

Reading and Writing Achievement Standards

A Component of
Atlantic Canada English Language Arts Curriculum
(Entry – Grade 9)



**End of Grade 1
September 2008**

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Table of Contents

| | |
|---|-----------|
| Introduction | 1 |
| Background | 1 |
| Purpose | 1 |
| Overview: Reading Achievement Standards | 2 |
| Overview: Writing Achievement Standards..... | 2 |
| Guidelines for Copying from the Standards | 3 |
| Application of Standards | 3 |
| Conclusion..... | 4 |
| Reading Achievement Standards – End of Grade One | 5 |
| Reading Strategies and Behaviours – Appropriate and Strong Achievement..... | 7 |
| Comprehension Responses – Appropriate Achievement | 8 |
| Comprehension Responses – Sample Questions/Tasks..... | 9 |
| Text Complexity – Appropriate and Strong Achievement | 10 |
| <i>Barn Owls</i> – Non-fiction Text | 11 |
| <i>Barn Owls</i> – Student Comprehension Exemplars..... | 11 |
| <i>The Coyote and the Turkeys</i> – Fiction Text..... | 21 |
| <i>The Coyote and the Turkeys</i> – Student Comprehension Exemplars | 21 |
| Writing Achievement Standards – End of Grade One..... | 31 |
| Writing Strategies and Behaviours – Appropriate Achievement | 33 |
| Writing Traits – Appropriate Achievement | 34 |
| Writing Traits – Strong Achievement | 35 |
| Writing Traits – Conference Prompts..... | 35 |
| Text Forms | 36 |
| Student Writing Exemplars and Rationales | 37 |
| <i>Bears</i> – Exemplar for Appropriate Achievement..... | 38 |
| <i>Bears</i> – Rationale for Appropriate Achievement..... | 39 |
| <i>Dear Brooklynn</i> – Exemplar for Appropriate Achievement..... | 40 |
| <i>Dear Brooklynn</i> – Rationale for Appropriate Achievement..... | 41 |
| <i>My Best Friend</i> – Exemplar for Appropriate Achievement | 42 |
| <i>My Best Friend</i> – Rationale for Appropriate Achievement | 43 |
| <i>My new inprod tree house</i> – Exemplar for Appropriate Achievement | 44 |
| <i>My new inprod tree house</i> – Rationale for Appropriate Achievement | 45 |
| <i>Peanut Butter and Jam</i> – Exemplar for Appropriate Achievement..... | 46 |
| <i>Peanut Butter and Jam</i> – Rationale for Appropriate Achievement..... | 47 |
| <i>When I Was Three</i> – Exemplar for Appropriate Achievement | 48 |
| <i>When I Was Three</i> – Rationale for Appropriate Achievement | 49 |
| <i>The Best Singer</i> – Exemplar for Strong Achieveme..... | 50 |
| <i>The Best Singer</i> – Rationale for Strong Achievement..... | 51 |
| <i>Licence Plates</i> – Exemplar for Strong Achievement..... | 52 |

| | |
|--|----|
| <i>Licence Plates</i> – Rationale for Strong Achievement | 54 |
| <i>In the dark and missty night</i> – Exemplar for Strong Achievement | 55 |
| <i>In the dark and missty night</i> – Rationale for Strong Achievement | 57 |
| <i>No June Homework</i> – Exemplar for Strong Achievement | 58 |
| <i>No June Homework</i> – Rationale for Strong Achievement..... | 59 |
| <i>Weather</i> – Exemplar for Strong Achievement..... | 60 |
| <i>Weather</i> – Rationale for Strong Achievement..... | 61 |
| Bibliography | 62 |
| Appendix | 65 |
| Curriculum Outcomes Alignment..... | 66 |

Introduction

Background

The reading and writing achievement standards documents were developed by the Atlantic Provinces under the auspices of the Council of Atlantic Ministers of Education and Training (CAMET). The New Brunswick Department of Education had lead responsibility for the project, with input provided by the other provinces at defined points. The first draft of the achievement standards was developed in consultation with teachers and personnel from school districts/boards. Input from working groups of educators, the review of standards documents from various school districts/boards and provinces, provincial assessments, and the work of educators and researchers documented in professional resources (see Bibliography) were sources used to inform further drafts. Final draft versions of the documents were made available for field tests/reviews throughout the Atlantic Provinces. The resulting feedback informed the published versions of the achievement standards.

Timeline of Reading and Writing Achievement Standards Development

- CAMET initiative formulated for grade-level standards documents.
- New Brunswick assumes project lead.
- Draft development following consultation with educators.
- Field tests/reviews conducted of final drafts.
- Achievement standards documents published.

Purpose

The achievement standards are intended to establish common expectations in reading and writing among Atlantic Canadian educators for students at the end of designated grade levels (entry through grade nine). The standards address the question, “**How well should students be able to read and write independently by the end of each grade level?**”, and are based on both the reading and viewing outcomes and the writing and representing outcomes within the *1998 Atlantic Canada English Language Arts Curricula*, Entry through Grade Nine. (See Appendix for outcomes alignment.) The project directive focuses only on defining reading and writing achievement standards. However, not to be diminished is classroom instruction in the other language arts outcomes (i.e. those outcomes not addressed from the reading and viewing, the writing and representing, and the speaking and listening strands).

The standards provide reasonable end-of-grade expectations for reading and writing through descriptions of two levels of student achievement:

The standard for **appropriate achievement** describes what a student who meets intended grade-level expectations of the learning outcomes must know and be able to do.

The standard for **strong achievement** describes what a student who demonstrates a high level of performance in intended grade-level expectations of the learning outcomes must know and be

Overview: Reading Achievement Standards

The reading achievement standards include **three components** to be considered when **assessing students' independent interactions** with text. The three components are identified as:

Text Complexity – characteristics of fiction/nonfiction (information) texts

Reading Strategies and Behaviours – learning behaviours students should exhibit when reading texts independently

Comprehension Responses – literal, inferential/interpretive, and personal/critical/evaluative responses to texts

Exemplars (samples) of comprehension questions and student responses are provided as a guide for teachers to use when formulating questions and promoting discussions with any classroom student texts. The student exemplars were collected at the end of May/early June. They include responses to related questions which demonstrate the text complexity and level of comprehension described in the achievement standards.

Students read independently and were questioned orally with responses recorded on audio-tapes. Some written responses were also requested. The audio-tapes of student responses were transcribed, including any teacher prompting during the interview process. Teachers were provided with written directions about the interview process, but not with specific scripts to follow; therefore, individual interactions with students vary.

Overview: Writing Achievement Standards

The writing achievement standards make use of **common traits of quality writing** and describe what students should be able to demonstrate independently when completing a piece of writing. The **six traits** are identified as:

Content/Ideas – overall topic, degree of focus, and related details.

Organization – structure and form, dependent on purpose and audience

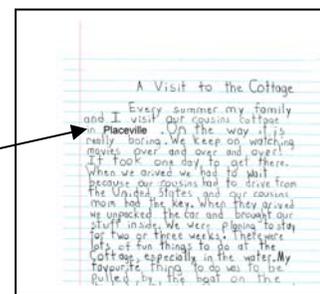
Word Choice – vocabulary, language, and phrasing

Voice – evidence of author's style, personality, and experience

Sentence Structure – variety and complexity of sentences

Conventions – spelling, punctuation, capitalization, and usage (grammar)

The writing achievement standards for each grade level are clarified through student exemplars. **The student exemplars, with supporting rationale, represent various forms of both narrative and expository writing.** Information that could potentially identify writers has been replaced with fictitious names. Parental permission was sought to use student writing as exemplars in the standards documents (entry to grade five).



The **writing exemplars were collected through in-class writing assignments, or district and provincial assessments.** Students chose their own topics and were encouraged to self-edit by making any changes they wished on their initial piece of writing. Teachers could remind students to use any tools they might normally reference when writing (e.g., word wall, graphic organizers, wall charts), but because the writing reflects independent work, **no teacher conferencing was involved.** In grade two, writing was generally completed over two time periods of approximately 40 minutes each; at the early grades (entry and one), the periods of time were often shorter.

Guidelines for Copying from the Standards

A diligent effort has been made to locate the creator of each of the published texts and student exemplars within the reading and writing achievement standards. In a few instances, the search to locate an author is ongoing. Educators should note that the **published fiction/nonfiction texts within the reading standards have been reprinted by permission of the publisher/owner;** a citation appears at the bottom of each page to provide source information. The materials have been secured with an agreement that they will be viewed only within the document and/or in a read-only electronic version; therefore the **reading passages may not be reproduced** in any form. The student exemplars however, in both the reading and writing sections, are only to be reproduced for classroom purposes.

Application of Standards

When using the achievement standards for either formative or summative purposes, it is important to consider all elements of the standards and to give students multiple opportunities to demonstrate their abilities. For example, when assessing a student's ability to read, the teacher must consider text complexity, reading strategies the student employs, and various types of responses to text. Similarly, when assessing a student's ability to write, it is important to consider all traits that contribute to quality writing.

Application of the Reading Standard

Student reading comprehension exemplars reflect responses to grade-appropriate reading texts (i.e., text complexity defined as **appropriate** for the end of a given grade level). Student responses determined to be at an appropriate level reflect the criteria described for appropriate achievement; and student responses identified as strong achievement reflect the criteria described for the strong level. Comprehension responses are defined as:

Literal – students recall explicitly stated facts and/or ideas. These responses are not identified as appropriate or strong; the level of achievement is dependent upon the number of questions answered correctly; that is, for appropriate achievement a student responds accurately to **most** literal questions; for strong achievement a student responds accurately to **virtually all** literal questions.

Inferential/Interpretive – students connect ideas within the text, demonstrating an ability to identify and understand messages that are implied, but not explicitly stated.

Personal/Critical/Evaluative – students make judgments about textual content.

It is expected that students who demonstrate a strong level of achievement will be capable of reading slightly more challenging texts than included within the grade-level documents. With more challenging texts, the student may not consistently demonstrate the criteria for responses defined under strong achievement.

