

CROSS GRADE COMPARISON CHART

Writing

Overall Expectation 2

WRITING OVERALL EXPECTATION # 2: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Using Knowledge of Form and Style in Writing

2.1 Form

Grade 1	Grade 2	Grade 3	Grade 4
write short texts using a few simple forms (e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; “How to” books identifying the steps in a procedure such as “How to Make Applesauce”, including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom)	write short texts using several simple forms (e.g., a friendly letter; a factual recount of a scientific or mathematical investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy)	write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition)	write more complex texts using a variety of forms (e.g., a storyboard using captions and photographs or drawings to recount a significant event in their life; a report, including jot notes, comparing the environments of two or more regions in Canada; a letter to the author about the student’s reaction to a particular text; a summary of the role of a medieval person; a review of a book or website; an original folk tale, fairy tale, or tall tale, or an extension of an existing tale; a board game related to a unit of study)
Grade 5	Grade 6	Grade 7	Grade 8
write longer and more complex texts using a variety of forms (e.g., a biographical sketch, based on research; a report, including research notes, describing the effect of the natural environment on an early civilization; an outline of the procedure for becoming a Canadian citizen; an explanation of how a human organ system functions, using pictures, captions, and notes; a review of or commentary on a book, movie, or video game; a myth using themes identified in reading; a pamphlet on a socially relevant topic they have studied this year)	write longer and more complex texts using a wide range of forms (e.g., an “autobiography” in the role of a historical or contemporary person, based on research; a journalist’s report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend or fantasy, based on themes from their reading, to entertain younger children)	write complex texts of different lengths using a wide range of forms (e.g., a description of the procedure for growing rice or coffee; an explanation of multiple ways to solve a mathematical problem or investigation; an argument stating the opposing points of view on a community issue, including the response of each side to the points made by the other side, for a class/school debate, or to report on the debate in a newsletter; a fictional narrative about a historical event to dramatize material studied; a mystery story modelled on the structures and conventions of the genre)	write complex texts of a variety of lengths using a wide range of forms (e.g., a memoir of a significant Canadian; a report comparing the economies of two nations and explaining how a new industry might affect each nation’s economy; briefing notes for an oral debate outlining both sides of an argument, including appeals to both logic and emotion; a narrative in the style of a particular author, adding to or extending a text by that author; an original satirical, science-fiction, or realistic fiction piece modelled on the structures and conventions of the genre; a free verse or narrative poem, or a limerick)

2.2 Voice

Grade 1	Grade 2	Grade 3	Grade 4
begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience (e.g., use pictures and words that project interest or enthusiasm)	establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience (e.g., words that convey admiration for a character: a cool person)	establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)	establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement (e.g., use simple irony to poke fun at themselves: “Lucky me. I got to do the dishes.”)

