Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
Context **CC6.1 Create various visual, multimedia, oral, written texts that explore identity, social responsibility, and efficacy**	Creates with **originality and sophistication** a variety of written texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences Compositions include: • **Thoughtful** message content or idea (meaning) • **Sophisticated** organization and coherence (form) • **Complex** use of language conventions (style and language choices)	Creates **with clarity** a variety of written texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences. Compositions include: • **Well-developed** message content or ideas(meaning) • **Competent** organization and coherence (form) • **Competent** use of language conventions (style and language choices)	Creates **basic** written texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences Compositions include: • **Basic** message content or ideas(meaning) • **Basic** organization and coherence (form) • **Inconsistent** use of language conventions (style and language choices)	Creates **limited** written texts that explore identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences Compositions include: • **Limited** message content or ideas (meaning) • **Limited** organization and coherence (form) • **Limited** use of language conventions (style and language choices)
Message **CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.** (a) Demonstrate the ability to write multi-paragraph (minimum of 3-5 paragraphs) narrative, expository, persuasive, and descriptive texts of at least 400 to 600 words.	Writes an **engaging, insightful** multi-paragraph (minimum of 3-5 paragraphs) text of at least 400 to 600 words that demonstrates deep understanding	Writes an **effective, coherent** multi-paragraph (minimum of 3-5 paragraphs) text of at least 400 to 600 words	Writes an **adequate, generally coherent** multi-paragraph (3 paragraphs) text of less than 400 words	Writes an **ineffective, confusing** multi-paragraph text of less than 300 words
(c) Narrate a personal incident in a multi paragraph essay and in a friendly letter	Writes an **engaging** and **insightful** narrative text that **purposefully**: • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows individuality and originality independently in literacy texts • uses a range of narrative devices (e.g., dialogue, suspense, tension).	Writes a **well-developed** narrative texts that **consistently**: • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows some individuality or originality in literary texts • uses a range of narrative devices (e.g., dialogue, suspense, tension).	Writes a **basic** narrative text that **inconsistently**: • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows some individuality or originality in literary texts • uses a range of narrative devices (e.g., dialogue, suspense, tension).	Writes a **limited** narrative text that **rarely**: • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows some individuality or originality in literary texts • uses a range of narrative devices (e.g., dialogue, suspense, tension).
(d) Explain and inform in multi-step directions and a short report explaining a problem and providing a solution	Writes a **sophisticated, complex** and **rich** expository, informational, or procedural text that **purposefully**: • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions.	Writes **well-developed** expository, informational, and procedural texts that **consistently**: • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions.	Writes **basic** expository, informational, or procedural texts that **inconsistently**: • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions.	Writes **limited** expository, informational, or procedural texts that **rarely**: • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions.
(e) Write to describe a place	Writes an **original, reminiscent** descriptive text about a place that **purposefully**: • presents a clear picture of the place	Writes a **well-developed** descriptive text about a place that **consistently**: • presents a clear and colourful picture of the place • includes sensory details and vivid words	Writes a **basic** descriptive text about a place that **inconsistently**: • presents a clear and colourful picture of the place • includes sensory details and vivid words	Writes a descriptive text about a place that **rarely**: • presents a clear and colourful picture of the place • includes sensory details and vivid words • uses a logical order

(f) Write to persuade to support a viewpoint or stand	• include sensory details (five senses) in a logical order (e.g., left to right, far to near) • sets a mood using precise adjectives • creates a logical ending Writes a **convincing** persuasive text that **purposefully**: • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity	• uses a logical order • sets a mood using precise adjectives • creates a logical ending Writes a **well-developed** persuasive text that **consistently**: • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity	• uses a logical order • sets a mood using precise adjectives • creates a logical ending Writes a **basic** persuasive text that **inconsistently**: • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity	• sets a mood using precise adjectives • creates a logical ending Writes a **limited** persuasive texts that **rarely**: • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity
