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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Ideas, Processes, Strategies | Organization/Fluency | Voice/Use of Text | Word Choice and Conventions | Contextual Understanding |  |  |  |  |  |  |  |  |
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| Role Play | Main Ideas* Uses personal experience in ‘writing’
* Has a clear point in writing

Supporting Details* Tells others what has been written or drawn
* Draws pictures to support writing

Process/Strategy for Writing* Copies print from the environment
* Uses letters from own name to generate writing
* Voices thoughts before and during writing
* Asks questions about printed words, signs, messages, etc.
* Uses some strategies such as ‘sounding out’ to form words
 | * Writes letters and symbols across the page
* Writes most letters correctly - mixes letters, numerals, and invented letter shapes
 | Voice* Is aware that print carries a message
* Can dictate a story or message with story language
* Uses some appropriate inflection when dictating a story or message
* States purpose or audience for writing

Use of Text* Dictates to an adult what they want written
* Makes horizontal or linear scribbles and letters with some breaks to simulate writing
 | * Writes letter strings
* Attempts to create standard letters with success
* May place letters randomly on page
* Attempts spacing of words, letters, symbols, or pictures
* Student interpretation needed to understand text/pictures
* Is beginning to imitate word patterns
* Pictures often stand for words and phrases
 | * Understands that writing and drawing are different
* Attempts to write own name successfully
* Thinks writing can be read by others
* Identifies and talks about characters, people, ideas in texts
* Role plays writing for a purpose
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| Experimental | Main Ideas* Draws upon topic knowledge when writing
* Has a clear point in writing and can articulate it

Supporting Details* Uses a limited amount of strategies to add detail to writing
* Creates illustrations to match the text

Process/Strategy for Writing* Uses known words from the environment in own writing
* Reads back what has been written
* Uses a limited amount of spelling strategies learned.
* Uses a limited amount of strategies throughout the writing process
* Responds to questions about the writing process with limited understanding. i.e. “How do you write?” “You think of a story and write the words.”
 | * Uses left to right and top to bottom orientation of print
* Leaves a space between words and word-like clusters of letters
 | Voice* Provides reasons to write and can state the purpose and audience of own writing
* Expresses a personal opinion with a written text
* Uses appropriate inflection when dictating or reading a story or message

Use of Text* Uses writing to communicate a message
* With assistance, finds information in texts appropriate to purpose or interest
* Writes by repeating the same beginning patterns ie I like cats. I like dogs
* Knows that print and drawing can be used together to convey meaning
 | * Writes using simple language structures I like… I see…
* Demonstrates one-to-one correspondence between written and spoken word (word-points when reading back own writing)
* Beginning to demonstrate an understanding of the conventions of print
* Identifies all of the letters of the alphabet by name and/or by common sounds
* Knows some simple common letter patterns
* Uses knowledge of rhyme to spell
* Often begins sentences with “I” or “We”
 | * Can articulate reasons why people write
* Talks about how characters and events are represented in literary texts
* Talks about how people and ideas are represented in informational texts
* Assumes the reader shares the context, so may not provide sufficient background information
* Discusses the purpose of familiar texts – signs, lists, storybooks
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| Early | Main Ideas* Attempts a small range of familiar texts, either teacher-directed or self-directed
* Chooses topics that are personally significant
* Has an obvious clear point in writing, and can articulate it

Supporting Details* Writes simple factual accounts with little elaboration
* May include irrelevant detail in written texts

Process/Strategy for Writing* Draws upon semantic, graphophonic and syntactic knowledge when writing ie text organization, word order
* Uses a small range of strategies throughout the writing process – self questioning
* Talks or draws as a way to plan before writing
* Beginning to proofread and edit own writing when directed
* Regularly creates a published text that is beginning to reflect the intended purpose
 | * Rewrites known stories in sequence
* Attempts to transfer knowledge of text organization to writing i.e. includes heading or a diagram
* Writes with a beginning, middle and end with some success
* Writes using simple sentences correctly
 | Voice* Begins to show evidence of personal voice in own writing
* Recognizes simple devices that authors and illustrators use to influence readers