Grade 5	Grade 6	Grade 7	Grade 8
establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (<i>e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend</i>)	establish a distinctive voice in their writing appropriate to the subject and audience (<i>e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone</i>)	establish a distinctive voice in their writing appropriate to the subject and audience (<i>e.g., use language that communicates their “stance” or point of view on an issue and identify the words and/or phrases that help them achieve this goal</i>)	establish a distinctive voice in their writing appropriate to the subject and audience, (<i>e.g., use emotive language to persuade the audience to share their feelings, and explain the effect they think it will have on the audience</i>)
2.3 Word Choice			
Grade 1	Grade 2	Grade 3	Grade 4
use familiar words and phrases to convey a clear meaning (<i>e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.</i>)	use familiar words and phrases to communicate relevant details (<i>e.g., a sequence of adjectives: The big, brown bear...</i>)	use words and phrases that will help convey their meaning as specifically as possible (<i>e.g., comparative adjectives such as smaller, smallest; adverbs</i>)	use specific words and phrases to create an intended impression (<i>e.g., comparative adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain</i>)
Grade 5	Grade 6	Grade 7	Grade 8
use some vivid and/or figurative language and innovative expressions to add interest (<i>e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly</i>)	use some vivid and/or figurative language and innovative expressions to enhance interest (<i>e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order</i>) <i>Teacher prompt: “Identify three language choices you have made and explain the effect they will have on a reader.”</i>	regularly use vivid and/or figurative language and innovative expressions in their writing (<i>e.g., a wide variety of adjectives and adverbs; similes, metaphors, and other rhetorical devices such as exaggeration or personification</i>) <i>Teacher prompt: “Identify three language choices you have made and explain the effect they will have on a reader.”</i>	regularly use vivid and/or figurative language and innovative expressions in their writing (<i>e.g., adjective phrases: The car with the fluorescent red racing stripe; adverb phrases: He walked with the gait of a sailor; specialized vocabulary and terminology; analogies and idioms</i>) <i>Teacher prompt: “Identify three language choices you have made and explain the effect they will have on a reader.”</i>
2.4 Sentence Fluency			
Grade 1	Grade 2	Grade 3	Grade 4
write simple but complete sentences that make sense	use a variety of sentence types (<i>e.g., questions, statements, exclamations</i>)	vary sentence structures and maintain continuity by using joining words (<i>e.g., and, or</i>) to combine simple sentences and using words that indicate time and sequence to link sentences (<i>e.g., first, then, next, before, finally, later</i>)	use sentences of different lengths and structures (<i>e.g., complex sentences incorporating conjunctions such as because, so, if</i>)
Grade 5	Grade 6	Grade 7	Grade 8
vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences (<i>e.g., The latch was stiff, and the boy struggled to open the door. Finally, with much effort, he forced it open.</i>)	create complex sentences by combining phrases, clauses, and/or simple sentences (<i>e.g., combine several simple sentences – “Nora left the house. She was heading for the market. She didn’t want to be late.” – to create a complex sentence – “Not wanting to be late, Nora left the house and headed for the market.”</i>)	vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases (<i>e.g., however, for example, therefore, as a result</i>) to help combine short, simple sentences into longer, more complex sentences	vary sentence types and structures for different purposes (<i>e.g., to alter the pace or mood</i>), with a focus on using a range of relative pronouns (<i>e.g., who, which</i>), subordinate conjunctions (<i>e.g., whenever, because, although</i>), and both the active and passive voice

2.5 Point of View			
Grade 1	Grade 2	Grade 3	Grade 4
begin to identify, with support and direction, their point of view and one possible different point of view about the topic <i>Teacher prompts:</i> “How do you feel about this topic?” “How do you think your friend feels about this topic?” “How can you convey your feelings to your audience?”	identify, initially with support and direction, their point of view and one or more possible different points of view about the topic <i>Teacher prompt:</i> “How do you feel about this topic? How do you think other people – such as children from a different country or grandparents – might feel about this topic? How will you share these feelings in your writing?”	identify their point of view and other possible points of view on the topic, and determine if their information supports their own view <i>Teacher prompt:</i> “What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?”	identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view <i>Teacher prompt:</i> “Have you included enough details that support your point of view? What facts or details that you have left out would challenge your point of view?”
Grade 5	Grade 6	Grade 7	Grade 8
identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence <i>Teacher prompt:</i> “Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?”	identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate (<i>e.g., revise writing focusing on the use of inclusive language, such as police officer instead of policeman</i>)	identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate <i>Teacher prompt:</i> “How could you let your audience know you have thought about other points of view?”	identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate <i>Teacher prompt:</i> “How can you address in your writing the questions that would come from others who hold a different point of view?”
2.6 Preparing for Revision			
Grade 1	Grade 2	Grade 3	Grade 4
identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers <i>Teacher prompts:</i> “Does this writing make sense to you?” “Does it say what you wanted to say?”	identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice <i>Teacher prompts:</i> “Do you have enough information to support your ideas?” “Are there any other words that you could use to create a better word picture for your audience?”	identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (<i>e.g., a strong opening or “lead”; the clarity of the main idea</i>) <i>Teacher prompts:</i> “Can you think of another way you might get the attention of your audience at the beginning?” “Have you provided enough detail to support your main idea?”	identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (<i>e.g., logical organization, depth of content</i>) <i>Teacher prompts:</i> “How might you reorganize the information to make it easier for the audience to understand?” “Are there clear links between your ideas?” “Can you add one sentence that would help clarify your main idea?”
Grade 5	Grade 6	Grade 7	Grade 8
identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (<i>e.g., effective use of language, logical organization</i>) <i>Teacher prompts:</i> “Can you describe two nouns more specifically by adding appropriate adjectives?” “Are there ideas in the body of the paragraph that should be included in your topic sentence?”	identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language (<i>e.g., identify one main idea that is poorly supported; identify three sentences that would be clarified by adding an adjective or adverb</i>) <i>Teacher prompt:</i> “How can you determine which parts of your work need further clarification?”	identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending <i>Teacher prompts:</i> “Would your audience understand your feelings about your topic?” “Could you add one figurative expression or rhetorical device that would strengthen your work?” “Will your opening sentence engage the interest of your audience?”	identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone <i>Teacher prompts:</i> “Are there any key ideas that are missing or need more explanation?” “Does your writing have an identifiable tone (<i>e.g., sincerity, humour, horror, irony, pathos</i>)? Is the tone appropriate to the subject matter? Does it accurately reflect your point of view?”