Application of the Writing Standard

To obtain appropriate achievement in writing, student writing must consistently demonstrate the level of development described for each trait within the category of the standard. However, a student whose achievement in writing is identified at an appropriate level may be strong in one or more traits. Equally, to be identified at a strong level of achievement, the student must consistently demonstrate the level of development described within the standard for each trait in the strong category. **When assessing a student’s writing achievement for formative purposes, a teacher may focus on the student’s ability with respect to each trait. The information gained may inform instruction** to ensure a student achieves the overall level of development identified within the end of grade level achievement standards. The goal is to develop students’ proficiency in all the traits of writing as each is important and contributes to quality writing.

Planning for Individual Instruction with the Standards

The reading and writing achievement standards and accompanying exemplars may facilitate the design and implementation of individual learning plans for reading and writing outcomes. The descriptors in the standards are designed on a continuum; therefore, any grade level, indicative of a student’s instructional level, may be used to guide planning. This can be achieved by matching the behavior descriptions of appropriate and strong achievement at a grade level reflective of the student’s reading and writing ability. Once this level is determined, goals and specific outcomes may be written to reflect the reading and writing standards. The reading and writing standards provide a tool to focus literacy goals for the instructional level of any student.

Conclusion

The purpose of this CAMET initiative, standards for reading and writing - Entry through Grade 9, is to provide teachers with a tool for assessing student achievement that is consistent with other jurisdictions. The *Reading and Writing Achievement Standards* define **how well a student should be able to read and write** at the end of each grade and are intended as supplementary documents to the *Atlantic Canada English Language Arts Curriculum*.

**Reading Achievement Standards
End of Grade One**

**Reading Achievement Standards
Appropriate and Strong**

Reading Texts

Student Reading Comprehension Exemplars

Reading Achievement Standards



Reading Strategies and Behaviours Appropriate Achievement

Students

- monitor reading and self-correct when reading does not make sense, sound right and/or look right; reread to check for meaning (may require occasional prompting)
- use meaning, word structure (plurals, roots and *ing*, *ed*, *s* endings), language structure (e.g., predictable word order and language patterns), and phonics (e.g., initial/final/medial sounds; onsets and rimes; common spelling patterns) to solve simple words; may require occasional prompting
- recognize common high-frequency words and personally significant words
- read familiar texts fluently with expression, attending to punctuation; may hesitate with unfamiliar words
- use ideas in text and prior knowledge/experiences to make obvious predictions about “what will happen next”
- use basic punctuation (e.g., periods, question marks, exclamation marks) and a few simple text features (e.g., title headings, illustrations) to support comprehension

Reading Strategies and Behaviours Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours described as appropriate achievement in an increasingly independent manner, **and**

- monitor comprehension closely while drawing upon a range of self-correcting strategies when problems occur
- solve a variety of unfamiliar word
- have acquired a sight-word bank of personally significant and content-specific words

Comprehension Responses Appropriate Achievement

Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below.

| | |
|---|--|
| Reading the lines” | <p><u>Literal Response</u></p> <p>Students</p> <ul style="list-style-type: none"> • respond accurately to most literal questions by identifying specific facts; rely on information located in one place in the text, rather than skimming complete text • retell narrative text by recounting main events (usually three to four) in sequence, providing general details, and including many story elements (i.e., setting, main characters, problem/solution); verbal prompts or graphic organizers may be used to support/extend retelling • recount main topic(s) and some related details; verbal prompts or graphic organizers may be used to support/extend recount |
| Reading between the lines” | <p><u>Inferential/Interpretive Response</u></p> <p>Students</p> <ul style="list-style-type: none"> • make simple inferences about a character (his/her actions or feelings), using concrete examples from the text; may require verbal prompts • interpret basic relationships among ideas to draw conclusions or make concrete comparisons, with general reference to the text • use obvious context clues, and background knowledge to understand word meanings • use text features (e.g., title, headings, photographs, labels, font) to access obvious information |
| Reading “beyond the lines” | <p><u>Personal/Critical/Evaluative Response</u></p> <p>Students</p> <ul style="list-style-type: none"> • make personal connections, and relate prior knowledge to text; connections may be obvious • express preferences for and simple opinions (e.g., like/dislike) about texts, authors, and illustrators, providing general reasons for their responses • identify a few simple text forms (e.g., narrative, retell, basic reports) and describe the general purpose of the form |

| Comprehension Responses Appropriate Achievement | Comprehension Responses Strong Achievement |
|---|--|
| <p>Sample Questions/Tasks The following types of questions/tasks may be used to assess students' comprehension.</p> <p>Literal Response</p> <ul style="list-style-type: none"> • Find a part that tells about ____. • What happened at the beginning/middle/end of the story? • Who was in the story? Where did it take place? • What problem did ____ (name of character) have? How did he/she solve it? • What are the most important things to remember about ____ (this book/topic)? • What facts did you learn from this book? | <p>Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy. They also</p> <ul style="list-style-type: none"> • provide complete responses, including more textual details, with minimal prompting |
| <p>Inferential/Interpretive Response</p> <ul style="list-style-type: none"> • ____ (name of character) is very happy in this story but it doesn't say that. How can you tell he/she is happy? • After reading this book, why do you think someone might want to be a fireman? • How is being a fireman the same as being a policeman? How are they different? • Tell me what ____ (word from book) means. How did you know? • What does the title tell you about this story? • Look at this photograph. What does it tell you? • Why do you think this (point to word in book) is written in such big, black letters? Is the character speaking in a quiet voice or a loud voice? | <ul style="list-style-type: none"> • make greater use of textual details in their responses • make some inferences that go beyond the obvious |
| <p>Personal/Critical/Evaluative Response</p> <ul style="list-style-type: none"> • Has anything like this ever happened to you? Could this ever happen to you? Why or why not? • What would you say if you were the character in this book? • What did you already know about ____ (topic)? What did you learn that was new? • Did you like this book? Why or why not? • Show me your favourite picture. Why is it your favourite? • Is this a story or an information book? How can you tell? • Why might someone want to write an information book about ____ (topic)? | <ul style="list-style-type: none"> • demonstrate some reflection in the connections they make with texts (i.e., relating text to personal experiences and knowledge, as well as making comparisons with other texts) • often show defined preferences for an author or genre |

Text Complexity – Appropriate and Strong Achievement

Appropriate Achievement

Students select, at times with assistance, and read independently a variety of fiction and nonfiction. Texts include

- accessible content, based on familiar experiences of home, school, and community
- main ideas/themes that are concrete and easy to understand
- some longer, simple sentences with adjectives, adverbs, and phrases; some compound sentences
- language commonly used by students; many high-frequency words; occasional use of some unfamiliar words or content-specific vocabulary, explained and illustrated in text
- mostly 1-2 syllable words with a few easily decodable multi-syllable words; some plurals, contractions, and possessives
- illustrations/photographs enhance/match the text but offer minimal word-solving support
- approximately 4-8 lines of text per page, with sentences that carry over 2-3 lines; short sentences may begin mid-line; longer sentences usually start at left margin; large clear font with ample spacing between words and lines; some variation in text layouts

Fiction (Realistic, Simple Animal Fantasy, Folktales)

Texts are characterized by

- a predictable structure with a clear beginning, a series of events, and an ending
- a straightforward plot with sequential structure, often repetitive
- one-dimensional characters easily defined by actions; some opportunity to make simple inferences to understand thoughts and feelings
- dialogue clearly assigned to a speaker using a variety of verbs (e.g., cried, shouted)
- stories that may move from one time/place (usually no more than two settings)

Nonfiction (Informational)

Texts are characterized by

- one idea or series of related ideas presented through clear structures (e.g., description, compare/contrast, sequence, problem/solution)
- usually one idea/main topic per page
- illustrations and photographs that convey a great deal of information, are clearly separated from print, and are arranged linearly; minimal text is included; understanding of illustrations and photographs is independent of presented text
- some simple graphics, usually only one type per page
- text features such as headings, captions, and labels support main ideas

Strong Achievement

Students demonstrating strong achievement select and read independently texts as described above, as well as, some texts at a higher level of difficulty. The increase in text complexity is often created by

- the presence of some content beyond the personal experiences of most children
- the inclusion of a greater number of compound and longer simple sentences
- the use of more “story-language” as well as content-specific and multi-syllabic words
- minimal, if any, direct word-solving support from illustrations and photographs, yet their inclusion does enhance the style and mood
- the introduction of early chapter books and more detailed plots in narratives, sometimes requiring the making of more inferences to understand main character’s traits and actions
- more text and more complex layouts (e.g., insets) in nonfiction books as well as the inclusion of features such as table of contents and glossaries to support comprehension

Barn Owls – Nonfiction Text

Barn Owls – Student Comprehension Exemplars

Grade 1

S – Student

T – Teacher

Literal Response – Reading “the lines”

1. How would you know a baby owl is afraid?

One Level of Response – The reader locates specific details in the text.

Student Exemplar (oral transcription)

S – They say *hiss, hiss*.

2. Why do farmers like barn owls?

One Level of Response – The reader locates specific details in the text.

Response # 1

Student Exemplar (oral transcription)

S – Because they take the mice away.

Response # 2

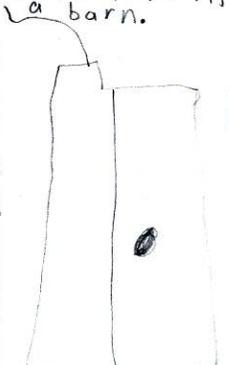
Student Exemplar (oral transcription)

S – They catch the mice that will eat the corn.

3. Fill in the chart to show what you learned about barn owls. You can use words and pictures.

Appropriate Achievement – The reader recounts main ideas and a few details.

Student Exemplar – Appropriate (representation through drawing)

| What they Look Like | Where They Live | What They Eat | Babies |
|--|---|---|---|
| <p>I think owls look funny. brown grey</p>  | <p>Owls live in a barn.</p>  |  <p>owls eat mice frogs</p> |  <p>baby barn owls are called owlets. They are very interesting.</p> |

Strong Achievement – The reader recounts main ideas and most details.

Student Exemplar – Strong (representation through print)

| What they Look Like | Where They Live | What They Eat | Babies |
|--|--|--|---|
| blown gray black whit face Sharp beaks Sharp claws | stay under the roof of a barn it sleeps all Day | go out of barn at night to find food they eat mice frogs and insects | babby barn owls have a white face when babby barn owls are Scaled hiss and it ^{gets} bigger and bigger |

Inferential/Interpretive Response – Reading “between the lines”

4. What does the author mean when she says the owl has *sharp eyes*? What helped you know?

Appropriate Achievement – The reader explains meaning of vocabulary, relying on general background knowledge.

