

Outcome (Indicators)	4-Mastery	3-Proficient	2-Approaching	1-Beginning
<p>Context CC2.1 Creates written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>CC2.1(b) Compositions include:</p> <ul style="list-style-type: none"> • a specific message • several related ideas which are logically organized and developed • ideas and information which are clear and complete • appropriate use of language and conventions including conventional print. <p>CC2.1(e) Writes stories about self, family, community, and family/community traditions to express ideas and understanding.</p>	<p>Creates insightful and original written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • a richly detailed message • several related ideas which are deliberately organized and developed • ideas and information which are richly developed • deliberate use of language and conventions including conventional print. <p>Writes original stories about self, family, community, and family/community traditions to clearly and comprehensively express ideas and depth of understanding</p>	<p>Creates written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • a specific message • several related ideas which are logically organized and developed • ideas and information which are clear and complete • appropriate use of language and conventions including conventional print. <p>Writes stories about self, family, community, and family/community traditions to express ideas and understanding.</p>	<p>Creates basic written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • a predictable general message • few related ideas which are simply organized and developed • some of the ideas and information are clear and complete • basic use of language and conventions including conventional print. <p>Writes stories about self, family, community, and family/community traditions to express basic ideas and some understanding.</p>	<p>Creates limited and/or unfocused written texts that explore: identity, community, social responsibility and make connections to own life.</p> <p>Compositions include:</p> <ul style="list-style-type: none"> • a vague message • minimal ideas which are unorganized • the ideas and information are unclear and/or unrelated • uncertain use of language and conventions including conventional print. <p>With teacher modeling and direction writes stories about self, family, community, and family/community traditions to express minimal ideas and limited understanding.</p>
<p>Message</p> <p>CC2.4: Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p> <p>(d) Writes groups of clear sentences that develop a central idea in a basic paragraph of six sentences.</p> <p>(e) Writes stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>(f) Writes short pieces in the form of reports that describe and explain familiar objects, events, and experiences.</p> <p>(g) Writes brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events.</p> <p>h. Writes a friendly letter complete with date, salutation, body, closing, and signature.</p> <p>i. Writes a response with supporting details from a text viewed, listened to, or read.</p>	<p>Compositions are original with elaborate detail.</p> <p>Writes groups of clear sentences that develop a central idea in a richly detailed paragraph of six sentences.</p> <p>Writes richly detailed stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>Writes short pieces in the form of reports that comprehensively describe and explain familiar objects, events, and experiences.</p> <p>Writes brief narratives based on own experiences and imaginations that move through a purposeful sequence of events and enhance the setting, characters, character traits, goals, and events.</p> <p>Writes a skillful friendly letter complete with date, salutation, body, closing, and signature. .</p> <p>Writes a skillful response with many supporting details from a text viewed, listened to, or read.</p>	<p>Compositions are clear with appropriate and relevant details.</p> <p>Writes groups of clear sentences that develop a central idea in a basic paragraph of six sentences.</p> <p>Writes stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>Writes short pieces in the form of reports that describe and explain familiar objects, events, and experiences.</p> <p>Writes brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events.</p> <p>Writes a friendly letter complete with date, salutation, body, closing, and signature.</p> <p>Writes a response with supporting details from a text viewed, listened to, or read.</p>	<p>Compositions are simple with basic details.</p> <p>Writes groups of sentences that develop a simple paragraph.</p> <p>Writes simplistic stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>Writes short pieces in the form of reports that partially describe and explain familiar objects, events, and experiences.</p> <p>Writes brief narratives based on own experiences and imaginations that move through a partial sequence of events and basic setting, characters, character traits, goals, and events.</p> <p>Writes a simple friendly letter complete with date, salutation, body, closing, and signature.</p> <p>Writes a simple response with few supporting details from a text viewed, listened to, or read.</p>	<p>Compositions are undeveloped, unclear with few details.</p> <p>Writes minimal sentences.</p> <p>Writes undeveloped stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).</p> <p>Writes short pieces in the form of reports that vaguely describe and explain familiar objects, events, and experiences.</p> <p>Writes brief narratives based on own experiences and imaginations that have little or no sequence of events and incomplete setting, characters, character traits, goals, and events.</p> <p>Writes an incomplete friendly letter with missing elements.</p> <p>Writes a limited response lacking supporting details from a text viewed, listened to, or read.</p>

