

## Sample Task: Writing Fables

### CONTEXT

Throughout the year, students wrote in a variety of genres for various purposes and audiences. They learned to follow a series of steps for the writing process and learned various strategies to help them at each step. The teacher had provided focused instruction and frequent review on editing and proofreading.

This activity occurred as part of a unit on reading and writing fables in which students read, analyzed, dramatized, and represented a variety of traditional fables, as well as parodies from *Squids Will Be Squids*. Students had also done a variety of guided writing activities in which they experimented with the ideas and language of fables.

### PROCESS

The class reviewed the elements of a fable (e.g., short, simple story; animal characters with human flaws) and briefly retold some of their favourites. They brainstormed a list of morals from fables they knew (e.g., “slow and steady wins the race,” “honesty is the best policy,” “a bird in the hand is worth two in the bush”).

Each student then planned and wrote a first draft of a fable. As they worked, students referred to the criteria sheet they used for story writing assignments. This sheet included:

- ◆ show originality
- ◆ vary sentence patterns and lengths
- ◆ focus on a theme
- ◆ ensure that the beginning introduces setting, main characters, and problem
- ◆ present events in a logical sequence
- ◆ solve the problem in an interesting way
- ◆ use correct spelling, punctuation, and sentence structure

Students presented their first drafts in authors’ circles, in which they read their work to three or four other students who offered reactions and advice. They revised their fables and created final copies for a classroom book of fables. They also shared their collection with a Grade 6 class.



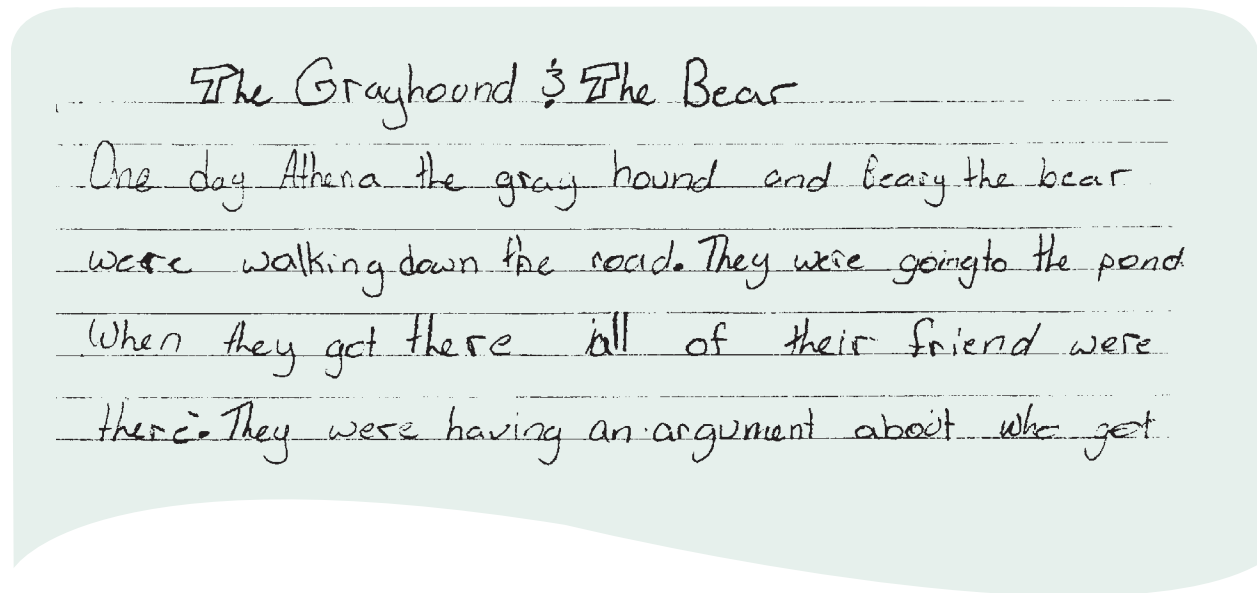
## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

The story does not develop logically; the events do not illustrate the moral.

- ◆ story is very simple and illogical
- ◆ minimal development, few details
- ◆ little sense of audience
- ◆ conversational language
- ◆ most sentences are complete
- ◆ frequent errors in grammar and word choice (e.g., overuse of *they*) makes parts of the story hard to figure out

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



### TRANSCRIPT

#### The Grayhound & The Bear

One day Athena the gray hound and Beary the bear were walking down the road. They were going to the pond. When they got there all of their friend were there. They were having an argument about who got to have the good side of the pond and they decided that Beary and Athena would be racing and the winner got the good side. Beary & Athena didn't like this so they made the race a tie and everyone got along.

Get along with other kinds.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

The story is complete and includes some detail.