Response #1

Student Exemplar – Appropriate (oral transcription)

S – They can see like very good.

T – How do you know that?

S – I don't really know I just like learned.

Response #2

Student Exemplar – Appropriate (oral transcription)

S – Good eyes.

T – Good eyes, how do you know?

S – Because I know what sharp means there are two different kinds of sharps.

Strong Achievement – The reader explains meaning of vocabulary, using relevant background knowledge.

Student Exemplar – Strong (oral transcription)

S – It means that the eyes work very good.

T – How do you know that?

S – Because on my very first time watching Inspector Gadget Two he mentions that you need to have a sharp eye while he tells Penny that she can't investigate with him and I think I asked my parents what sharp eyes means.

5. Find a heading on one of the pages. Why is it written in bold, black letters?

One Level of Response – The reader accesses literal information from a text feature.

Student Exemplar (oral transcription)

S – How barn owls find food.

T – And why is it dark and black in big letters?

S – So you will know it is a header.

T – Tell me why they are important? How does it help us when we are reading?

S – Helps when we are reading so we will know what we are talking about.

T – What does it tell us?

S – It tells us how barn owls find food.

6. What page would you look on to find out about owl's nests?

Appropriate Achievement – The reader accesses literal information, with some prompting, from a less familiar text feature.

Student Exemplar – Appropriate (oral transcription)

T – What page would you look on to find out about owls' nests? If I gave you the book and I said, "Can you tell me something about owls' nests?", do you know how you would find that in the book?

S – No.

T – Is there a way you can use the Table of Contents to find this information?

S – Yes.

T – Now remember my question, "What page would you look on to find out about owls' nests?"

S – I can't find it. There it is, 12!

Strong Achievement – The reader accesses information from a more complex text feature. Note: The reader turned to the Table of Contents independently when a question was posed to which he/she did not know the answer.

Student Exemplar – Strong (oral transcription)

T – Do you remember what the baby owls are called?

S – No.

T – Can you find it? I see you looking at that page. What is the page called?

S – Table of Contents.

T – How is that going to help you find the information?

S – It tells what number of page it is on.

T – See if you can find out where it will tell us what the baby owls are called. What page did you find?

S – 13 and 15.

T – Look on the pages and see if you can find the information? What are they called?

S – Owlets.

Personal/Critical/Evaluative Response – Reading “beyond the lines”

- 7. Let’s read what you told me about owls before we started the book. What information in the book did you already know? What new information did you learn?**

Appropriate Achievement – The reader responds personally to the text by relating prior knowledge; he/she has some difficulty separating prior knowledge from new information.

Student Exemplar – Appropriate (oral transcription)

T – Let’s read what you told me you knew about owls before we started the book. You said they eat mice, insects, frogs and snakes. You also said the farmers liked them because they eat the mice that eat their corn. What information in the book did you already know? Tell me three facts you learned that you didn’t know before.

S – Owls help the farmers.

T – Tell me how they help?

S – They eat the mice so the farmer doesn’t have to kill them.

T – Tell me something that you did not know; you knew that one before.

S – That owls look really good at night; they can see very good at night.

T – That’s one thing you learned. Tell me another one.

S – They eat snakes.

T – That was one thing that you already knew. Keep going I need you to tell me two more things you learned you didn’t know about before.

S – They have sharp claws and sharp beaks.

Strong Achievement – The reader responds personally to the text by relating prior knowledge and comparing it with new information.

Student Exemplar – Strong (oral transcription)

T – Let's read what you told me you knew about owls before we started the book. You said owls eat mice, they fly, and they are not mammals they are birds. What information in the book did you already know?

S – That there was a mother and father to get food for the babies.

T – Tell me something that the book told you that you already knew. You already knew what?

S – That barn owls ate mice.

T – What else did you know that the book told you?

S – They can fly.

T – Tell me three new things that you learned.

S – That barn owls are white when they are born.

T – That's one.

S – Barn owls eat the mice that try to eat the corn.

T – One more thing.

S – That barn owls can turn their heads around backwards.

8. After reading this book, do you like or dislike barn owls? Why?

Appropriate Achievement – The reader expresses a simple opinion providing an obvious reason (i.e., a physical characteristic of the topic) for his or her view.

Student Exemplar – Appropriate (oral transcription)

S – I like them.

T – What is it that you like about them?

S – They can look behind their back and they have sharp claws.

T – They have sharp claws? Is that the special feature that you like about them?

S – Yes.

Strong Achievement – The reader expresses a simple opinion with a specific reason that demonstrates some logical application to a situation outside of the text.

Student Exemplar – Strong (oral transcription)

S – Like them.

T – Why do you think you might like them?

S – If I had a barn and a bunch of mice came then the owl would swoop them up and eat them.

T – What else do you like about barn owls?

S – They eat some creepy stuff.

9. Do you think this is a story or an information book? How do you know?

Appropriate Achievement – The reader identifies a simple text form, demonstrating a general understanding of its common, but not defining, purpose; identifies characteristics of the form of text with prompting.

Student Exemplar – Appropriate (oral transcription)

S – An information book.

T – Can you tell me why you think it would be an information book?

S – Because it tells you about owls.

T – Tells you about owls. Anything else after looking at the book that helps you realize this is a book that provides lots of information about barn owls? Does it have any special things in it? What's this page? What is that? You are pointing to it; you are pointing to the first page inside the cover. Do you remember what this page is called? It's called the Table of Contents page. Do some information books have Table of Contents?

S – Yes.

T – Is there any other feature in this book that tells you this is an information book?

S – No.

T – No, not that you can see. Can you tell me why you think the author may have written the book?

S – Probably liked barn owls.

T – How do you think she knew all this information about barn owls?

S – She might have one on her farm.

T – Would there be another way she might know lots of information about barn owls?

S – She might see them a lot at her friends.

T – Do you think the author could do anything else to try and learn about owls? If she needed to know more information, where do you think the author might be able to find other information about barn owls?

S – I don't know.

T – You're not sure? Think back to maybe what we did with our animal projects. Where did you look for information?

S – In different books.

T – Where else? Where else could this author find more facts about owls? How would they learn more?

S – They could watch them more.

Strong Achievement – The reader identifies a simple text form, demonstrating an understanding of its specific purpose and key characteristics.

Student Exemplar – Strong (oral transcription)

S – Information.

T – How can you tell?

S – Because it has different facts.

T – What else does this book have if you look through the pages?

S – What barn owls look like and how barn owls find food and barn owls help farmers.

T – You are turning the pages and what are you reading on each page?

S – The title.

T – Why do you think the author chose to write this book?

S – You can give information to other people.

T – How do you think the author knew so much about owls?

S – Because he was probably a farmer

T – I agree with you; he may have been a farmer. What if he wasn't a farmer, where else could he have learned about owls?

S – He could go to a farm.

T – He could go to a farm. Is there any other way that he could have learned about owls?

S – He would be looking for them with a flashlight at night.

T – Ok, he could go out himself and see if he could find any. Is there any other way he could learn about owls?

S – He could drive in his car and go to a different place where there are barn owls.

T – Ok, go somewhere where there happens to be barn owls. Any other way? No, you are not sure. We worked on an animal project and how did you find some information?

S – Index.

T – In your index I see where you are pointing. We used books similar to these and you are right it does have an index at the back. Often we see those in this kind of book.

S – Student

T – Teacher

Literal Response – Reading “the lines”

1. Use the story map to tell what happened in the story.

Appropriate Achievement – The reader identifies the characters, problem, and solution, including major events he/she describes in a general way.

Response #1

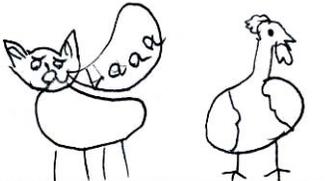
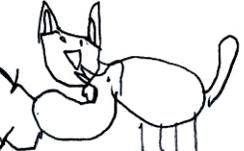
Student Exemplar – Appropriate (representation through print)

Who is in the story

There is a coyote and ten fat turkeys.

What is the problem

The coyote has no food.

| | |
|---|---|
| <p>Beginning</p>  | <p>The coyote saw ten turkeys and said do you want to dance? They said yes!</p> |
| <p>Middle</p>  | <p>The coyote put them in to lines and sa...</p> |
| <p>Ending</p>  | <p>The coyote got them to clos thair eys and he ate them up.</p> |

Response #2

Student Exemplar – Appropriate (representation through print)

Who is in the story

Coyote, Turkeys

What is the problem

The coyote is hungry so he looks for food

| | |
|--|--|
| Beginning | |
| The coyote is hungry so he looks for food. | |
| | |
| Middle | |
| Then he saw some Turkeys and he attacks them because he is hungry. | |
| | |
| Ending | |
| The coyote eats the Turkeys he eats the five fat turkeys. | |
| | |

Strong Achievement – The reader identifies the characters, problem, solution, and “lesson”, of the story, including the major events with a few specific details.

Student Exemplar – Strong (representation through print)

Who is in the story

The coyote and the turkeys

What is the problem

The coyote has no food.
He wants to eat the turkeys.

Beginning

Long ago a coyote
didn't have any food.
So he went looking for
some. Then all
of a sudden he found some food.

Middle

The coyote tricks the
turkeys into two rows.
and eats the fat
turkeys that were
in the first row.

Ending

The turkey never
like the coyote had it
again.

Inferential/Interpretive Response – Reading “between the lines”

2. Why did you think the coyote made two rows of turkeys?

Appropriate Achievement – The reader makes a simple inference, based on obvious information, with some prompting.

Student Exemplar – Appropriate (oral transcription)

S – So they would be closer.

T – So they would be closer to him. Why did he want them closer?

S – To eat them.

Strong Achievement – The reader makes a simple inference supported by a specific reason that demonstrates an understanding of the complete text.

Student Exemplar – Strong (oral transcription)

S – He put them in two rows, the fat ones in the front and the skinny ones in the back, so he could eat the fat ones.

3. Did you think the coyote was trying to trick the turkeys?

Appropriate Achievement – The reader makes a simple inference about a character’s actions based on obvious information in the text.