<p>Use of Strategies CC2.4 (b). Selects and uses task-relevant before, during, and after strategies when writing to communicate meaning.</p>	<p>Purposefully selects and uses task-relevant before, during and after strategies when writing to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Uses background knowledge • Plans/prewrites • Considers purpose <p>DURING</p> <ul style="list-style-type: none"> • Organizes information and ideas • Writes key ideas and facts in own words • Drafting includes some detail • Revises with teacher support <p>AFTER</p> <ul style="list-style-type: none"> • Asks reflective questions • Edits to create a polished product with teacher support 	<p>Consistently selects and uses task-relevant before, during and after strategies when writing to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Uses background knowledge • Plans/prewrites • Considers purpose <p>DURING</p> <ul style="list-style-type: none"> • Organizes information and ideas • Writes key ideas and facts in own words • Drafting includes some detail • Revising with teacher support <p>AFTER</p> <ul style="list-style-type: none"> • Asks reflective questions • Edits to create a polished product with teacher support 	<p>Inconsistently selects and uses task-relevant before, during and after strategies when writing to communicate meaning.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Uses background knowledge • Plans/prewrites • Considers purpose <p>DURING</p> <ul style="list-style-type: none"> • Organizes information and ideas • Writes key ideas and facts in own words • Drafting includes some detail • Revising with teacher support <p>AFTER</p> <ul style="list-style-type: none"> • Asks reflective questions • Edits to create a polished product with teacher support 	<p>Rarely uses task-relevant before, during and after strategies when writing to communicate.</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Uses background knowledge • Plans/prewrites • Considers purpose <p>DURING</p> <ul style="list-style-type: none"> • Organizes information and ideas • Writes key ideas and facts in own words • Drafting includes some detail • Revising with teacher support <p>AFTER</p> <ul style="list-style-type: none"> • Asks reflective questions • Edits to create a polished product with teacher support
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Cues and Conventions				
<p>CC2.4 (c) Understands and applies the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/ morphological, graphophonic, and other) to construct and communicate meaning when writing.</p>	<ul style="list-style-type: none"> • purposefully chooses language for a particular audience and purpose • beginning to develop tone and voice • consistently writes sentences using periods, question marks, commas and capitals correctly • uses an interesting variety of sentence openings and types • intentionally uses connecting words • consistently stays on topic • masterfully uses appropriate and descriptive words to add interest and detail (e.g., strong verbs, descriptive adjectives and adverbs) • uses correct spelling • meticulously prints letters of consistent size, shape, and spacing. 	<ul style="list-style-type: none"> • chooses appropriate language for a particular audience and purpose • attempting to develop tone and voice • writes sentences using periods, question marks, commas and capitals correctly • uses a variety of sentence openings and types • uses simple connecting words • stays on topic • uses appropriate and descriptive words to add interest and detail (e.g., strong verbs, descriptive adjectives and adverbs) • uses predominantly conventional spelling • legibly prints letters of consistent size, shape, and spacing 	<ul style="list-style-type: none"> • attempts to choose language for a particular audience and purpose • with support, attempting to develop tone and voice • sometimes writes sentences using periods, question marks, commas and capitals correctly • occasionally uses a variety of sentence openings and types • occasionally uses connecting words • attempts to stay on topic • experiments with the use of appropriate and descriptive words to add interest and detail (e.g., strong verbs, descriptive adjectives and adverbs) • uses some conventional spelling • forms letters of inconsistent size, shape, and spacing 	<ul style="list-style-type: none"> • language and purpose is unclear or inappropriate • tone and voice not evident • rarely writes sentences using periods, question marks, commas and capitals • rarely uses provided sentence openings and types • rarely uses connecting words • rarely stays on topic • rarely uses appropriate and descriptive words to add interest and detail • uses phonetic spelling • illegibly prints letters