- ◆ predictable, straightforward story
- ◆ some sense of audience
- ◆ simple, conversational language with some variety
- ◆ relies on two or three sentence patterns
- ◆ includes a beginning, middle, and end
- ◆ most sentences are complete; some run-on sentences
- ◆ some errors in grammar and word choice (e.g., *arrive to*, *your/you're*, *of/off*)

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

# The Dog and the Cat

One day at a little town called Oaksville, there was a competition going on, between a dog and cat. The race was starting and everybody was excited. The announcer said “On your mark, get set, GO!” The cat and the dog took off so fast that after a couple of second they were out of sight.

### TRANSCRIPT

#### The Dog and the Cat

One day at a little town called Oaksville, there was a competition going on, between a dog and cat. The race was starting and everybody was excited. The announcer said “On your mark, get set, GO!” The cat and the dog took off so fast that after a couple of second they were out of sight. In the middle of the race the cat cut through the bushes and got there before the dog did. “That cat cheated!” the dog said furiously when he arrive to the finish line. Everybody looked at the cat and the cat said “I didn’t cheat you liar, your only jealous because I won and you didn’t!” The announcer announced “I just got a report that said that the spotted the cat cutting through the bushes. SO the trophy goes to the dog. The dog accepted the trophy happily while the cat stomped of angrily.

MORAL: Honesty is the best policy.

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The fable is complete, with some detail; dialogue is used effectively.

- ◆ story is generally straightforward
- ◆ uses supporting details and description to develop events and characters
- ◆ shows a sense of audience
- ◆ characters have individuality, although they are stereotypic
- ◆ dialogue adds interest and contributes to understanding of character
- ◆ most sentences are correctly constructed

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

The Car Race

Oneday a small pudgy Mouse was driving his brand new Porsche in the country. He came to a stop sign so he

### TRANSCRIPT

#### The Car Race

Oneday a small pudgy Mouse was driving his brand new Porsche in the country. He came to a stop sign so he stopped. He glanced in his rearview mirror and saw a tall thin Rat in rusted slow car. The Mouse started to point and laugh.

The Rat just smiled at him and said, "Lets have a race and I bet you a hundred dollars that I will win"

"A hundred dollars," said the Mouse, "You got a deal".

The Rat pulled up beside the Mouse and then off they went.

"This will be like taking candy from a baby," said the Mouse

The Mouse was in the lead his shiny red car was faster than the Mouse had thought. Smoke was coming out of the hood and the car started to sputter.

"Oh no," cried the Mouse, "My car has over heated."

Meanwhile the Rat was laughing his head off because he saw the smoke rising from over the hill.

He finally got to where the Mouse was and asked, "Do you want to pay me now or at the finish line?"

"No," cried the Mouse, and he jumped in his car and sped off. The car was still hot and it just stopped.

When the Rat drove by he saw the Mouse kicking and cussing at his car. The finish line was only a whisker length away from the Mouse's car. The Rat won the race and got the money.

The moral of the story is slow and steady wins the race

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The fable shows some originality and features an interesting twist.

- ◆ uses detail and description to “show” rather than tell
- ◆ clear awareness of audience; chooses ideas and images that create an impact
- ◆ ending is humorous
- ◆ characters have individuality, although they are somewhat stereotypic
- ◆ most sentences are correctly constructed
- ◆ includes minor errors in grammar or word choice

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### The Sloth and the Cheetah

Once there was a slow sloth who was always being heckled by a speedy cheetah ~~about~~ about being slow. One day the sloth had ~~had~~ had enough so he challenged the cheetah to a cake baking and eating competition. The cheetah readily agreed because as everyone knows, cheetahs are ~~are~~ very fast, even at baking and eating cakes.

#### TRANSCRIPT

#### The Sloth and the Cheetah

Once there was a slow sloth who was always being heckled by a speedy cheetah about being slow. One day the sloth had had enough so he challenged the cheetah to a cake baking and eating competition. The cheetah readily agreed because as everyone knows, cheetahs are very fast, even at baking and eating cakes.

So the day of the race came. The cheetah and the sloth were ready to go. A frog was to supervise the race. The first part of the race was to go to the store and buy ingredients, next the animals had to bake the cake, then last of all they had to eat the cake. The first one finished would be declared the winner.

Right off the start, the cheetah was winning, in fact he thought he had so much time that he stopped and called his friends, (all 50 of them) on a pay phone and

invited them to a victory party. When he got off the phone the sloth wasn't to be seen, so after he bought his ingredients at the store, the cheetah talked with the cashier. The cheetah then sauntered back to the starting line. There he saw the sloth just putting his cake in the oven, the sloth was in the lead. The cheetah raced and had his cake baked just after the sloth. The two animals started eating, but the cheetah hadn't added sugar to his cake and could barely choke it down! The sloth won the race by a mouthful.

The embarrassed cheetah slunk away and never again did he bother the sloth.

Moral: Slow and steady wins the race.