Student Exemplar – Appropriate (oral transcription)

T – Did you think the coyote was trying to trick the turkeys? When did you realize this?

S – When I was reading it out there; well no, when I was here.

T – In what part of the story did you realize that he was trying to trick them?

S – Like, they were dancing and then he grabbed them and started to eat them.

Strong Achievement – The reader makes a simple inference about a character's actions based on various sources of information; the basis upon which inferences are made is sometimes vague.

Response #1

Student Exemplar – Strong (oral transcription)

S – Yes.

T – How can you tell?

S – Coyotes, they might say that they won't hurt them, but they always lie.

Response #2

Student Exemplar – Strong (oral transcription)

S – Yeah.

T – How did you know? Were there some clues?

S – By closing their eyes.

T – How else?

S – Putting them in rows (Student turned to illustration on page 3).

T – Because earlier in the story what was it showing?

S – Bones.

T – It shows bones on the page you are looking at. What do you think those bones were from?

S – The other turkeys.

Response #3

Student Exemplar – Strong (oral transcription)

S – He's thinking of a plan to eat them.

T – Did you know that right at the beginning or was there something to give you clues he was being tricky? What were some of the clues you got that he might be trying to trick them?

S – Him licking his lips.

T – Him licking his lips. Is there anything else?
S – Trying to trick them into dancing.
T – Anything else?
S – Trying to point them where he wants them to be.

4. Why don't turkeys like to hear coyotes sing?

Appropriate Achievement – The reader draws a conclusion based on general information from the text.

Student Exemplar – Appropriate (oral transcription)
S – 'Cause they will eat them.

Strong Achievement – The reader draws a conclusion based on specific information from the text.

Student Exemplar – Strong (oral transcription)
S – He's trying to trick them.
T – How do you know?
S – Cause coyote tricked them the first time so he's not going to trick them again.

5. What does the title page illustration tell you about the story?

Appropriate Achievement – The reader accesses general information from a text feature.

Response #1

Student Exemplar – Appropriate (oral transcription)
S – That's the part where he eats the turkeys.
T – What do you think this picture tells about the story?
S – Tells that it's about the coyote eating the turkeys.

Response #2

Student Exemplar – Appropriate (oral transcription)

S – The coyote and the turkey.

T – What is he doing over here?

S – Hiding behind a tree.

T – Why do you think he is hiding?

S – So the turkeys don't see him.

Strong Achievement – The reader accesses some specific information from a text feature with minimal prompting.

Student Exemplar – Strong (oral transcription)

S – That the coyote was looking for something to eat.

T – Right. What is it showing in the picture?

S – He saw turkeys and the turkeys saw him, and he was licking his lips.
That's why he was telling the story 'cause he was hungry.

Personal/Critical/Evaluative Response – Reading “beyond the lines”

5. Did you like this story? Why or why not?

Appropriate Achievement – The reader expresses a simple opinion providing a general supporting reason related to the overall topic.

Student Exemplar – Appropriate (oral transcription)

S – Yes, because it had a coyote in it and I like coyotes.

T – Was there any other reason?

S – No.

T – Can you think of any other reason besides that you like coyotes?

S – 'Cause they look like dogs.

Strong Achievement – The reader expresses a simple opinion supported by a specific supporting reason.

Student Exemplar – Strong (oral transcription)

S – Yes, because it was funny.

T – Why was it funny?

S – Because there are not much dancing turkeys.

6. Do you think the coyote was right or wrong to trick the turkeys? What makes you think that way?

Appropriate Achievement – The reader expresses a simple opinion, supported by a general reason related to the text.

Student Exemplar – Appropriate (oral transcription)

S – Wrong.

T – You think he was wrong and why did you think he was wrong?

S – Because the turkeys didn't want him to.

Strong Achievement – The reader expresses a simple opinion, supported by a reason demonstrating some logic that goes beyond the text.

Response #1

Student Exemplar – Strong (oral transcription)

S – Wrong.

T – Why do you think that he was wrong?

S – Because they wanted to stay alive.

Response #2

Student Exemplar – Strong (oral transcription)

S – Right.

T – Why was he right?

S – 'Cause he was really hungry and would die.

7. Is this a story or an information book? How do you know?

Appropriate Achievement – The reader identifies a simple text form, demonstrating a general understanding of its common, but not defining, characteristics.

Student Exemplar – Appropriate (oral transcription)

S – Story.

T – How do you know that?

S – Because it's not really real pictures.

Strong Achievement – The reader identifies a simple text form, demonstrating an understanding of its purpose and specific characteristics.

Student Exemplar – Strong (oral transcription)

S – Story.

T – You're right. Good job. How do you know this, how do you know it is not an information book?

S – Because it is not true.

T – How do you know it is not true?

S – Because turkeys can't talk and coyotes can't talk.

Writing Achievement Standards

End of Grade One

Writing Achievement Standards Appropriate and Strong

Student Writing Exemplars with Rationales

Note: The italicized words in a rationale represent exact wording found in a student writing exemplar.

Writing Achievement Standards



Writing Strategies and Behaviours

| Appropriate Achievement | Strong Achievement |
|---|---|
| <p>Students</p> <ul style="list-style-type: none"> • generate ideas from peer and class discussions, topic lists/personal interests, and models (e.g., books, class charts, student samples) • use drawings, and graphic organizers (with teacher support), to plan and organize writing • reread while drafting to monitor word sequence, and to check for meaning • use writing tools such as a word wall, environmental print, and simple dictionaries • use sound/symbol knowledge, word structures (<i>ed, s, ing</i> endings), familiar onset and rimes and word chunks to write unknown words • revise some pieces of writing, with teacher direction and support, by adding details or changing words • edit a piece of writing, with teacher-support, using a simple editing checklist (e.g., capitals, periods, spelling) • present writing orally and/or in simple published forms | <p>Students demonstrating strong achievement apply strategies and exhibit behaviours at the appropriate level in an increasingly independent manner, and</p> <ul style="list-style-type: none"> • attend to organization and include more details when planning and organizing writing • choose language which shows an awareness of audience (i.e., writing with the reader's reaction in mind) • apply a well-established knowledge of sound/symbol, word structures, onset and rime, and word chunks to write unknown words with fluency |

Writing Achievement Standards

Appropriate Achievement

| | |
|---|--|
| Content overall topic, degree of focus, and related details | Students <ul style="list-style-type: none">• choose a general topic and often support or extend written ideas with drawings• include one or more ideas/events (may not be explicitly stated or explained), usually based on personal experiences, or basic information• include limited or general details to expand upon the ideas/events; may include some irrelevant information |
| Organization structure and form, dependent on purpose and audience | <ul style="list-style-type: none">• decide upon a general purpose; show an emerging understanding of simple text forms• include a simple beginning that may identify the topic• present ideas/events in a basic sequence; may have a few missteps• link ideas with simple connecting words (e.g., and, then); may overuse such words <p>See <i>Text Forms</i> for elements of narrative and information texts.</p> |
| Word Choice vocabulary, language, and phrasing | <ul style="list-style-type: none">• use basic vocabulary• may attempt to use some descriptive language |
| Voice evidence of author's style, personality, and experience | <ul style="list-style-type: none">• begin to show some awareness of audience according to purpose (e.g., write a personal note "to" someone)• demonstrate some basic knowledge of and/or interest in subject• show a glimpse of personal feeling or style (e.g., bold punctuation or letters, speech bubbles) |
| Sentence Structure variety and complexity of sentences | <ul style="list-style-type: none">• use simple sentences, many of which are complete; may rely on repetitive patterns• may include a few longer sentences and/or sentences that begin in different ways; longer sentences may be run-on or incomplete |
| Conventions spelling, punctuation, capitalization, and usage (grammar). | <ul style="list-style-type: none">• use periods to end most simple sentences; may use exclamation and question marks correctly• use capital letters for people's names, first word in sentences, and the pronoun "I", in many cases; may capitalize some words unnecessarily• spell many high-frequency words correctly; attempt to spell unknown words using phonetic approximations• use conventional spacing between words |

Writing Achievement Standards

Strong Achievement

Conference Prompts

Students

- choose and expand upon a general topic
- include ideas/events (may not be explicitly stated or explained), usually based on personal experiences or basic information
- include some relevant details to expand upon the ideas/events

Tell me what your writing is about. Where did you get your idea?

What's happening in this part of your drawing?

What else do you know about this topic?

- decide upon a general purpose
- identify topic, usually with first sentence or title
- present ideas/events in a logical sequence
- link ideas with a variety of simple connecting words (e.g., then, and, so), creating some flow to the writing

What's the first/last thing that happened?

Tell me more about this part.

What will you write next in this piece? Tell me one more thing about this topic

See *Text Forms* for elements of narrative and information texts

- use basic vocabulary
- include some simple descriptive language

Tell me more about _____. Can you add that word to your writing? I like that word _____. It makes me see a picture in my mind.

What is your favorite word in this piece?

- show some awareness of audience; attempts to consider reader according to purpose
- demonstrate some specific knowledge of and/or personal interest in subject
- convey a personal feeling or individual style

Why did you write this? Who would you like to have read this?

You make this sound so interesting, I want to keep reading.

I can tell you know a lot about _____. How did you learn so much about this topic?

- use simple sentences, most of which are complete; attempt some longer sentences (e.g., compound), which may be run-on or incomplete
- include some sentences that vary in length or beginnings (e.g., nouns, pronouns, phrases)

Does this make sense? Is there something missing in this sentence?

Listen while I read this. Is there a word you hear over and over? (e.g., then, and) I really like how this sentence sounds.

- use correct end punctuation (e.g., periods, question marks, exclamation marks) in most sentences
- use capital letters for people's names, first word in sentences, and pronoun "I", in most cases; may capitalize a few words unnecessarily
- spell many high frequency words correctly and attempt to spell unknown words using phonetic and visual approximations; may over-generalize use of visual patterns
- use conventional spacing between words

Tell me what you know about _____ (e.g., periods, question marks, exclamation marks).

This part is very exciting! Do you think we should add an exclamation mark?

I like how you saved the capital letter for the start of the sentence and for _____'s name.

Let's stretch the sounds in that word. Are there more letters you can write?

General Prompts

What do you think you did really well in this piece?

What is one thing you did to make your writing even better?

What would you like to work on improving in your next piece?

