

To PIE parents, regarding the B.C. Writing Performance Standards Package:

The papers you have just received make up a package that shows parents and students what the B.C. education system's expectations of a student's writing ability are for the end of the year at your child's grade level. Our goal is to provide a step-by-step overview of the expected development in your child's **personal writing** from the beginning of a school year to the end of the year, using the rating scale and the progression from 'not yet meeting expectations' to 'fully meeting expectations.' We believe that this package will be of benefit to you in assessing your child's learning, and guiding each of them in improving their pre-writing and writing strategies and abilities. Our first priority is to improve student learning.

The BC performance standards describe levels of achievement in key areas of learning. The performance standards answer the questions: "*How good is good enough? What does it look like when a student's work has met the expectations at this grade level?*" We divide the expectations for writing for each grade level into four categories (which are probably familiar to you from the report card format that we use): not yet meeting expectations, meeting expectations at a minimal level, fully meeting expectations, and exceeding expectations. In the package we've given you, you will find an explanation of what each of those categories means in the areas of meaning (what the piece of writing is about), style (how language is used), form (following the models of writing) and conventions (following the rules of writing).

Each package also includes a writing sample that gives an example of what a student's writing might look like in each of the four categories of expectations, including some general observations on why each sample fits into that category. These are intended to be helpful in assessing your own child's writing, and in giving direction to you as parents in guiding each of them to improve their writing skills.

Some ways that B.C. performance standards can be useful are:

- They provide feedback to students about their writing;
- They support self-assessment by each child;
- They provide a consistent standard of assessment among teachers, students and parents;
- They document evidence of student growth from the beginning of the year to the end;
- They provide examples teachers and students can refer to.

Some practical suggestions for using these performance standards are:

- Using the rating scale as a checklist with your child to keep track of improvement and growth;
- Using the rating scale with your child(ren)'s teacher at each reporting period to help in assessing your child's progress in writing;
- Using the writing samples provided to help you in evaluating your child(ren)'s own work in order to challenge them and focus on specific learning goals in writing.

We are looking forward to using these performance standards as a shared tool with you to encourage writing skills, to make reporting on writing more meaningful, and to engage your children in assessing their own writing and improving the quality of their personal writing. Please let us know if you have any questions – as partners in education we are truly committed to working with you in encouraging each child's full potential, and we know that this is an excellent way to do that.

Writing GRADE 5

◆ **Personal Writing ... 167**

Quick Scale ... 169

Rating Scale ... 170

Sample Task: *Letter to Parents* ... 172

◆ **Writing to Communicate Ideas and Information ... 179**

Quick Scales

Reports, Articles, and Letters ... 182

Instructions and Procedures ... 183

Rating Scale ... 184

Sample Task: *Writing Speeches* ... 186

◆ **Literary Writing ... 195**

Quick Scales

Stories ... 198

Poems ... 199

Rating Scale ... 200

Sample Task: *Traditional Scales* ... 202

Personal Writing

Students are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 5, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

Key Qualities

The following is a summary of the key qualities of each aspect of personal writing in Grade 5. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ comes from thoughts, feelings, opinions, memories, and reflections

STYLE

- ◆ demonstrates clarity and some variety in language

FORM

- ◆ begins with a clear introduction and follows a logical sequence through to a conclusion

CONVENTIONS

- ◆ follows standard conventions for basic spelling, punctuation, grammar, and sentence structure; has been checked for errors

Prescribed Learning Outcomes

The BC performance standards for Grade 5 personal writing reflect the following prescribed learning outcomes from Grade 5 of the *English wLanguage Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

Create a variety of personal and informational communications, including written and oral stories, poems, or lyrics; explanations and descriptions; informal oral reports and dramatics; and brief factual reports.