Use of Text* With assistance, finds information in texts and records it through drawing or writing key words
* Uses rhyme, repetition and rhythm in writing
* Innovates on familiar sentence and text patterns.
 | * Experiments with words drawn from a variety of sources
* Spells and uses a small bank of known words correctly
* Knows simple letter patterns and the sounds they represent, sh, ch, ee
* Writes simple sentences using correct punctuation
* Is beginning to use ‘book language’ where appropriate, ie Once upon a time
* Links ideas using conjunctions
* Experiments with the use of dialogue
* Often writes in first person
 | * Talks about the purpose of writing and the ideas that need to be included
* Explains why characters or events are represented in a particular way when composing literary texts
* Explains why people or ideas are represented a particular way when composing informational texts
* Initiates writing as a social process
* Attempts to orient or create a context for a reader, but may assume a shared context
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| Transitional | Main Ideas* Clear and easy to understand
* Idea is generally on topic
* Key ideas stand out

Supporting Details* Brainstorms to elicit ideas and information before writing
* Attempts to reorder text/details to clarify meaning, ie moves words, phrases, sentences
* Shows a plan to create a published text, with appropriate details, that reflects the intended purpose and needs of the audience
* Details are relevant; on topic

Process/Strategy for Writing* Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity
* Revises draft to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences
* Edits and proofreads one's own writing conventions using learned tools
* Clear use of strategies to prepare such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and/or taking notes

Outside Resources (if used)* Selects relevant information from a variety of sources before writing
 | Pre-Writing* Uses planning aids to help organize ideas/Can organize information in multiple ways
* Pre-writes in the form of graphic organizers, outlines, etc

Beginning, Middle, and End* Are all there in paragraph form
* Has more than one paragraph with several well-formed sentences
* Topic sentences and supporting

details are evidentParagraphs* Are evident
* Paragraphs have transitions

Fluency* Writing is easy to read out loud and makes sense/Natural cadence, rhythm and flow
* Shows some variation to sentence beginnings
* Sentences vary in length and complexity
* Dialogue, if used, makes sense
 | Voice* Writing shows purpose and intention/considers the audience
* Writes with creativity and descriptive language
* Shows evidence of personal voice, is individual and expressive
* Point of view (if relevant) is evident and supported

Use of Text* Establishes place, time and situation (if literary)
* Finds, records and organizes information to compose specific text
* Includes essential information with some elaboration/description
 | Word Choice* Writes in first and third person
* Experiments with multi-syllable words with some success
* Generally is successful with simple tense
* Varies vocabulary to add interest

Conventions* Generally uses correct grammar, punctuation, and capitalization
* Writes dialogue with some success
* Spells and uses an increasing number of uncommon words correctly
* Experiments with less common punctuation with some success
 | * Can explain the purpose for the writing and the intended audience
* Discusses alternative ways to compose a literary text and to represent characters and events
* Chooses topics likely to appeal to a specific audience
* Selects an appropriate form of writing for an intended purpose
 |  |  |  |  |  |  |  |  |
| Conventional | Main Ideas* Demonstrates the ability to develop a topic with appropriate main ideas
* Has sufficient ideas to fulfill selected writing tasks
* Generates, explores and fully develops topics and ideas

Supporting Details* Brainstorms to elicit ideas and information before writing
* Appropriately reorders text/details to clarify meaning, ie moves words, phrases, sentences
* Creates a published text, with appropriate details, that reflects the intended purpose and needs of the audience
* Details are relevant
* Details fully support the idea

Process/Strategy for Writing* Draws upon semantic, graphophonic and syntactic knowledge when writing i.e. world and cultural knowledge and linguistic features
* Selects appropriate strategies to use throughout the writing process
* Plans for writing in a range of ways including discussion with others, notes and lists, or drawing diagrams
* Works to clarify meaning before continuing with writing
* Successfully uses a scoring guide to review, evaluate, and revise writing for meaning and clarity
* Transforms, expands, reduces and rearranges sentences to achieve an intended meaning.

Outside Resources (if used)* Applies knowledge of copyright regulations when composing texts
* Selects relevant information from a variety of sources before writing
 | Pre-Writing* Uses planning aids to help organize ideas/Can organize information in multiple ways
* Pre-writes in the form of graphic organizers, outlines, etc
* Has found a strategy that works well and utilizes it efficiently and effectively

Beginning, Middle, and End* Organizes paragraphs logically
* Demonstrates knowledge of differences in organization, structure and language features of a range of texts when writing
* Demonstrates an understanding that writing needs to flow from beginning to end with sufficient detail

Paragraphs* Writes a variety of simple, compound and complex sentences using correct punctuation
* Develops a paragraph by writing a topic sentence and including supporting information
* Paragraphs have strong transitions