Text Forms

The following describe the specific elements of common text forms at the end of grade one. Refer to the **Organization Trait** to distinguish between appropriate and strong achievement.

| | |
|---|---|
| <p>Form: Persuasive Purpose: to convince someone to do something or to think in a particular way Opening statement - states an opinion or request (<i>We would like a hamster</i>) Arguments and Reasons – one or two statements provided as arguments, often based on personal opinion (<i>Hamsters are cute. I know how to take care of a hamster.</i>) Conclusion - final statement, if present, tends to be a repetition of opinion or request (<i>We would really like a hamster!</i>) Special Features <ul style="list-style-type: none"> - simple connecting words (so, because) - first person singular or plural (I, we) - present tense </p> | <p>Form: Descriptive Report Purpose: to describe a topic Introduction - introduces topic with a general or personal statement (<i>Bears are animals. My tree house is awesome.</i>) Description of Topic - includes a few details related to main topic (appearance, behaviour, food) Conclusion - concluding statement, when present, may be personal (<i>I like bears.</i>) Special Features <ul style="list-style-type: none"> - may include a title or illustrations - simple connecting words (and) - present tense </p> |
| <p>Form : Explanatory Report Purpose: to tell how/why something came to be or to explain how something works (Often seen as list of rules, e.g., <i>What You Need to Play Hockey, Safety Rules for 4-Wheeling</i>) Statement or definition - identifies topic with a statement or question Explanation or how or why –attempts personal observations (<i>You can't drive fast.</i>) or cause and effect (<i>It snows because it is cold in the sky.</i>) Summary – often omitted; may be personal comment (<i>Snow is fun.</i>) Special Features <ul style="list-style-type: none"> - may include a title or illustrations - simple connecting words (so, because) - present tense </p> | <p>Form: Instructions/Procedures Purpose: to tell how to do something Goal or aim - topic identified by title (<i>How to Sew</i>) Materials/ingredients - may list materials Method/process - include some steps in order (<i>You get the needle and then...</i>) Special Features <ul style="list-style-type: none"> - may number steps - may include illustrations and labels - simple connecting words (and, then) - written to audience (e.g., <i>You get the yarn.</i>) - present tense </p> |
| <p>Form: Recount Purpose: to tell about past events (personal or others' experiences) Setting - introduction (when, where, who, and/or what) Key Events in Time Order - has 2 or 3 events in sequence Concluding Statement - concludes with last event (<i>I went to bed.</i>) or evaluative comment (<i>That was a good day!</i>) Special Features <ul style="list-style-type: none"> - may include a title - simple connecting words - past tense - first person - action verbs </p> | <p>Form: Narrative Purpose: to entertain with an imaginative experience Orientation (time, place and characters) – includes a simple beginning and may introduce characters for unspecified reasons Problem – may not specify an apparent problem Events – focuses on action that may or may not relate to resolution Resolution – may conclude abruptly with a final event Special Features <ul style="list-style-type: none"> - may include a title or illustrations - simple connecting words related to time (then, so) - past tense - usually first (I, we) or third person (he, she, they) - action verbs </p> |

Student Writing Exemplars and Rationales

Bears – Appropriate Achievement

Bears

Bears are animals.

They can be brown or black. Bears live in

caves. They live in the

woods. Bears eat fish. They eat other animals too.

Bears can run. Bears

climb trees. I like Bears!

Rationale for Appropriate Achievement

Bears

The writer

Content

- chooses the general topic of Bears
- includes four ideas (not explicitly stated as key ideas) – type of animal, where bears live, what bears eat, what bears do
- supports each key idea with one or two details that at times are fairly general (e.g., ...*can be brown or black*, ...*live in caves*., ...*in the woods*., ...*eat oeuer animals too*., ...*can run*., ...*climb trees*.)

Organization

- chooses the purpose is to tell about bears
- identifies the topic with a title and provides a straightforward beginning: *Bears are animals*.
- tends to present ideas as a list
- groups ideas and details, however, makes minimal attempt to show connections between ideas; use of “too” in “*They eat oeuer animals too*.”, suggests a link with the previous sentence
- shows some awareness of report form (e.g., includes a title; introduces the topic; groups details; ends with abrupt “personal” closing statement, *I like Bears!*)

Word Choice

- uses basic vocabulary

Voice

- shows some awareness of audience (i.e., conveys what author knows about bears)
- has some basic knowledge of bears; information is general and probably based on background knowledge, rather than “new” reading/research
- shows a glimpse of personal feeling, *I like Bears!*

Sentence Structure

- uses simple, complete sentences with repeated beginning patterns (e.g., *Bears are*, *Bears live*, *Bears eat*, *Bears can*, *They can*, *They live*, *They eat*)
- attempts to use a few longer sentences (e.g., *They can be brown or black*., *They eat oeuer animals too*.)

Conventions

- uses end punctuation correctly (i.e., period, exclamation mark)
- uses capital letters for first words in sentence, and the pronoun I; capitalizes “Bears” unnecessarily in last sentence
- spells words correctly with the exception of “other”; demonstrates an ability with spelling beyond what is required at this level
- uses conventional spacing

Dear Brooklynn – Appropriate Achievement

June 5th 2006

Dear Brooklynn When you get
in grad one you will
loorne how to do math.
Math is hard sometimes. you will
get youst. to it. math is fun
sometimes. You will loorne how
to do tots of printing to.
You will loorne lots of
french to. I like math the
best. I hope you lik grad
one.

Rationale for Appropriate Achievement

Dear Brooklynn

The writer

Content

- chooses the broad topic—what you will learn in grade one—as the focus of a letter to a friend
- includes ideas (about various subject areas) based on personal experiences and routines of the grade level
- includes some details to expand upon ideas/feelings around mathematics (i.e., *Math is hard sometimes. you will get youst to it. math is fun sometimes*)

Organization

- decides upon a general purpose (i.e., to tell the kindergarten student about subjects they will learn in grade one)
- includes a simple beginning that partially identifies the topic (i.e., what you will learn in grade one); however, by introducing “math” in the first sentence the reader could be led to believe the letter will only be about math, and not several subjects
- presents ideas as a list
- groups ideas and details but does not make connections between ideas; use of “too” suggests a link with the previous sentence, e.g., *You will loorne how to do lots of printing to.*
- shows some awareness of the features of a personal letter (e.g., date, salutation, closing)
- concludes with an evaluative comment, appropriate to a friendly letter (i.e., *I like math the best. I hope you like grade one*)

Word Choice

- uses basic vocabulary
- attempts to add some description in details (e.g., *hard, fun and best*) but is limited to very simple vocabulary

Voice

- begins to show some awareness of audience offering encouragement to a younger friend (e.g., *you will get youst to it.*)
- demonstrates an interest in making grade one sound appealing
- shares a personal feeling—*I like math the best.*

Sentence Structure

- uses simple, often repetitive, sentences; sentences are complete
- includes one longer sentence with varied beginning (i.e., *When you get in grad one....*); remaining sentences follow subject/verb pattern

Conventions

- uses periods to end sentences
- uses capital letters for people’s names, the pronoun “I”, and the first word in most sentences, with the exception of two
- spells most high-frequency words correctly with the exception of *thay*; shows inconsistency with *lik/like*); attempts to spell unknown words using knowledge of spelling patterns (e.g., *loorne, youst*)
- uses conventional spacing between words

My Best Friend – Appropriate Achievement

My Best Friend

My Best Friend.
My best Friend is Quinn.
we sit together on the bus.
we sit on the bus in the
day to. We are in the same
cls. ever tim he moovs up a
levll I moov to the same
evll. We laf abt on the bus.
Quinn an me go wach grayd
3^{rs} dool with yoo geeo careds.
Quinn looks like this  Quinns Brthday
is on July 30. I hope
we are in the same
clas neck yere.

Rationale for Appropriate Achievement

My Best Friend

The writer

Content

- chooses the general topic—*my best friend*—to describe for the reader
- includes ideas, based on personal experience, about traveling on the bus, being in the same grade, and watching students on the playground
- includes a few details to expand upon the ideas (e.g., laughing on the bus, moving up a level) and two additional details (i.e., what the friend looks like, and date of birthday)

Organization

- decides upon a general purpose (i.e., to describe the relationship between the writer and the best friend)
- includes a straightforward beginning sentence (i.e., *My best Friend is Quinn.*) and a title (i.e., *My Best Friend*) to introduce/identify the topic
- presents ideas in a basic sequence with one detail out of place (i.e., *We laf a lot on the bus*, should have been grouped with information about riding on the bus)
- shows some awareness of a descriptive report (e.g., identifies the topic; includes a few details related to activities and physical characteristics; includes a closing statement appropriate to the form); embeds a simple text feature (i.e., a tiny illustration)

Word Choice

- uses basic vocabulary
- attempts to add some description (e.g., *laf alot, dool [duel]*)

Voice

- shows some awareness of audience according to purpose (e.g., recognizes the reader needs to know some details such as what Quinn looks like)
- conveys a sincere interest in the subject (i.e., the reader has a sense of the relationship between the writer and his/her friend)
- shows glimpses of personal feelings (e.g., *I hope we are in the same clas neck yere.*)

Sentence Structure

- uses simple, complete sentences, often relying on repetitive patterns (e.g., *We are...., We sit...., We laft....*); includes one complex structure (i.e., *ever tim he moovs up a levll....*)
- includes a few longer sentences (e.g., *Quinn an me go woch grayd 3rs dool....*); most sentences follow simple subject/verb pattern

Conventions

- uses periods to end sentences
- uses capital letters for people's names, first word in sentences, and the pronoun "I"; misses a couple capitals at the beginning of sentences
- spells many high-frequency words correctly; attempts to spell unknown words using phonetic approximations (e.g., *clas, tim,laf,woch,*) and visual patterns (e.g., *tgether, moovs, levll, grayd, yoo geeo, neck yere*)
- uses conventional spacing between words

My new inprod tree house – Appropriate Achievement

My new inprod tree house.

My new inprod tree house is awesome. It has shingl. It has a door and a trap door and a brig to my play fort. Yesterday it ~~was~~ rainy sunny rainy sunny so we wer raning in and out in and out of the tree house. Its a awesome tree house. I cant wat untill its finisht.