PURPOSES (WRITING)

It is expected that students will:

- ◆ write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions [C1]

STRATEGIES (WRITING)

[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- ◆ use writing and representing to express personal responses and relevant opinions about experiences and texts [C8]
- ◆ use writing and representing to extend thinking [C9]

FEATURES (WRITING)

It is expected that students will:

- ◆ use the features and conventions of language to express meaning in their writing and representing [C11]

Quick Scale: Grade 5 Personal Writing

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Personal writing is usually expected to be checked for errors, but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing is often hard to understand. The writer may need frequent help.</i>	<i>The writing offers some ideas that are related to the topic; may be flawed by frequent errors.</i>	<i>The writing is easy to follow; ideas are relevant and logical.</i>	<i>The writing is focused, easy to read, and shows insight.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • ideas are not developed; often very brief • few details or explanations 	<ul style="list-style-type: none"> • some relevant ideas; little analysis • examples or explanations may be repetitive or illogical 	<ul style="list-style-type: none"> • relevant ideas with some analysis; shows individuality of the writer • logical explanations or examples clarify and develop the ideas 	<ul style="list-style-type: none"> • strong point of view, reaction, or opinion; shows individuality • develops ideas clearly and logically with details, examples, and explanations
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple language; may be inappropriate or incorrect in places • poorly constructed sentences; little variety 	<ul style="list-style-type: none"> • simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures 	<ul style="list-style-type: none"> • language is clear with some variety • includes a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear, varied; some attempts to be specific, precise • flows smoothly; variety in sentences
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • introduction may leave reader wondering what the writing is about • some attention to sequence • ending may be omitted 	<ul style="list-style-type: none"> • introduces topic, but often loses focus • sequence is generally logical; may be some breaks • end may be sudden 	<ul style="list-style-type: none"> • opens with a clear intention or purpose • logical sequence; linking words help to make connections • logical ending 	<ul style="list-style-type: none"> • effective opening • sequenced; related ideas are grouped together; linking words show connections • strong ending sums up writer's views
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> • repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand 	<ul style="list-style-type: none"> • some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow 	<ul style="list-style-type: none"> • few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning 	<ul style="list-style-type: none"> • correct basic sentence structure, grammar, spelling and punctuation; may include some errors in complex structures

Rating Scale: Grade 5 Personal Writing

Student achievement in personal writing by March–April of Grade 5 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing is often hard to understand. The writer may need frequent help.</i>	<i>The writing offers some ideas that are related to the topic; may be flawed by frequent errors.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • may begin with an opinion or reaction, but ideas that follow do not always support initial thoughts; often very brief • few details or explanations; may rely on retelling or copying 	<ul style="list-style-type: none"> • offers some relevant ideas; little analysis or sense of the individuality of the writer • uses some examples or explanations to develop ideas; logic may be faulty, and detail may be repetitive or irrelevant
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • uses simple language, often vague and repetitive; may include inappropriate words and expressions or use words incorrectly • sentences are often poorly constructed or run on; little variety 	<ul style="list-style-type: none"> • relies on simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures (often flawed)
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • the introduction may leave the reader wondering what the writing is about • shows some attention to sequence • tends to be all “middle”; ending may be omitted 	<ul style="list-style-type: none"> • introduces the topic or issue, but the writing that follows often wanders and loses focus • ideas are generally presented in logical sequence; may have breaks or abrupt shifts • there is a beginning, middle, and end; the end may seem sudden
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> • frequent repeated errors make the writing hard to understand • may include repeated errors in spelling of basic vocabulary • often, sentences are not separated by capitals and periods • serious grammar problems, often including errors in noun-pronoun or subject-verb agreement, or illogical shifts in verb tense 	<ul style="list-style-type: none"> • errors do not interfere with meaning, although they may make the writing hard to understand in places • most familiar words are spelled correctly • basic sentence punctuation is usually correct; may overuse commas, exclamation marks; may use commas instead of periods in places • some grammatical problems, including errors in noun-pronoun or subject-verb agreement, or illogical shifts in verb tenses

The rating scale may require adaptation when used for different purposes and tasks.