2.7 Revision			
Grade 1	Grade 2	Grade 3	Grade 4
make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies (e.g., <i>cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest</i>)	make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., <i>reordering sentences to present information in a more logical sequence; adding linking words to connect ideas; replacing general words with concrete, specific words/phrases</i>) <i>Teacher prompt:</i> “What linking words could you use to connect two ideas?” “What words could you add to create a more vivid picture for the reader?”	make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., <i>reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate</i>) <i>Teacher prompts:</i> “What similar words or phrases could you use instead of...?” “What time order words might help clarify the sequence of events in your story?”	make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., <i>reordering sentences; removing repetition or unnecessary information; changing the sequence of ideas and information and adding material if appropriate; adding transition words and phrases to link sentences and/or paragraphs and improve the flow of writing; adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest; checking for and removing negative stereotypes, as appropriate</i>) <i>Teacher prompts:</i> “What words or phrases could you use to help the reader follow your thinking more easily?” “What descriptive words could you add to make your characters come alive for the reader?”
Grade 5	Grade 6	Grade 7	Grade 8
make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., <i>use coloured pens and/or cutting and pasting to identify and move chunks of text that need to be reordered; add or substitute words and phrases, including vocabulary from other subjects and figurative language such as similes and personification, to achieve particular effects; adjust sentence length and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory</i>) <i>Teacher prompt:</i> “Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?”	make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., <i>use arrows or make notes to identify text that needs to be moved; use sticky notes to indicate insertions; use underlining to focus on overworked words; add or substitute words and phrases that would make their writing more vivid; use figurative language such as similes and personification and rhetorical devices such as exaggeration to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory</i>) <i>Teacher prompt:</i> “Can you use short, abrupt sentences to add drama to your writing?”	make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., <i>use margin notes or sticky notes while rereading to record ideas for additions or changes; add or substitute words and phrases, including vocabulary from other subjects; use rhetorical devices such as understatement to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition of key phrases for emphasis and to engage the attention of the audience</i>) <i>Teacher prompt:</i> “Would a variety of sentence types and lengths help to create suspense?”	make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., <i>use sticky notes while rereading to record questions and ideas; cut and paste to improve logic of organization; add or substitute words and phrases, including vocabulary from other subject areas; use idioms, figurative language, and rhetorical devices such as analogy to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition with variations to emphasize important points and hold the attention of the audience</i>) <i>Teacher prompt:</i> “Could you use two different sentence lengths and patterns to highlight the two points of view in your argument?”

2.8 Producing Drafts			
Grade 1	Grade 2	Grade 3	Grade 4
produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations	produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations	produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions	produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions
Grade 5	Grade 6	Grade 7	Grade 8
produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions	produce revised draft pieces of writing to meet identified criteria based on the expectations (<i>e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions</i>)	produce revised draft pieces of writing to meet identified criteria based on the expectations (<i>e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions</i>)	produce revised draft pieces of writing to meet identified criteria based on the expectations (<i>e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions</i>)