Rationale for Appropriate Achievement

My new inprod tree house

The writer

Content

- chooses the general topic of a tree house; begins to narrow focus to show some specificity (i.e., *my new, improved tree house*)
- includes three key ideas (i.e., what the tree house looks like, what the writer did in the tree house, and feelings about the tree house) based on personal experience
- includes a few details to expand upon the ideas, particularly what the tree house looks like (e.g., reference to shingles, door, trap door, and bridge)

Organization

- decides upon a general purpose (i.e., to tell about the tree house)
- includes a straightforward opening sentence (i.e., *My new inprod tree house is awesome.*) and title to introduce/identify the topic
- shows some awareness of a descriptive report (e.g., identifies the topic; includes a few details related to physical characteristics of and activities played in the tree house; includes a closing statement appropriate to the form)

Word Choice

- uses basic vocabulary, with some specific word choices (e.g., *shingl, trap door*)
- attempts to add some descriptive language (e.g., *inprod [improved], awesome*)

Voice

- shows some awareness of audience according to purpose (e.g., recognizes the reader needs to know some details about the tree house)
- conveys a personal interest in the subject (i.e., the reader can sense a bit of excitement in the writer [*awesome, I cant wat until its finisht.*])
- shows glimpses of personal style (e.g., uses repetition for effect, *rainy suny rainy suny, in and out in and out*)

Sentence Structure

- uses simple, complete sentences, often relying on repetitive beginning patterns (i.e., *It has or It's*)
- includes one longer sentence with some effectiveness (e.g., *Yesterday it was rainy suny rainy suny so we were running in and out in and out....*)

Conventions

- uses periods to end sentences
- uses capital letters for the first word in sentences, and the pronoun "I"
- spells many high-frequency words correctly with the exception of *wer*; attempts to spell unknown words using phonetic approximations (e.g., *inprod, shingl, brig, wat, finisht*) and visual patterns (e.g., *awsome, suny, untill*)
- uses conventional spacing between words

Peanut Butter and Jam – Appropriate Achievement



Peanut Butter and Jam
First you get your bread.
Then you get your peanut butter
and your jam. Then spread
the peanut butter and jam
on your bread. But you do need
you put it together and cut
it in half. Then put it on the
plate. Then you eat.

Rationale for Appropriate Achievement

Peanut Butter and Jam

The writer

Content

- chooses a general topic (i.e., how to make a peanut butter and jam sandwich) and supports the idea with simple details and a basic drawing of the sandwich
- includes the events, or steps involved in making the sandwich (e.g., *Ferst you get your bered. Then you get your peanut butter...*)
- includes general details to expand upon the steps (e.g., *Wut you do nexd you put it to gether and cut it in haf.*)

Organization

- decides upon a general purpose/topic (i.e., to explain the procedure in making the sandwich)
- presents steps in a basic sequence, consistent with the procedure form (e.g., *Ferst you get your bered... Then you eat.*)
- links ideas with simple connecting words (e.g., *Ferst*, then, *nexd*)
- includes some simple text features (e.g., the title and the drawing of the sandwich)
- includes a few details related to obvious aspects of the topic (i.e., the basic procedure in making a sandwich is provided)
- includes a simple closing statement (e.g., *Then you eat.*)

Word Choice

- uses basic vocabulary (e.g., *get*, *put*, *eat*)
- attempts some descriptive language (e.g., *spered*, *cut it in haf*)

Voice

- begins to show some awareness of audience according to purpose (i.e., explains, step by step, how to make the sandwich so the reader may follow and complete the task)
- demonstrates some basic knowledge of the subject (e.g., Gives directions: *Wut you do next you put it to gether...*)
- shows a glimpse of personal style by including the basic drawing at the top of the writing

Sentence Structure

- uses simple sentences, many of which are complete (e.g., *Ferst you get your bered. Then you get your peanut butter and jam.*)
- includes a few longer sentences (e.g., *Wut you do nexd you put it to gether and cut it in haf.*) and sentences that begin in different ways (e.g., *Ferst*, *Then*, *Wut*)

Conventions

- uses periods to end simple sentences
- uses capital letters for the first word in sentences
- spells many high-frequency words correctly (e.g., *you*, *get*, *your*); attempts to spell unknown words using phonetic approximations (e.g., *bered*, *ferst*, *haf*)
- uses conventional spacing between words

When I Was Three – Appropriate Achievement

The image contains two hand-drawn sketches. The left sketch shows a room with a 'TV' on a wall, a 'bench' in the center, and a stick figure labeled 'mum' standing next to a 'dore' (door). The right sketch shows a tall 'ladder' leaning against a 'bed'. At the top of the ladder, a stick figure labeled 'me' is climbing, and another stick figure labeled 'Ryan' is sitting on the bed. Arrows point from the labels to the corresponding objects in the drawings.

I remember when I was Three,
 I fell off my bathes bucket bed,
 my parents ran in they said wat hapid
 reely lawd. And I bin't have to go to
 the hospall. But thay blann'd Ryan. Then
 thay put ice on my hed and my
 lags.

Rationale for Appropriate Achievement

When I Was Three

The writer

Content

- identifies overall topic of falling from brother's bunk bed in second sentence; supports printed text with labelled illustrations
- focuses predominantly on the key idea of what parents did when The writer fell off the bed; leaves some gaps for the reader (e.g., Did Ryan push the author? Who is Evan [shown in the picture]?)
- includes some details to expand on what parents did (e.g., ...*parins ran in They sed wat hapid reely lawd.*, ...*blamd Ryan.*, ...*put ice on my hed and my lags.*)

Organization

- decides on purpose (i.e., to tell about falling off the bunk bed)
- includes a simple beginning to set context (i.e., something happened when the writer was "three")
- presents events in a basic sequence with a few missteps (i.e., details about not going to the hospital and blaming Ryan tend to interrupt order)
- uses simple connecting words (i.e., *Aad [and]*, *But*, *Then*)
- shows some awareness of recount form
- omits a closing statement, although, getting ice could be the last detail remembered by writer

Word Choice

- uses basic vocabulary
- attempts to add some description, (i.e., *reely lawd*)

Voice

- begins to show some awareness of audience (i.e., providing labelled illustration); does not always consider reader's need to understand sequence of events
- demonstrates knowledge of subject based on personal experience
- begins to show personal style through use of labels and arrows in illustration

Sentence Structure

- uses simple sentence structures with subject-verb pattern; many are complete
- attempts to use one longer sentence structure through use of conjunctions (i.e., *And I bin't have to go to the hostpall. But thay blamd Ryan.*)

Conventions

- uses periods to end most sentences with one omission (i.e., *My parins ran in They sed...*)
- experiments with use of quotation marks to define dialogue
- uses capitals consistently for the beginning of sentences; the pronoun "I" and names
- spells many high-frequency words correctly (e.g., *when, was, three, fell, my, bed, ran, have, but, then, put*); attempts to spell unknown words using phonetic approximations (e.g., *lader, parins, hapid, blamd, hed, lags*) and visual patterns (e.g., *cewch, bathres, bueck, reely, lawd*); some errors reflect omission of middle syllable
- demonstrates conventional spacing between words

The Best Singer – Strong Achievement

The best Singer

My favorite band singer is

Avril Lavigne because her

songs are awesome. My

favorite song is "I

Will Be." It is slower

than her other songs,

that is why I like it.

My friend has a cd burner.

When she comes to my

house I am going to ask her

if she can burn me a

copy. It will be nice to

have a Avril Lavigne cd.

Rationale for Strong Achievement

The Best Singer

The writer

Content

- chooses and expands upon the topic of Avril Lavigne
- includes two key ideas related to topic (i.e., songs, making a CD)
- provides a few specific details (e.g., favourite song and why)

Organization

- decides on purpose (i.e., to tell about a favourite singer)
- identifies topic with title and first sentence
- presents ideas in a logical order
- uses a variety of simple connecting words (e.g., *because, when, that is why*)
- follows basic features of report form (e.g., introduces topic with title and first sentence; includes a descriptive detail related to an obvious aspect (e.g., *slower than her other songs*); includes an ending with an evaluative comment)

Word Choice

- uses basic vocabulary
- uses some descriptive language, although fairly general (e.g., *faverit, band singer, asome, slower*)

Voice

- begins to show some awareness of audience (i.e., includes details reader would not know about her preference for Avril Lavigne)
- demonstrates a personal interest in Avril Lavigne
- conveys personal feelings

Sentence Structure

- includes mostly simple sentences; attempts more complex sentences (e.g., *When she comes to my house....; it is slower than her other....*)
- includes sentences that begin in different ways (e.g., phrase – *When she comes to my house*; variety of pronouns as subjects – *It, I*)

Conventions

- includes correct end punctuation
- uses capital letters for the beginning of sentences, names and the pronoun “I”
- spells high-frequency words correctly; attempts to spell unknown words using phonetic (e.g., *frend, faverit, othor, berner*) and visual approximations (*asome*)
- uses conventional spacing between words

Licence Plates – Strong Achievement

April 28 2004

Licence plates

William was a good

Licence plates reader.

One Sunday morning

William went to the

market with his Dad.

William was in the

car. A yellow car

crashed in to them.

Licence Plates – Strong Achievement

The yellow car broc
The Laet on williems
car. Dad came
out of the mrcit.

The Laet was brocit
williem bot^{down} the
Licence plates. They
called the
plese. williem
saved the day.