Fully Meets Expectations	Exceeds Expectations
<i>The writing is easy to follow; ideas are relevant and logical.</i>	<i>The writing is focused, easy to read, and shows insight.</i>
<ul style="list-style-type: none"> • offers relevant ideas, with some analysis; there is a sense of individuality • gives logical explanations and examples to develop and clarify the main ideas 	<ul style="list-style-type: none"> • offers a strong point of view, reaction, or opinion with some analysis; there is a sense of voice or individuality • develops and elaborates ideas clearly and logically through details, examples, and explanations
<ul style="list-style-type: none"> • language is clear and shows some variety • includes a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear and varied, some attempts to use specific, precise language to make ideas clear • flows smoothly; varies sentence beginnings and uses a variety of connecting words to join clauses or ideas
<ul style="list-style-type: none"> • opens with a clear intention or purpose • sequence is logical; uses transitional phrases and words to make connections among ideas • develops the topic, leading to a logical ending that often restates the writer's view 	<ul style="list-style-type: none"> • opening is effective and often engaging • follows a natural sequence; related ideas are grouped together, and connecting words help to link ideas • develops the topic effectively, leading to a strong ending that sums up the writer's views
<ul style="list-style-type: none"> • errors do not interfere with meaning • most familiar words are spelled correctly, including capitals and apostrophes where appropriate • basic sentence punctuation is correct • most sentences are complete and correct including noun–pronoun and subject–verb agreement; verb tenses are consistent and accurate 	<ul style="list-style-type: none"> • sense of control; few errors and these do not interfere with effectiveness • most words are spelled correctly • basic sentence punctuation is correct, including dialogue; may attempt more advanced punctuation (e.g., dash, ellipsis) • sentences follow basic rules of grammar; may include errors in complex structures

Sample Task: Letter to Parents

CONTEXT

Students in this class write frequently for a variety of purposes and in a variety of genres. They have learned to think carefully about their audience and purpose as they plan and draft their writing. During the year, the teacher introduced a variety of strategies for generating and organizing ideas. In recent lessons the teacher had emphasized using a variety of sentences.

PROCESS

Each month, students wrote letters to their families telling about some of the events and experiences of the past month. They did not revise or edit to create “good copies,” but were expected to plan their work carefully and use the writing strategies they had learned. The teacher encouraged them to use classroom resources, such as a “word wall,” for spelling reference.

To prepare for writing, the class:

- ◆ reviewed orally some of the month’s activities
- ◆ created and added to an idea web on the chalkboard
- ◆ shared successes and questions from their month

Students wrote their letters independently. The teacher helped students who were struggling to find something to write about.

NOTE:

This is an example of student work written for an audience that should be assessed using the personal, impromptu writing scales.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The letter is brief and hard to understand. The student needed a great deal of support to complete this piece of writing.

- ◆ ideas do not always support initial thoughts
- ◆ few details or explanations
- ◆ uses simple language
- ◆ sentences are poorly constructed
- ◆ the introduction leaves the reader wondering what the writing is about
- ◆ tends to be all "middle"

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Dear Mom and Dad.

A groupe came to our school.

They play acappella. The quartet's name was The Euphorics. I

TRANSCRIPT

Dear Mom and Dad

A groupe came to our school. They play acappella. The quartet's name was The Euphorics. I really injoyed the music.

For three days a thing called math arcade came to school it was fun. My favorite Activity was Lucky. It's Just like bingo but more fun: (Love)

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The letter identifies two recent activities and lists some information about each of them.

- ◆ some relevant ideas; little analysis or sense of the individuality of the writer
- ◆ uses some examples
- ◆ relies on simple language
- ◆ repeats a few basic sentence structures
- ◆ most words are spelled correctly
- ◆ basic sentence punctuation is correct

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Dear Mom & Dad
Last week our school
went to the gym
to watch the

TRANSCRIPT

Dear Mom & Dad

Last week our school went to the gym to watch the Euphorics sing. Some of the things we learned was bass, alto, tenor, soprano, harmony and acapella. They sang the lion king and many more.

A few weeks ago we had Math arcade for three days and we got to play cards, scavenger hunt, and the money game.

FULLY MEETS EXPECTATIONS

Teacher's Observations

The letter is clear and easy to follow, with relevant information and some detail.

