

Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Message CC 6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.</p>	<p>Creates and presents ideas using representations to communicate, to inform or persuade and to entertain in an engaging and insightful manner.</p> <p>Utilizes different representations in an engaging, sophisticated and insightful manner that purposefully:</p> <ul style="list-style-type: none"> • Explores ideas and expresses understanding • Uses appropriate technology to communicate or enhance • Conveys understanding of topics • Conveys key images or ideas • Incorporates aids in presentation • Displays visual aids in an easy to understand fashion • Presents ideas clearly at an appropriate rate • Considers ways to enhance clarity and impact of representations • Experiments with representing in a variety of forms 	<p>Creates and presents ideas using representations that are effective and coherent.</p> <p>Utilizes different representations in an well developed, skillful manner that consistently:</p> <ul style="list-style-type: none"> • Explores ideas and expresses understanding • Uses appropriate technology to communicate or enhance • Conveys understanding of topics • Conveys key images or ideas • Incorporates aids in presentation • Displays visual aids in an easy to understand fashion • Presents ideas clearly at an appropriate rate • Considers ways to enhance clarity and impact of representations • Experiments with representing in a variety of forms 	<p>Creates and presents ideas using representations that are adequate and generally coherent.</p> <p>Utilizes different representations in a basic, functional manner that inconsistently:</p> <ul style="list-style-type: none"> • Explores ideas and expresses understanding • Uses appropriate technology to communicate or enhance • Conveys understanding of topics • Conveys key images or ideas • Incorporates aids in presentation • Displays visual aids in an easy to understand fashion • Presents ideas clearly at an appropriate rate • Considers ways to enhance clarity and impact of representations • Experiments with representing in a variety of forms 	<p>Creates and presents ideas using representations that are ineffective and confusing.</p> <p>Utilizes different representations in an limited, awkward manner that rarely:</p> <ul style="list-style-type: none"> • Explores ideas and expresses understanding • Uses appropriate technology to communicate or enhance • Conveys understanding of topics • Conveys key images or ideas • Incorporates aids in presentation • Displays visual aids in an easy to understand fashion • Presents ideas clearly at an appropriate rate • Considers ways to enhance clarity and impact of representations • Experiments with representing in a variety of forms
<p>Use of Strategies CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g. identifying purpose and audience), during (e.g. acknowledging sources) and after (e.g. revising to enhance clarity) speaking, writing, and other representing activities.</p>	<p>Thoughtfully and independently selects and use the appropriate strategies to communicate meaning with clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Insightful use of prior knowledge & experience • Skillfully, considers purpose & audience • Thoughtfully, considers and generates a variety of ideas and information that might be included in topic • Thoughtfully organizes ideas in an appropriate manner • Discussion with others adds breadth and depth to ideas before and throughout the representing process • Plan demonstrates creativity <p>DURING</p> <ul style="list-style-type: none"> • Draft includes thoughtful attention to enriching detail • Transitions support and strengthen the flow of ideas • Thoughtful sequence and development of ideas • Purposefully use conferring to improve representation <p>AFTER</p> <ul style="list-style-type: none"> • Purposefully self-monitors, identifying strengths and needed changes • Independently edits to enhance representation • Revisions demonstrate meaningful changes in response to feedback include corrections to mechanics when necessary 	<p>Selects and uses the appropriate strategies to communicate meaning with clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Clear use of prior knowledge & experience are evident • Considers purpose & audience • Considers and generates specific ideas and information that might be included in topic • Independently organizes ideas in an appropriate manner • Explores and expands topic through discussion with others before and throughout the representing process • Plan is straightforward <p>DURING</p> <ul style="list-style-type: none"> • Draft includes enriching detail • Transitions support the flow of ideas • Straightforward sequence and development of ideas • Confer with others to improve representation <p>AFTER</p> <ul style="list-style-type: none"> • Self-monitors, identifying strengths and needed changes • Independently edits • Revisions appropriately respond to feedback including corrections to mechanics 	<p>Inconsistently selects and uses the appropriate strategies to communicate meaning with some clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Straightforward use of prior knowledge & experience evident • Sometimes considers purpose & audience • Sometimes considers and generates specific ideas and information that might be included in topic • Sometimes organizes ideas in an appropriate manner • Discusses ideas with others in a structured format before and throughout the representing process • Plan is rudimentary; lacking refinement <p>DURING</p> <ul style="list-style-type: none"> • Draft includes some attention to detail • Transitions usually support the flow of ideas • Rudimentary sequence or development of ideas • Uses teacher support to confer with others to improve representation <p>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes using a pre-determined framework • Edits using a checklist. • Revisions shows some evidence of responding to feedback and includes some corrections to mechanics 	<p>Rarely selects and uses the appropriate strategies to communicate meaning with little clarity, correctness and variety.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Unfocused use of prior knowledge & experience • Difficulty considering purpose & audience • Difficulty considering and generating specific ideas and information that might be included in topic • Difficulty organizing ideas unless supported by teacher • May not discuss ideas with others • There is little evidence of planning <p>DURING</p> <ul style="list-style-type: none"> • Draft includes little supporting detail • Transitions interrupt the flow of ideas or are not evident • Limited sequence or development of ideas • Conferring with others does not improve representation <p>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes with adult support • May edit using a checklist with adult support • Revisions shows little evidence of responding to feedback and few noticeable changes have been made to mechanics

