

## **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.

# BC Performance Standards

## Writing GRADE 6

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# Personal Writing

**S**tudents 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 6, 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 6. 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 6 personal writing reflect the following prescribed learning outcomes from Grade 6 of the *English Language 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.

### 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 6 Personal Writing

This 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
<b>SNAPSHOT</b>	<i>The writing offers some ideas related to the topic but is often hard to follow. The writer may need a great deal of support.</i>	<i>The writing is somewhat general but completes the basic task; includes some errors.</i>	<i>The writing is straightforward, direct and easy to follow, with few errors. Develops the topic and offers some personal reactions.</i>	<i>The writing is focused and easy to read. The writer develops ideas with some analysis and complexity.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• some ideas related to the topic; tends to rely on retelling or listing</li> <li>• parts are inaccurate, illogical, repetitive, irrelevant, or copied</li> <li>• insufficient details, explanations, examples; often extremely short</li> </ul>	<ul style="list-style-type: none"> <li>• some opinions and reactions</li> <li>• information and ideas are relatively simple</li> <li>• some explanation, details, and examples (may be very brief or partly irrelevant)</li> </ul>	<ul style="list-style-type: none"> <li>• relevant personal reactions and ideas with some individuality</li> <li>• ideas and information are direct and straightforward</li> <li>• some relevant explanations, details, and examples</li> </ul>	<ul style="list-style-type: none"> <li>• relevant personal reactions and ideas with some analysis; sense of individuality</li> <li>• ideas and information show some complexity</li> <li>• logical explanations, details, and examples</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• simple, repetitive language; may make errors in word choice</li> <li>• sentences are often short and repetitive</li> </ul>	<ul style="list-style-type: none"> <li>• language tends to be simple and often vague</li> <li>• sentence length may be varied; relies on a few basic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear; some variety and description</li> <li>• variety of sentence lengths; may vary sentence beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear, varied; some precise, expressive language</li> <li>• flows smoothly, with a variety of sentence lengths and patterns</li> </ul>
<b>FORM</b> • opening • organization and sequence • conclusion • connecting words	<ul style="list-style-type: none"> <li>• begins without establishing the topic, purpose, or context</li> <li>• may attempt to develop the topic, but often wanders, loses focus</li> <li>• no real "ending"</li> <li>• overuses simple connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• introduces the topic; purpose and context may be omitted or unclear</li> <li>• generally sticks to the topic and is easy to follow, but may wander in places</li> <li>• ending is weak or abrupt</li> <li>• may overuse a few connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• introduces the topic and purpose; may provide some context</li> <li>• sticks to the topic; easy to follow, with related ideas grouped together</li> <li>• ending is logical but abrupt</li> <li>• uses a variety of connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• opens with a clear intention or purpose; provides context</li> <li>• develops the topic with a logical sequence of ideas</li> <li>• effective ending</li> <li>• uses increasing variety of transitional words and phrases; may take risks</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • complete sentences • grammar	<ul style="list-style-type: none"> <li>• frequent errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning</li> </ul>	<ul style="list-style-type: none"> <li>• few errors; these do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• sense of control; few errors; these are usually the result of taking risks to use complex language and structures</li> </ul>

## Rating Scale: Grade 6 Personal Writing

Student achievement in personal writing by March-April of Grade 6 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The writing offers some ideas that are related to the topic, but it is often hard to follow. Often very short. The writer may need a great deal of support.</i>	<i>The writing is somewhat general but completes the basic task; includes some errors.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• offers some ideas related to the topic; tends to rely on retelling or listing</li> <li>• parts are inaccurate, illogical, repetitive, irrelevant, or copied</li> <li>• insufficient explanations, details, or examples to accomplish the task; often extremely short</li> </ul>	<ul style="list-style-type: none"> <li>• offers some opinions and reactions related to a main idea</li> <li>• information and ideas are relatively simple</li> <li>• some explanation, details, and examples (may be very brief or include irrelevant material)</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• simple, repetitive language; may make errors in word choice</li> <li>• sentences are often short and repetitive and/or poorly constructed</li> </ul>	<ul style="list-style-type: none"> <li>• language tends to be simple and often vague</li> <li>• sentence length may be varied; tends to rely on a few basic patterns</li> </ul>
<b>FORM</b> • opening • organization and sequence • conclusion • connecting words	<ul style="list-style-type: none"> <li>• begins without establishing the topic, purpose, or context</li> <li>• may attempt to develop the topic, but often wanders and loses focus, with frequent breaks or abrupt shifts in the sequence of ideas</li> <li>• no real “ending”</li> <li>• omits connecting words or repeats a few simple ones (e.g., then, but, and)</li> </ul>	<ul style="list-style-type: none"> <li>• introduces the topic at the beginning; purpose and context may be omitted or unclear</li> <li>• generally sticks to the topic and is easy to follow, but may wander in places, especially toward the end</li> <li>• ending is weak or abrupt</li> <li>• may overuse a few connecting words (e.g., next, then, after, when, so)</li> </ul>
<b>CONVENTIONS</b> • effect on meaning • spelling • punctuation • complete sentences • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> <li>• frequent errors interfere with meaning</li> <li>• some words are spelled correctly; however, many basic words are misspelled or misused (e.g., their/there/they’re); often omits letters</li> <li>• frequent punctuation errors; often inconsistent in use of capital letters</li> <li>• many sentences are run-on or fragments</li> <li>• frequent errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense)</li> </ul>	<ul style="list-style-type: none"> <li>• some noticeable errors that cause the reader to hesitate or reread parts to confirm meaning</li> <li>• most basic words are spelled correctly; includes some errors, especially in homonyms (e.g., their/there/they’re)</li> <li>• basic sentence punctuation is usually correct; may use commas and capital letters inconsistently</li> <li>• some run-on sentences and fragments</li> <li>• includes some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense)</li> </ul>