- ◆ there is a sense of individuality
- ◆ gives logical explanations and examples
- ◆ language is clear and shows some variety
- ◆ sequence is logical; uses transitional phrases
- ◆ errors do not interfere with meaning

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Dear Mom and Dad,
The Euphorics visited
our school. There an acappella
group who sang bass, tenner,

TRANSCRIPT

Dear Mom and Dad,

The Euphorics visited our school. There an acappella group who sang bass, tenner, alto and soprano! They sang songs like In the Jungle and Banana Boat. It was cool. They're good.

There was another group (not acappella) called "Hooked on books. They introduced themselves then did little skits about books. I liked "The Giver".

I'm doing good in school. I'm doing better with my homework. I've got a lot of awards. I'd just like to let you know that I like school this year. I hope I like it next year!

Yours truly,

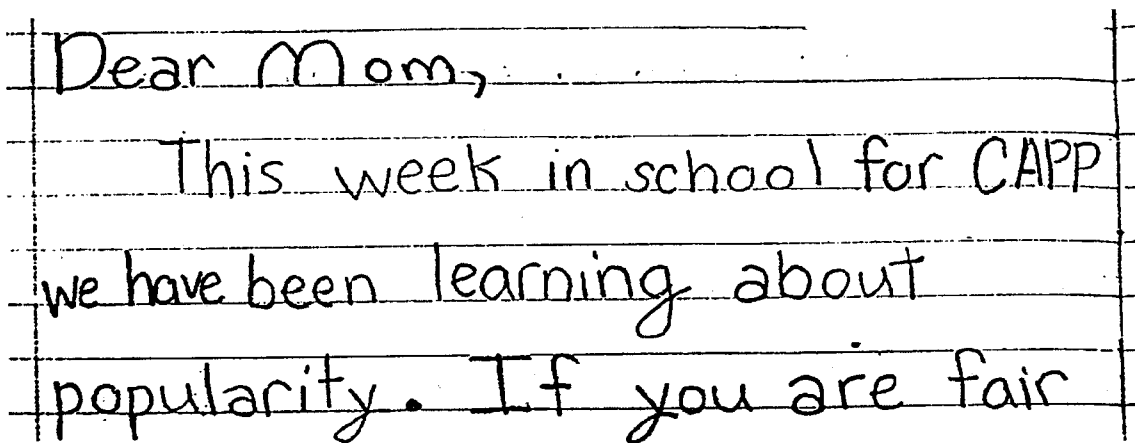
EXCEEDS EXPECTATIONS

Teacher's Observations

The letter is clear and detailed, with varied language and sentence patterns.

- ◆ offers relevant ideas, with some analysis
- ◆ develops and elaborates ideas clearly and logically
- ◆ language is clear and varied
- ◆ flows smoothly; varies sentence beginnings
- ◆ related ideas are grouped together; connecting words help to link ideas
- ◆ sense of control; few errors, and these do not interfere with effectiveness

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



Dear Mom,

This week in school for CAPP we have been learning about popularity. If you are fair

TRANSCRIPT

Dear Mom,

This week in school for CAPP we have been learning about popularity. If you are fair and kind your popularity will rise. If you are bragging and critical, you will lose your popularity. We also made a goal. My goal was to try and join other activities.

In science, my class has been learning about seahorses. We know that they are small marine fish, they have a head like a horse, there are 25 species, and they live in every ocean of the world.

In French we have learned a song called "Mon sac à dos est gros". It is a song about a boy trying to fit everything into his sac à dos (knapsack).

Also in French we have taken a French test. Mme Sinclair read words in French holding up flash cards. We had to guess if the flash card matched the word. I got nine out of ten.

In language arts we have been learning about singular words and plurals. The plural of cherry is cherries. Plurals are a word that means more of something. A singular word is a word that means only one.

In math we have learned how to do Roman Numerals. Five is V and ten is X. Roman numerals are found on the bottom of video cassettes.