<p>Cues & Conventions CC6.3 Use cues to construct and communicate meaning with clarity, correctness, and variety</p> <ul style="list-style-type: none"> pragmatic textual syntactical semantic/lexical/morphological graphophonic other cues 	<p>Thoughtfully and independently uses language cues and conventions to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is thoughtfully used for audience and purpose Tone and voice are imaginative and engaging Language skillfully demonstrates a high level of respect for others Consistently and in a sophisticated manner uses standard Canadian English that follows accepted rules of usage Skillfully recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing) <p>TEXTUAL</p> <ul style="list-style-type: none"> Thoughtfully and independently uses a range of text forms Thoughtfully and independently uses a logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Thoughtfully and independently uses clear sentence structure containing verb and its subject Thoughtfully and independently uses conjunctions and adjoining words Thoughtfully and independently uses complete sentences with appropriate subordination and modification Thoughtfully and independently varies sentence beginnings Thoughtfully and independently ensures agreement of subject – verb – pronouns <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL/OTHER</p> <ul style="list-style-type: none"> Thoughtfully and independently uses words that are appropriate for audience, purpose and context Thoughtfully and independently avoids overused and misused words (e.g. really good) Independently uses reference tools to determine meaning of words Thoughtfully and independently uses words figuratively (personification, similes and metaphors) for imagery Skillfully uses appropriate font size and style when using technology 	<p>Deliberately uses language cues and conventions to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is appropriately used for audience and purpose Tone and voice are appropriate for audience and text Language demonstrates a high level of respect for others Uses standard Canadian English that follows accepted rules of usage Recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing) <p>TEXTUAL</p> <ul style="list-style-type: none"> Uses a range of text forms Uses a logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Uses clear sentence structure containing verb and its subject Uses conjunctions and adjoining words Uses complete sentences with appropriate subordination and modification Varies sentence beginnings Ensures agreement of subject – verb – pronouns <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL/OTHER</p> <ul style="list-style-type: none"> Uses words that are appropriate for audience, purpose and context Avoids overused and misused words (e.g. really good) Uses reference tools to determine meaning of words Uses words figuratively (personification, similes and metaphors) for imagery Uses appropriate font size and style when using technology 	<p>Inconsistently uses language cues and conventions to construct and communicate meaning</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is inconsistently appropriate for audience and purpose Tone and voice are sometimes evident for audience and text Language inconsistently demonstrates a high level of respect for others Inconsistently uses standard Canadian English that follows accepted rules of usage Inconsistently recognizes and explains the function and purpose of the text (e.g. informing, persuading, narrating and describing) <p>TEXTUAL</p> <ul style="list-style-type: none"> Basic use of text forms Basic use of a logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Uses basic sentence structure containing verb and its subject Inconsistently uses conjunctions and adjoining words Inconsistently uses complete sentences with appropriate subordination and modification Inconsistently varies sentence beginnings Inconsistently ensures agreement of subject – verb – pronouns <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL/OTHER</p> <ul style="list-style-type: none"> Inconsistently use words that are appropriate for audience, purpose and context Uses some overused and misused words (e.g. really good) Basic use of reference tools to determine meaning of words Inconsistently uses words figuratively (personification, similes and metaphors) for imagery Inconsistent use of appropriate font size and style when using technology 	<p>Rarely uses language cues and conventions to construct and communicate meaning.</p> <p>PRAGMATIC</p> <ul style="list-style-type: none"> Language is inappropriate for audience and purpose Tone and voice are not evident Language rarely demonstrates respect for others Inappropriately uses standard Canadian English that follows accepted rules of usage Limited use of sentences with standard English usage Rarely recognizes the function and purpose of the text (e.g. Informing, persuading, narrating and describing) <p>TEXTUAL</p> <ul style="list-style-type: none"> Limited use of text forms Limited use of logical sequence for ideas <p>SYNTACTICAL</p> <ul style="list-style-type: none"> Limited use of clear sentence structure containing verb and its subject Limited use of conjunctions and adjoining words Limited use of complete sentences with appropriate subordination and modification Limited variety of sentence beginnings Rarely ensures agreement of subject – verb – pronouns <p>SEMANTICAL/LEXICAL/MORPHOLOGICAL/GRAPHOPHONICAL/OTHER</p> <ul style="list-style-type: none"> Rarely use words that are appropriate for audience, purpose and context Often uses overused and misused words (e.g. really good) Limited use of reference tools to determine meaning of words Rarely uses words figuratively (personification, similes and metaphors) for imagery Rarely uses appropriate font size and style when using technology
---	--	---	---	---