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

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is straightforward, direct, and easy to follow, with few errors. The writer develops the topic and offers some personal reactions.</i></p>	<p><i>The writing is focused and easy to read. The writer develops ideas with some analysis and complexity.</i></p>
<ul style="list-style-type: none"> <li>• offers relevant personal reactions and ideas with some sense of individuality</li> <li>• ideas and information are generally straightforward and direct</li> <li>• includes some relevant explanations, details, and examples to develop ideas</li> </ul>	<ul style="list-style-type: none"> <li>• offers relevant personal reactions and ideas with some analysis; there is a sense of individuality</li> <li>• ideas and information show some complexity (e.g., speculation, generalizations)</li> <li>• gives logical explanations, details, and examples to develop and clarify the main ideas</li> </ul>
<ul style="list-style-type: none"> <li>• language is clear, with some variety and description</li> <li>• variety of sentence lengths; may vary sentence beginnings, use subordinate clauses (result may be awkward in places)</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear and varied; may include precise, expressive, or figurative language</li> <li>• flows smoothly, with a variety of sentence lengths and patterns</li> </ul>
<ul style="list-style-type: none"> <li>• introduces the topic and purpose at the beginning; attempts to provide some context</li> <li>• sticks to the topic, with related ideas grouped together; sequence is easy to follow</li> <li>• ending is logical but abrupt</li> <li>• uses a variety of connecting words (e.g., while, suddenly, also, so, because, then, after, when, but)</li> </ul>	<ul style="list-style-type: none"> <li>• opens with a clear intention or purpose; provides context</li> <li>• develops the topic with a logical sequence of ideas</li> <li>• ending is effective</li> <li>• uses an increasing variety of connecting phrases and words (e.g., although, therefore, at the same time, while, also)</li> </ul>
<ul style="list-style-type: none"> <li>• few errors; these do not interfere with meaning</li> <li>• most familiar words are spelled correctly</li> <li>• basic sentence punctuation is correct, including dialogue; may have minor errors in use of commas</li> <li>• most sentences are complete and correct; may include occasional run-on sentences or fragments</li> <li>• follows basic rules of grammar; may include occasional errors (e.g., adjective instead of adverb form; wrong pronoun, verb form, or tense)</li> </ul>	<ul style="list-style-type: none"> <li>• sense of control; few errors; these are usually the result of taking risks to use complex language and structures</li> <li>• most words are spelled correctly</li> <li>• punctuation is correct, including dialogue and use of commas</li> <li>• sentences are complete and correct; may have some problems when taking risks with more complex constructions</li> <li>• follows rules of grammar, including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate</li> </ul>

## Sample Task: Journal Writing

### CONTEXT

The teacher in this classroom emphasizes the importance of daily writing to improve writing skills and engages students in a wide variety of planned and impromptu writing tasks, including a weekly journal entry.

In their journals, students write thoughts, feelings, ideas, memories, and opinions in response to selections and current issues they have recently read, viewed, or experienced. The writing is not planned, revised, or edited for presentation; however, students are expected to demonstrate clarity of language, begin with a clear introduction, and follow a logical sequence, as well as applying conventions of standard English. The teacher reads and responds to the journals. On occasion, students share their journals with others. The journals are also a source of ideas for other kinds of writing.

### PROCESS

Students were asked to look back at the journal writing they had completed and find something they wrote previously that they would like to develop further. The teacher asked students to extend the topic and tell why they liked this activity or discuss why the topic was of interest to them.



## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

This journal entry has some ideas that are related to the topic; however, it is very short.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ insufficient explanation, details, and examples
- ◆ very short journal entry
- ◆ simple, repetitive language
- ◆ sentences are short
- ◆ attempts to develop the topic
- ◆ wanders and loses focus, with no real ending
- ◆ many sentences are fragments

bats are very smart animals.  
I have a cat his name is Critter. Critter is very playful he likes to go outside alot.  
I like my cat Critter.

### TRANSCRIPT

Cats are very smart animals.

I have a cat his name is Critter. Critter is very playful he likes to go outside alot.

I like my cat Critter.

I think my is speacial. I don't like when my cat jumps on me and scratches.

### Web onCats

- cute
- smart
- fury
- playful
- fun
- cudley

**MEETS EXPECTATIONS (MINIMAL LEVEL)**

**Teacher's Observations**

This student's journal entry is somewhat general but completes the basic task.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ information and ideas are relatively simple
- ◆ some explanation, details, and examples
- ◆ language tends to be simple and often vague
- ◆ sentence length is varied
- ◆ relies on a few basic patterns
- ◆ generally sticks to the topic
- ◆ wanders in places, and the ending is weak
- ◆ most basic words are spelled correctly
- ◆ includes some errors

My family

I have five members in my family. I have two brothers named \_\_\_\_\_ and \_\_\_\_\_ is 21 \_\_\_\_\_ is 25 he is turning 26 in December. My Parent's are \_\_\_\_\_ and \_\_\_\_\_. I have a cat named smoky she is 6 years old. My Mom and Dad are from singapore they were born in

**TRANSCRIPT**

**My family**

I have five members in my family. I have two brothers named \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ is 21 \_\_\_\_\_ is 25 he is turning 26 in December. My parent's are \_\_\_\_\_ and \_\_\_\_\_. I have a cat named smoky she is 6 years old. My mom and Dad are from singapore they were born in singapore same with my brothers I'am the only chil

that was born in Canada I am the youngest child in my family I was born in the Royal Columbian Hospital. My mom and me and my elder brother went to Singapore this year all by my self. My brother — is a nurse and my older brother goes to university and comes back on Fridays. My Dad is a nurse too he goes to Beaverton, Simon Hospital in Langley or Surrey, My mom is a cook. We all went in the summer going camping And we go to Whistler every winter to ski and I never been skiing. When we go skiing my friend Koko that's her nick name and her mom and dad are coming with us. My dad and mom and me last time we went on the gondola it's a ride it's really high and kinda scary to see the view. So like I was saying my family is a really cool family but sometimes my two brothers bully me and I don't like it! My mom is 42 She is a very good cook She doesn't really like snow and she is afraid of animals, my dad is a nurse he likes me.

### **Web on Family**

- My parents are — & —
- I have two brothers
- One cat named Smokey
- My mom is a cook
- My Dad is a nurse
- I have five members in my family
- My brother goes to university
- I went to Singapore Twice
- My other brother is a nurse too.

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

This student's journal entry is straightforward, direct, and easy to follow. It has few errors.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

- ◆ offers relevant personal reactions and ideas with some sense of individuality
- ◆ gives logical explanations, details, and examples to develop and clarify the main idea
- ◆ language is clear, with some variety and description
- ◆ introduces the topic and purpose at the beginning
- ◆ sequence is easy to follow
- ◆ basic sentence punctuation is correct

### Hockey

My favorite sport is hockey. You play on ice with two goalies and 5 players on each team. You wear a jock, socks, knee pads, skates, pants, elbow pads, neckgaurd, shoulder pads, gloves, and a helmet. You try to put the puck in the net past the goaly with your stick. When you score the crowd goes wild. You play on ice with skates.

### TRANSCRIPT

#### Hockey

My favorite sport is hockey. You play on ice with two goalies and 5 players on each team. you wear a jock, socks, knee pads, skates, pants, elbow pads, neckgaurd, shoulder pads, gloves, and a helmet. You try to put the puck in the net past the goaly with your stick. When you score the crowd goes wild. You play on ice with skates.

In one season there are 82 regular season games. After the 82 games 16 teams go into the playoffs hoping to win the Stanley Cup. Last year the New Jersey Devils won the Stanley Cup.

Wayne Gretzky holds almost all of the records like scoring, assists and so on. Wayne Gretzky is in the Hockey Hall of Fame after playing many years in the N.H.L. (National Hockey League). Wayne Gretzky is good but my favorite player is on the Colorado Avalanche he is Joe Sakic.

I also play hockey. I have played since I was 5 the first game I played I scored three goals (a hat trick). When I was ten I went to Calgary for a tournament. This year I made the A1 team. I had to do tryouts out of 120 kids and 9 forwards, 6 defencemen, and 2 goalies make the A1 team. I hope to play hockey in the N.H.L. when I get old enough. Hockey the coolest game on earth.