Fluency* Writing is easy to read out loud and makes sense/Natural cadence, rhythm and flow
* Shows considerable variation to sentence beginnings
* Sentences vary in length and complexity
* Dialogue, if used, makes sense and is used correctly
 | Voice* Is establishing a personal style of writing
* Writes to express creativity
* Shows evidence of a strong personal voice
* Expresses a well-reasoned point of view in writing

Use of Text* Crafts a wide range of texts, demonstrating control over all elements
* Composes texts by retrieving, recording and organizing information appropriate to purpose and audience
* Uses the metalanguage associated with writing (structure, function, device)
 | Word Choice* Writes effectively in first and third person
* Maintains appropriate tense throughout texts
* Experiments with multi-syllable words with some success
* Selects vocabulary to create precise meaning

Conventions* Uses dialogue effectively in texts
* Spells and uses a large bank of known words correctly
* Knows and uses less common letter patterns correctly (aisle, reign)
* Accurately uses less common punctuation marks
* Is aware of a writer’s obligation to readers in the area of spelling
 | * Adjusts language and ideas to include in own texts to suit purpose and audience
* Experiments with designing a text for one audience and then altering it for another
* Explains why a particular text form may be more appropriate to achieve a purpose for an intended audience
* Uses devices when attempting to influence the reader (flattery, humor, etc)
* Selects ways to represent characters and events to create specific effects in literary texts
* Selects ways to represent people and ideas to create specific effects in informational texts
* Attempts to involve the reader by the use of devices that require commitment from the reader (use of imagery, metaphors, etc.)
 |  |  |  |  |  |  |  |  |
| Proficient | Main Ideas* Develops topics fully
* Writes texts containing complex and abstract themes or issues

Supporting Details* Efficiently brainstorms to elicit ideas and information before writing
* Writes to define, clarify, and develop ideas and express creativity
* Details are relevant and appropriately succinct

Process/Strategy for Writing* When writing consciously adds to semantic, graphophonic and syntactic knowledge as required
* Selects appropriate strategies to use throughout the writing process
* Refines writing to enhance impact
* Plans for writing in efficient and effective ways
* Takes notes, selects and synthesizes relevant information and plans text sequence
* Edits and proofreads for precision
* Reviews writing holistically to ensure effectiveness
* Selects computer software for efficient and effective publication of different texts

Outside Resources (if used)* Applies knowledge of copyright and plagiarism regulations when creating texts
 | Pre-Writing* Uses planning aids to help organize ideas efficiently and effectively
* Pre-writes in the form of graphic organizers, outlines, etc based on writing needs/ requirements

Beginning, Middle, and End* Organizes paragraphs logically to form a cohesive text
* Demonstrates and accurately applies knowledge of differences in organization, structure and language features of a range of texts when writing
* Demonstrates an understanding that writing needs to flow from beginning to end with sufficient, accurate and succinct detail

Paragraphs* Writes a variety of simple, compound and complex sentences to create a well-developed paragraph using correct punctuation
* Develops a paragraph by writing a clear topic sentence and including sufficient and supporting information
* Paragraphs have strong and varied transitions

Fluency* Refines writing to enhance impact
* Writing is easy to read out loud and makes sense/Natural cadence, rhythm and flow
* Shows considerable variation to sentence beginnings
* Sentences vary in length and complexity
* Dialogue, if used, makes sense and is used correctly
 | Voice* Writes with conviction, using a strong personal voice
* Writes to define, clarify, and develop ideas and express creativity
* Judges the effectiveness of using active or passive voice

Use of Text* Controls the crafting of a large repertoire of texts
* Critiques own texts by evaluating the information retrieved, recorded and organized
* Constructs sustained and unified literary texts
* Writes extended informational texts using a variety of sources of information
* Uses the metalanguage associated with writing (structure, function, device)
 | Word Choice* Selects vocabulary for its shades of meaning and effect
* Chooses appropriate words to create atmosphere and mood
* Sustains appropriate language throughout
* Can discuss choice of words, clauses or phrases, and their impact on style

Conventions* Has accumulated an extensive bank of known words that are spelled and used correctly
* Uses grammatically complex sentences appropriately and correctly
* Uses punctuation to enhance meaning
* Discusses and accurately uses conjunctions ie although, neither
 | * Makes critical choices about the composition of a text to suit different purposes and to influence audiences
* Consciously provokes positive or negative responses through the representation of characters and events in literary texts
* Consciously provokes positive or negative responses through the representation of people and ideas in informational texts
* Selects devices designed to enhance impact on or to influence a particular audience
* Can write about one topic from different points of view
* Demonstrates the ability to view writing from a reader’s perspective
 |  |  |  |  |  |  |  |  |