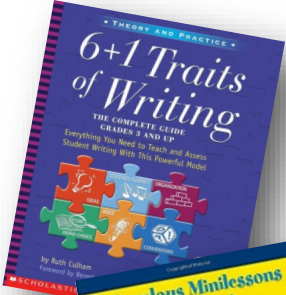
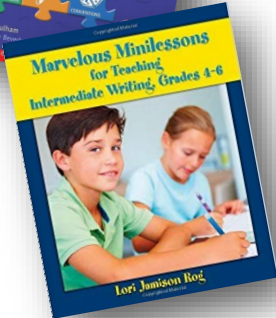
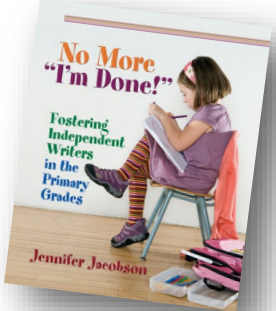


Grade 4 Impromptu Writing (Journal/Memoir/Diary) Create and communicate (writing, speaking, representing)

| Performance Standards And Writing Traits | | Emerging | Developing | Proficient | Extending |
|--|---|--|---|---|--|
| Meaning | Ideas |   <p>Explicit instruction is needed and will help all writers grow</p> <p>http://www5.sd71.bc.ca/literacy/writing-mini-lessons/grade-4/</p>  | <ul style="list-style-type: none"> topic is a little zoomed in a few details about topic a message that is emerging | <ul style="list-style-type: none"> topic is zoomed in interesting details about topic a clear message | <ul style="list-style-type: none"> topic is really focused and zoomed in juicy details that show rather than tell a unique, crystal clear message |
| Style | Word Choice | | <ul style="list-style-type: none"> simple word choices; mostly risk-free and error free an attempt at poetry | <ul style="list-style-type: none"> interesting word choices sprinkled throughout poetry that adds interest | <ul style="list-style-type: none"> rich word choices that allow the reader to visualize clever use of poetry |
| | Sentence Fluency | | <ul style="list-style-type: none"> mostly short, simple sentences sentences that begin in different ways | <ul style="list-style-type: none"> a mixture of short, medium and long sentences sentence beginnings that are different and interesting | <ul style="list-style-type: none"> sentences of different length and type that create flow a variety of clever sentence beginnings that fit perfectly |
| | Voice | | <ul style="list-style-type: none"> a glimmer of personality some evidence of care for topic thought for the reader in parts | <ul style="list-style-type: none"> clear personality evidence that show care for topic carefully chosen words and events to engage the reader | <ul style="list-style-type: none"> personality that shines evidence that shows passion for topic a clear understanding of what readers crave |
| Form | Organization <ul style="list-style-type: none"> beginning middle End flow | <ul style="list-style-type: none"> a basic beginning so reader knows the topic a list of loosely related ideas a weak ending that doesn't make sense some awkward connections | <ul style="list-style-type: none"> an interesting beginning that sets the stage for the topic ideas that develop logically a one sentence ending that makes sense smooth connecting words | <ul style="list-style-type: none"> a beginning that readers love ideas that fit together beautifully has an ending that satisfies; may have a surprise a variety of smooth connecting words | |
| Conventions (see sentence fluency) C. Walters S.D. #71 | Conventions | <ul style="list-style-type: none"> some errors in spelling, grammar and punctuation; parts hard to follow evidence that show understanding of paragraphs | <ul style="list-style-type: none"> a few errors in spelling, grammar and punctuation, but only in the tricky parts clear use of paragraphs | <ul style="list-style-type: none"> the occasional error in spelling and punctuation in the tricky parts paragraphs in all the right places | |