### **centre ice (illustration)**

#### **Web on Hockey**

- I play hockey
- A1 hockey
- Team first place
- records
- hockey hall of fame
- ice
- favorite player
- Joe Sakic
- sticks
- pucks
- net
- crowd
- playoffs
- 82 games
- Stanley Cup playoffs

## EXCEEDS EXPECTATIONS

### Teacher's Observations

This journal writing is focused and easy to read, and it features some analysis and complexity.

- ◆ offers relevant personal reactions and ideas
- ◆ gives logical explanations, details, and examples to develop and clarify the main ideas
- ◆ flows smoothly, with a variety of sentence lengths and patterns
- ◆ opens with a clear intention or purpose
- ◆ provides some context
- ◆ develops the topic, leading to an effective ending
- ◆ most words are spelled correctly
- ◆ punctuation is correct, including use of commas

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

In my spare time I like to ride my scooter.

There are lots of different kinds. One of the most popular kind of scooters are the "Razors". They are not the best kind but are very cheap. One of the best kinds are the "Jale Bing". They cost around \$150. There are many more different kinds.

### TRANSCRIPT

In my spare time I like to ride my scooter.

There are lots of different kinds. One of the most popular kind of scooters are the "Razors." They are not the best kind but are very cheap. One of the best kinds are the "Jale Bing." They cost around \$150. There are many more different kinds.

I like doing tricks on my scooter. So, far I can only do seven tricks. My best trick is probably a bunny hop, regular to goofy and bar spin all in one jump. I can only do this trick off my friend's driveway. Some other tricks are; wheelie, donkey kick, 360, 180, airwalk, and handstand.

Mini scooters are very easy to use. They can fold up so you can carry them around. Some scooters are easier to fold than others most scooters will allow you to adjust the height of the handle bar.

Companies are coming up with lots of new features. Scooters can now have coloured hand grips and wheels. The "Razor" just came out with bars at the back to stand on while doing a wheelie.

Scooters are a big craze!

### **Web on Mini scooters**

- very popular
- laws
- tricks
- different kind
- transportation
- hard to find
- all ages
- value
- Easy to use

**GRADE 6 WRITING: Additional Tasks/Samples**

**Personal/Impromptu Writing 1 tasks**

**Writing to Communicate Ideas and Information 6 tasks**

**Literary Writing 6 tasks**



## **Grade 6 Personal/impromptu Writing: Additional Sample 1**

### ***Journal Writing***

#### *Context*

Journal writing was a weekly activity for students in this class where students wrote thoughts, feelings, ideas, memories, and opinions in response to selections they had read, viewed, or experienced. The personal writing was not planned, revised or edited for presentation. Students were expected to demonstrate clarity of language, begin with a clear introduction and follow a logical sequence. They also practiced using the standard conventions they had learned in class. The audience was the teacher and on occasion, other students. The students also used their journals as ideas for other kinds of writing.

#### *Process*

Students were asked to look back at the journal writing they had completed and find something they had previously written that they would like to develop further. The teacher asked students to extend the topic and tell why they liked this activity or discuss why the topic was of interest to them.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

This student's journal entry is somewhat general but completes the basic task.

- information and ideas are relatively simple
- some explanation, details and examples
- language tends to be simple and often vague
- sentence length is varied
- relies on a few basic patterns
- generally sticks to the topic
- wanders in places and the ending is weak
- most basic words are spelled correctly
- includes some errors

Excitement      le septième

Just a few weeks ago I  
got a call from sears modeling  
company. My mom entered me  
in a modeling contest and I  
was one of the people that won.  
They're going to give me modeling lessons.  
I also have a car to go to  
toronto and model for sears catalog.  
I was very excited at that moment  
and I still am.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
<b>SNAPSHOT</b>				
<b>MEANING</b>				
<b>STYLE</b>				
<b>FORM</b>				
<b>CONVENTIONS</b>				

### **Teacher's Observations**

This student's journal entry is straightforward, direct and easy to follow. It has few errors.

- offers relevant personal reactions
- ideas have some sense of individuality
- gives logical explanations, details and examples to develop and clarify the main idea
- language is clear with some variety and description
- introduces the topic and purpose at the beginning
- sequence is easy to follow
- basic sentence punctuation is correct

## Excitement

le Novembre

Excitement for me could be anything, a new dress, or even just watching a sun set through the evening sky.

Something that excitement does to me is bring me happiness.

Happiness can be found only if something wonderful is going on like an election for mayor, or a trip to an exciting place.

Excitement is so wonderful it's like that tingle feeling you get when your older brother is tickling you all over but in your heart.