Use of Strategies **CC6.2 Select and use the appropriate strategies to communicate meaning with clarity, correctness and variety** • before (e.g. identifying purpose and audience) • during (e.g. acknowledging sources) • after (e.g. revising to enhance clarity) speaking, writing, and other representing activities	**Thoughtfully** and **independently** selects and use the appropriate strategies to communicate meaning with clarity, correctness and variety. **BEFORE** • **Insightful** use of prior knowledge & experience • Considers purpose & audience • Gathers information from a **variety of** sources, **consistently** focusing on topic • **Thoughtfully** organizes ideas in an appropriate manner by independently selecting from a variety of organizers • Discussion with others adds breadth and depth to ideas before and throughout the writing process • Plan demonstrates **creativity** **DURING** • 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 writing **AFTER** • **Purposefully s**elf-monitors, identifying strengths and needed changes • **Independently** edits to enhance text • Revisions demonstrate **meaningful** changes in response to feedback include corrections to mechanics when necessary	**Selects** and **uses** the appropriate strategies to communicate meaning with clarity, correctness and variety. **BEFORE** • **Clear** use of prior knowledge & experience are evident • Considers purpose & audience • Gathers information from **several similar** sources, **consistently** focusing on topic • **Independently** organizes ideas using a web or graphic organizer • Explores and expands topic through discussion with others before and throughout the writing process • Plan is **straightforward** **DURING** • Draft includes enriching detail • Transitions support the flow of ideas • **Straightforward** sequence and development of ideas • Confer with others to improve writing **AFTER** • Self-monitors, identifying strengths and needed changes • Independently edits • Revisions **appropriately** respond to feedback including **most** corrections to mechanics	**Inconsistently** selects and uses the appropriate strategies to communicate meaning with **some** clarity, correctness and variety. **BEFORE** • **Straightforward** use of prior knowledge & experience evident • **Sometimes** considers purpose & audience • Gathers information from a **couple** of sources; **generally** focusing on topic • Organizes ideas using a web or graphic organizer with teacher support • Discusses ideas with others in a structured format before and throughout the writing process • Plan is **rudimentary; lacking refinement** **DURING** • 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 writing **AFTER** • 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	**Rarely** selects and uses the appropriate strategies to communicate meaning with **little** clarity, correctness and variety. **BEFORE** • **Unfocused** use of prior knowledge & experience • Difficulty considering purpose & audience • Gathers information but **may not consistently** focus on topic • Organizes ideas using a web or graphic organizer when supplied by the teacher and supported in use • May not discuss ideas with others • There is **little evidence of planning** **DURING** • 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 writing **AFTER** • 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
Cues & Conventions **CC6.3 Use cues to construct and communicate meaning with clarity, correctness, and variety** • pragmatic • textual • syntactical • semantic/lexical/morphological • graphophonic • other cues	**Thoughtfully** and **independently** uses cues to construct and communicate meaning. PRAGMATIC • Language is t**houghtfully** 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	**Consistently** uses cues to construct and communicate meaning. PRAGMATIC • 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	Use cues to construct and communicate meaning **inconsistently**. PRAGMATIC • 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	Uses cues to construct and communicate meaning **rarely**. PRAGMATIC • 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

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)	• 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)	• **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)	• **Limited** use of sentences with standard English usage • Rarely recognizes the function and purpose of the text (e.g. Informing, persuading, narrating and describing)
TEXTUAL • **Thoughtfully** and **independently** uses a range of text forms including paragraphs and multi-paragraphs compositions • **Thoughtfully** and **independently** uses a logical sequence for ideas	**TEXTUAL** • Uses a range of text forms including paragraphs and multi-paragraphs compositions • Uses a **logical** sequence for ideas	**TEXTUAL** • **Basic** use of text forms including paragraphs and multi-paragraphs compositions • **Basic** use of a logical sequence for ideas	**TEXTUAL** • **Limited use** of text forms including paragraphs and multi-paragraph compositions • **Limited** use of logical sequence for ideas
SYNTACTICAL • **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 i**ndependently** varies sentence beginnings • **Thoughtfully** and **independently** ensures agreement of subject – verb – pronouns • **Thoughtfully** and **independently** uses capitalization and punctuation including periods, commas, quotation marks, colons, dashes and hyphens	**SYNTACTICAL** • 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 • Uses capitalization and punctuation including periods, commas, quotation marks, colons, dashes and hyphens	**SYNTACTICAL** • 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 • **Inconsistently** uses capitalization and punctuation including periods, commas, quotation marks, colons, dashes and hyphens	**SYNTACTICAL** • **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 • **Limited** use of capitalization and punctuation including periods, commas, quotation marks, colons, dashes and hyphens
SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONICAL • **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 • **Thoughtfully** and **independently** uses correct Canadian spelling while utilizing a variety of strategies and resources	**SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONICAL** • 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 correct Canadian spelling while utilizing a variety of strategies and resources	**SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONICAL** • **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 • **Inconsistently** uses correct Canadian spelling while utilizing a variety of strategies and resources	**SEMANTICAL/LEXICAL/MORPHOLOGICAL/ GRAPHOPHONICAL** • **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 correct Canadian spelling while utilizing a variety of strategies and resources