Rationale for Strong Achievement

Licence Plates

The writer

Content

- chooses and expands upon the topic of William’s ability as a *licence plates reader*
- focuses writing around the key event of the car “crash” in the market parking lot
- provides specific and relevant details (e.g., Sunday morning [when]; Dad and William [who]; at the market [where]; yellow car, broken light [what])

Organization

- decides on purpose (i.e., to retell a story or a personal experience)
- identifies topic with title and first sentence
- presents ideas in a logical order, following basic chronology
- links ideas by sequence, rather than connecting words, as one event leads to the next
- follows basic features of narrative form
- introduces characters and setting at the beginning of the story; first sentence creates some interest for reader
- has problem of car “crash” and related actions (wrote down plate number, called the police)
- has an ending which resolves the problem; ending links with beginning of story (i.e., William’s licence plate reading saved the day!)
- may be modeled on familiar story or may be original (source is unknown)

Word Choice

- uses basic vocabulary with a few specific word choices (e.g., *mrctit*, *crashed*)
- uses some descriptive/creative phrases (e.g., *licence plates reader*, *saved the day*)

Voice

- begins to show some awareness of audience (e.g., establishes some interest with opening sentence; provides reader with needed details; considers reader by inserting missing word “down”, using caret)
- conveys a sense of interest in the character of William
- uses a few phrases creatively to convey a personal style

Sentence Structure

- uses simple, complete sentences
- includes some sentences that begin in different ways (e.g., phrase *One Sunday mooning*; variety of subjects *William*, *yellow car*, *Dad*, *The Laet*)

Conventions

- uses periods to end sentences
- uses capital letters for the beginning of sentences and people’s names; capitalizes a few words unnecessarily (e.g., *The Laet*, *Licence Plates*)
- spells high-frequency words correctly; attempts to spell unknown words using phonetic (e.g., *mrctit*, *brocin*, *rot*)
- uses conventional spacing between words with slight crowding toward the end of the piece (e.g., *licencePlates*)

In the dark and misty night – Strong Achievement

In the dark misty
night, the little boy
laid on his shivering
cold bed. Then he heard
something in his closet.

“Yikes! There is a gaste
in my closet” the little
boy ran out the
door and to his mother’s
room and father’s room.

“Mom, dad there is a
gaste in my closet?”

“oh don’t be silly.”

“But bat” “no bat’s
now go to bed!”

In the dark and misty night – Strong Achievement

“Ok” the boy tried
and tried to fall
a sleep. But he could-
n’t. The little boy looked
in his closet once more
and there it was.
“Boo!” so the little
boy said “quit you big
bad bully” the goste
was quiet and never
talked again. The little boy
fall fast a sleep. When
he got up, he ran to
shcool and that was
the end of there is
a goste in my cloit.

Rationale for Strong Achievement

In the dark and missty night...

The writer

Content

- chooses and expands upon the topic of a ghost in the closet to tell a story
- includes three key events related to the topic (i.e., hearing a noise, running to parents' room, finding ghost)
- provides some specific and relevant details related to key events (e.g., *dark, missty night, shivering cold bed, triyed and triyed too fall a sleep*)

Organization

- decides on the purpose to tell a story; uses story "language" to introduce writing (*In the dark missty night,*)
- introduces topic of ghost by third sentence
- presents ideas in a logical order, following basic chronology
- links ideas with a variety of simple connecting words (e.g., *Then, But, When*)
- follows basic features of the narrative form (e.g., introduces characters and setting at the beginning; follows with problem and related actions [running to parents room, telling ghost to be quiet]; includes natural-sounding dialogue but no indication of 'who said what'; resolves the problem at the end of the story)

Word Choice

- includes some specific word choices (e.g., *bully*)
- uses some descriptive language (e.g., *dark missty, shivering, Yikes*) and effective phrasing (e.g., *there it was, never talked again, that was the end of....*)

Voice

- begins to show some awareness of audience (e.g., establishes interest with opening sentence, provides reader with needed details, considers reader by inserting "talked" in sentence—*the goste was queit and never talked again*)
- demonstrates an interest in the story by adding details such as dialogue and description
- conveys a personal style with creative dialogue and use of bold for **Yikes** and **Boo**

Sentence Structure

- includes a few simple sentences combined with attempts at longer sentences; run-on sentences tend to occur as the writer includes dialogue
- includes sentences that vary in length and beginnings; shorter sentences tend to include dialogue; longer sentences begin with phrases (e.g., *In the dark missty night; When he got up*)

Conventions

- includes correct end punctuation with the exception of dialogue
- uses commas and apostrophes (e.g., single possessives – *mother's/fother's room*; contraction – *don't, could-n't*) correctly in many cases
- uses capital letters for the beginning of sentences, with the exception of dialogue
- spells high-frequency words correctly; attempts to spell unknown words using phonetic (e.g., *closit*) and visual approximations (*missty, laed, hered, goste, triyed, queit*)
- uses conventional spacing between words

No June Homework – Strong Achievement

No June Homework
No way hazay I don't want
homework for June. I would
not like homework for June
because I would want to
play in my pool. And I would
want to play on my playset.
I would want to go for a
walk with my mom. And I
would be stuck in side doing
my homework. That is why I
don't want homework for June.

Rationale for Strong Achievement

No June Homework

The writer

Content

- chooses and expands upon the topic of homework
- includes ideas to support the argument opposing homework (e.g., wants to play in the pool, *playseet*, etc.)
- includes some relevant details to expand upon the ideas (e.g., *I would want to go for a walk with my mom. And I would be stuc in side doing my homework.*)

Organization

- decides the purpose for the writing is to persuade others there should be no June homework
- identifies the topic with the first sentence, as in the persuasive form (i.e., *No way hozay I don't want homework for June...*) and includes arguments to defend the position of the writer
- presents ideas in a sequence (e.g., wants to swim in pool, play on *playseet*, and walk with Mom)
- links ideas with a variety of simple connecting words (e.g., *and*, *because*)
- shows an awareness of the persuasive form (i.e., clearly articulates arguments against having homework in June)
- includes title as a text feature
- includes some descriptive details to expand on obvious aspects of the topic (e.g., *...I would want to play in my pool. And I would want to play on my playseet...*)
- includes a closing statement (e.g., *That is why I don't want homework for June.*)

Word Choice

- uses basic vocabulary (e.g., *like*, *play*)
- includes some simple descriptive language (e.g., *I would want to go for a walk with my mom. And I would be stuc inside doing my homework*)

Voice

- shows some awareness of audience (e.g., makes an argument to the reader, using references to his personal experiences)
- demonstrates personal interest in the subject (e.g., *No way hozay I don't want homework...I would want to go for a walk with my mom.*)

Sentence Structure

- uses simple sentences, most of which are complete; attempts some longer sentences (e.g., *I would not like homework for June...*), which may be run-on or incomplete (e.g., *And I would want to play on my playseet.*)
- includes some sentences that vary in length or beginnings (e.g., *No way hozay..., I would not like... That is why...*)

Conventions

- uses correct end punctuation in all sentences
- uses capital letters for the first word in sentences, *June*, and the pronoun *I*
- spells many high frequency words correctly (e.g., *no*, *like*, *not*, *because*, *would*, *want*) and attempts to spell unknown words using phonetic and visual approximations (*stuc*, *playseet*, *hozay*)
- uses conventional spacing between words

Weather - Strong Achievement

Weather

Is weather awesome or what. There's...
thunder and
lightning. Do you know how
tornadoes are made? Tornadoes are
made when hot and cold chase
each other around and around and
around. Rain is made when the clouds
work so much water they explode. Thunder
is the roar of lightning. The weather
channel isn't all wasee rint. Today
they said "sun and a chance of
showers" and its cludy. Weather is
very helpfull for growers rain
and sun are the best. Weather
is cool. Go and see what you find.

Rationale for Strong Achievement

Weather

The writer

Content

- chooses and expands upon the broad topic of the weather
- includes key ideas related to the topic (i.e., types of weather, the Weather Channel, benefits of weather)
- provides specific and relevant details related to key ideas (e.g., how tornadoes, rain and thunder are made; the best type of weather)

Organization

- decides on purpose (i.e., to report knowledge of weather)
- identifies topic with title and introduces piece of writing with a question followed by the answer: *Theres...tornatos rain thunder and ligning.*
- presents ideas in a logical order; organizes details around types of weather
- tends to list ideas, rather than form connections
- follows basic features of the descriptive report form; includes some text features (e.g., stylized printing for types of weather and on the word *Exslold* [explode])
- includes an ending with an evaluative comment and direction for the reader

Word Choice

- includes some specific word choices (e.g., *axorb* [absorb], *chans of showers*, *grners* [gardners])
- uses some descriptive language (e.g., *exslold* [explode], *ror of ligning*, *helpfull*, *awsome*)

Voice

- begins to show some awareness of audience (i.e., establishes interest with opening question, takes on explanatory tone in some places)
- demonstrates some basic technical knowledge of weather
- conveys a personal style with use of ellipsis (*Theres...*), stylized printing, and speaking “to” audience

Sentence Structure

- includes predominantly simple sentences, most of which are complete; attempts more complex structures (i.e., *Rain is made when...*)
- includes a variety of types of sentences (questions and statements), as well as some longer sentences; most sentences follow subject-verb pattern with a variety of subjects (*Tornatos*, *Rain*, *Thunder*, *weather chanl*, *Weather*)

Conventions

- includes correct end punctuation for the majority of sentences
- uses capital letters for the beginning of sentences
- spells high-frequency words correctly; attempts to spell unknown words using phonetic (e.g., *tornatos*, *ech*, *uther*, *axorb*, *ror*, *isint*, *chans*) and visual approximations (*awsome*, *ligning*, *Exslold*, *allwas*, *riut*, *cludy*, *helpfull*)
- uses conventional spacing between words with some crowding on “echuther” and “sومuch”

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Appendix

Curriculum Outcomes Alignment

Please Note: The General Curriculum Outcomes 1-3 in the Speaking and Listening Strand are not described in the reading and writing achievement standards document.