Your daughter,

BC Performance Standards

Grade 5 Writing

Additional Samples

The BC performance standards for Grade 5 writing consist of rating scales that describe student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 5 writing included here generally show two examples of student work for each task:

- one that meets expectations at a minimal level
- one that fully meets expectations

GRADE 5: PERSONAL, IMPROMPTU WRITING	2
SAMPLE 1: PERSONAL CONNECTIONS TO A STORY.....	2
SAMPLE 2: RESPONSE TO A VIDEO	9
GRADE 5: WRITING TO COMMUNICATE IDEAS AND INFORMATION.....	15
SAMPLE 1: LETTERS ABOUT A DRESS CODE.....	15
SAMPLE 2: PEN PAL LETTERS	22
SAMPLE 3: RECIPE FOR A PEANUT BUTTER AND JAM SANDWICH	28
SAMPLE 4: EXPERIMENT REPORTS	34
GRADE 5: WRITING STORIES AND POEMS.....	40
SAMPLE 1: PERSONIFICATION POEMS	40
SAMPLE 2: STORIES FROM THE TITANIC	45
SAMPLE 3: PARODIES	51
SAMPLE 4: FABLES	55

Grade 5: Personal, Impromptu Writing

Sample 1: Personal Connections to a Story

Context

The teacher in this class emphasized the importance of making personal connections to selections students read and heard, and information they learned about. Students had learned several strategies for generating connections, including webs, charts, Venn diagrams, and prompts (e.g., “This story reminded me of the time . . . because . . .”). The teacher had recently presented mini-lessons on using consistent verb tenses and on including a variety of sentences.

Process

Students read a story about a boy who found that there were some advantages to being accidentally locked in his house. They worked in small groups to create story maps, outlining key elements of the story. They then shared their maps as a class.

Students were asked to think about personal connections: experiences or feelings in their own lives that were similar to the story in some way. The class discussed some possibilities; then students wrote independently about their own connections. The teacher reminded them that their work would be evaluated for:

- making logical connections to the story
- connecting to some of the ideas and feelings (not just the events)
- writing clear, varied sentences
- organizing their ideas in a logical way
- complete sentences and correct spelling

The teacher explained that this was a personal response, so:

- they would not be asked to make a “good” copy

- their ideas would be the most important element of their writing
- they should check their writing over to make sure it makes sense and is written in complete sentences, with correct punctuation and spelling

Note: This was an integrated reading and writing activity. Only the analysis for writing is presented here.

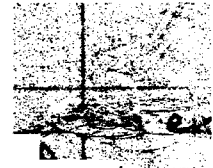
Meets Expectations (Minimal Level)

Teacher's Observations

This response makes a personal connection to the story, without any analysis.

- offers some relevant ideas
- uses some examples
- relies on simple language; somewhat vague and repetitive
- repeats a few basic sentence structures
- ideas are generally presented in logical sequence
- errors do not interfere with meaning

Locked out



We were just getting out of school. I had everything ready to go home. I got to the skytrain and I hopped on. When I was at the gateway station I just remembered I left my key at school and I said "I can't go back now". So I just went home and sat there until I remembered there is a key at the office. So I went and unlocked the house and did my homework.

Fully Meets Expectations

Teacher's Observations

This response makes a clear connection to the story and concludes with a “lesson” that shows the student’s analysis of both his own situation and the situation in the story.

- there is a sense of individuality
- gives logical explanations to develop the main ideas
- language is clear and shows some variety
- flows smoothly; varies sentence beginnings and uses a variety of connecting words
- errors do not interfere with meaning

This story reminds me of a similar situation that happened to me:

One day my dad and I came home from school when my dad noticed he left his keys inside.

"Oh no" I groaned. I was worried but I knew he would find away in.

"Don't worry we'll just open a window" my dad explained. So my dad got the ladder and opened the window. Soon after I crawled in the window. Next I stepped on the dresser and accidentally stepped on a colorful ornament and I fell off the dresser. It really hurt.

After that when I got up I unlocked the door. I was so relieved.

That's My story.

I learned that you should expect the unexpected. Also always have away in just incase.