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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 |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |
| 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 evident  Paragraphs   * 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 |  |  |  |  |  |  |  |  |