| General Curriculum Outcome | |
|--|--|
| 4) Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts. | |
| Specific Curriculum Outcomes (Early) | Reading Achievement Standard End of Grade 1 |
| <p>By the end of grade one, students will be expected to regard reading/viewing as sources of interest, enjoyment and information</p> <p>expand their understanding of concepts of print</p> <ul style="list-style-type: none"> - punctuation in text serves a purpose - upper-and-lower-case letters have specific forms and functions (first word in sentences and proper names) <p>select independently, and with teacher assistance, texts appropriate to their interests and learning needs</p> | <p>Reading Strategies and Behaviours</p> <p>Students</p> <ul style="list-style-type: none"> • read familiar texts smoothly with expression, attending to punctuation; may hesitate with uncommon words • use basic punctuation and a few simple text features to support meaning <p>Text Complexity</p> <p>Students select, at times with assistance, and read independently a variety of fiction and nonfiction texts.</p> |
| <p>By the end of grade one, students will be expected to use some features of written text to determine content, locate topics, and obtain information</p> <p>use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict and monitor/self-correct</p> <ul style="list-style-type: none"> - predict on the basis of what makes sense, what sounds right, and what the print suggests - make meaningful substitutions - attempt to self-correct predictions that interfere with meaning - begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word | <p>Reading Strategies and Behaviours</p> <p>Students</p> <ul style="list-style-type: none"> • use basic punctuation and a few simple text features to support meaning • monitor reading and self-correct when reading does not make sense, sound right and look right; reread to check meaning • use meaning, word/language structure, and phonics/word parts to solve unknown words; may require prompts <p>Comprehension Responses</p> <p>Students</p> <ul style="list-style-type: none"> • use text features to gain obvious information from the text |
| <p>By the end of grade one, students will be expected to use a variety of strategies to create meaning</p> <ul style="list-style-type: none"> - identify main idea - predict content using text information along with personal knowledge and experiences - make inferences by drawing on their own experiences and clues in the text - identify character traits from contextual clues - make connections between texts, noticing similarities in characters, events, illustrations and language - follow written directions | <p>Reading Strategies and Behaviours</p> <p>Students</p> <ul style="list-style-type: none"> • use ideas in text and prior knowledge/experience to make reasonable predictions about “what will happen next” and to confirm meaning <p>Comprehension Responses</p> <p>Students</p> <ul style="list-style-type: none"> • recount main topic(s) and some details; verbal prompts or graphic organizers may be used • make simple inferences about a character’s actions or feelings, using concrete examples from text; may require verbal prompts • make simple inferences about a character (his/her actions or feelings) • Interpret basic relationships among ideas to draw conclusions or make concrete comparisons, with general reference to the text • make personal connections and relate prior knowledge to text; connections may be obvious |

Curriculum Outcomes Alignment

| | |
|---|--|
| General Curriculum Outcome 5) Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies. | |
| Specific Curriculum Outcomes (Early) | Reading Achievement Standard End of Grade 1 |
| By the end of grade one, students will be expected to engage in the research process with assistance <ul style="list-style-type: none"> - generate questions to guide research - locate appropriate information with assistance - interact with the information | Not reflected in standard; outcome indicates <i>with assistance</i> and not an independent strategy at this level. |
| General Curriculum Outcome 6) Students will be expected to respond personally to a range of texts. | |
| Specific Curriculum Outcomes (Early) | Reading Achievement Standard End of Grade 1 |
| By the end of grade one, students will be expected to make personal connections to text and share their responses in a variety of ways express and begin to support opinions about texts and the work of authors and illustrators | Comprehension Responses Students <ul style="list-style-type: none"> • make personal connections and relate prior knowledge to text; connections may be obvious • express preferences for and simple opinions about texts (e.g., like/dislike), providing general reasons for their response |
| General Curriculum Outcome 7) Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre. | |
| Specific Curriculum Outcomes (Early) | Reading Achievement Standard End of Grade 1 |
| By the end of grade one, students will be expected to use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics respond critically to texts <ul style="list-style-type: none"> - formulate questions as well as understandings - develop an understanding and respect for diversity | Comprehension Responses Students <ul style="list-style-type: none"> • use text features to access obvious information • make personal connections and relate prior knowledge to text; connections may be obvious • express preferences for and simple opinions (e.g., like/dislike) about texts, authors, and illustrators, providing general reasons for their responses • identify a few simple text forms and describe the general purpose of the form |

Curriculum Outcomes Alignment

| | |
|--|---|
| General Curriculum Outcome 8) Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations. | |
| Specific Curriculum Outcomes (Grade 1) | Writing Achievement Standard End of Grade 1 |
| <p>By the end of grade one, students will be expected to use writing and other forms of representing for a variety of functions</p> <ul style="list-style-type: none"> - to ask questions - to generate and organize ideas - to express feelings, opinions, and imaginative ideas -to inform/communicate information - to record experiences - to explore learning | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • generate ideas from peer and class discussions, topic lists/personal interests and models • use drawings and graphic organizers with support, to plan and organize writing • use writing tools such as a word wall, environmental print, and simple dictionaries <p>Writing Traits Students</p> <ul style="list-style-type: none"> • choose a general topic and often support or extend written ideas with drawings (Content) • decide upon a general purpose; show an emerging understanding of simple text forms (Organization) • demonstrate some basic knowledge of and/or interest in subject show a glimpse of personal feeling or style (Word Choice) |
| <p>By the end of grade one, students will begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)</p> | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • use drawings and graphic organizers with support, to plan and organize writing <p>Writing Traits Students</p> <ul style="list-style-type: none"> • include limited or general details to expand upon the ideas/events; may include some irrelevant information (Content) |
| <p>By the end of grade one, students will be expected to begin to experiment with language choices in imaginative writing and other ways of representing</p> | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • use sound/symbol knowledge, word structures, familiar onset and rimes and word chunks to write unknown words <p>Writing Traits Students</p> <ul style="list-style-type: none"> • begin to show some awareness of audience according to purpose (Word Choice) • use written language that sounds like “talk” (Voice) • may include a few longer sentences and/or sentences that begin in different ways (Sentence Structure) |

Curriculum Outcomes Alignment

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| General Curriculum Outcome 9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. | |
| Specific Curriculum Outcomes (Grade 1) | Writing Achievement Standard End of Grade 1 |
| <p>By the end of grade one, students will be expected to use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-play, Readers Theatre)</p> | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • use drawings and graphic organizers with support, to plan and organize writing; present writing orally and/or in simple published forms <p>Writing Traits Students</p> <ul style="list-style-type: none"> • include a simple beginning that may identify the topic (Organization) • present ideas/events in a basic sequence (Organization) • decide upon a general purpose; show an emerging understanding of simple text forms (Organization) |
| <p>By the end of grade one, students will be expected to demonstrate some awareness of audience and purpose</p> <ul style="list-style-type: none"> - choose particular forms for specific audiences and purposes - realize that work to be shared with an audience needs editing | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • edit a piece of writing with teacher support using a simple editing checklist <p>Writing Traits Students</p> <ul style="list-style-type: none"> • begin to show some awareness that writing has an audience (Voice) |
| <p>By the end of grade one, students will be expected to consider their readers'/viewers'/listeners' questions/comments and begin to use such responses to assess and extend their learning</p> | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • generate ideas from peer and class discussions, topic lists/personal interests and models <p>Writing Traits Students</p> <ul style="list-style-type: none"> • begin to show some awareness that writing has an audience (Voice) • all organization indicators |

Curriculum Outcomes Alignment

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| <p>General Curriculum Outcome 10) Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.</p> | |
| <p>Specific Curriculum Outcomes (Grade 1)</p> | <p>Writing Achievement Standard End of Grade 1</p> |
| <p>By the end of grade one, students will be expected to develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing</p> <ul style="list-style-type: none"> – use prewriting strategies, such as drawing, talking, and reflecting – use appropriate drafting strategies for getting ideas on paper – use simple revision strategies to create a meaningful message – use simple editing strategies – use a variety of techniques for publishing/printing | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • generate ideas from peer and class discussions, topic lists/personal interests and models • use drawings and graphic organizers with support, to plan and organize writing • reread while drafting to monitor word sequence and to check for meaning • use sound/symbol knowledge, word structures, familiar onset and rimes and word chunks to write unknown words • revise some pieces of writing, with teacher direction and support, by adding details or changing words • edit a piece of writing with teacher support using a simple editing checklist • present writing orally and/or in simple published forms <p>Writing Traits all indicators</p> |
| <p>By the end of grade one, students will be expected to use some conventions of written language</p> <ul style="list-style-type: none"> – use conventional spacing between words – use an increasing number of letters to represent sounds – use an increasing number of words spelled conventionally – use simple sentence structures – attempt to use punctuation – use capital letters for proper names, pronoun “I”, and sentence beginnings – demonstrate engagement with the creation of pieces of writing and other representations | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • reread while drafting to monitor word sequence and to check for meaning • use sound/symbol knowledge, word structures, familiar onset and rimes and word chunks to write unknown words • edit a piece of writing, with teacher support, using a simple editing checklist <p>Writing Traits Students</p> <ul style="list-style-type: none"> • use periods to end most simple sentences; may use exclamation and question marks correctly (Conventions) • use capital letters for people’s names, first word in sentences and the pronoun “I”, in many cases, may capitalize some words unnecessarily (Conventions) • spell many high frequency words correctly; attempt to spell unknown words using phonetic approximations (Conventions) • use conventional spacing between words (Conventions) |

Curriculum Outcomes Alignment

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| General Curriculum Outcome 10) Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. | |
| Specific Curriculum Outcomes (Grade 1) | Writing Achievement Standard End of Grade 1 |
| <p>By the end of grade one, students will be expected to demonstrate engagement with creation of pieces of writing and other representation</p> <ul style="list-style-type: none"> – engage in writing and representing activities every day – sustain engagement in writing and other forms of representation – choose to write independently during free choice time – share writing and other representations with others and seek response – contribute during shared writing activities – contribute observations/information to classroom – records of field trips, science experiments, etc. | <p>Writing Strategies and Behaviours all indicators</p> <p>Writing Traits not explicitly stated in indicators</p> |
| <p>By the end of grade one, students will be expected with assistance, to experiment with technology in writing and other forms of representing</p> <ul style="list-style-type: none"> – use a tape recorder to record choral readings, dramatizations, retellings, or finished pieces of writing – create illustrations/drawings with a computer graphics/drawing program – compose simple text with a word processing program – share writing/representations on-line | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • use writing tools such as a word wall, environmental print and simple dictionaries; present writing orally and/or in simple published forms <p>Writing Traits not explicitly stated in the indicators</p> |
| <p>By the end of grade one, students will be expected to select, organize, and combine, with assistance, relevant information to construct and communicate meaning</p> <ul style="list-style-type: none"> – interact with resources – answer their own questions or learning needs – with assistance, develop strategies for making and organizing notes – create a new product – share their information in a variety of simple ways | <p>Writing Strategies and Behaviours Students</p> <ul style="list-style-type: none"> • generate ideas from peer and class discussions, topic lists/personal interests and models • use drawings and graphic organizers with support, to plan and organize writing • reread while drafting to monitor word sequence and to check for meaning • use sound/symbol knowledge, word structures, familiar onset and rimes and word chunks to write unknown words • revise some pieces of writing, with teacher direction and support, by adding details or changing words; edit a piece of writing with teacher support using a simple editing checklist • present writing orally and/or in simple published forms <p>Writing Traits all indicators</p> |