Competency 3 Writes Texts

Level 1	Level 2 Minimum development for the end of grade 4
Content of the Message • Student writes some basic genres: journal entries, alphabet/repetitive books and lists. • Completes very simple written tasks with guidance. • Uses only known words that were seen in class. • The writing has an occasional original thought but generally the content is taken from other sources (e.g. templates). • The writing uses very simple (often incomplete) sentences and single words are used to share ideas.	**Content of the Message** • Student writes some basic genres: acrostic poem, greetings card and invitation. • Texts contain known words studied in class and from other classroom sources (e.g. posters, word lists, etc.) • Texts lack coherence, which causes difficulty for the reader to understand the message. • Sentences often lack an essential element (e.g. a verb or subject).
Formulation of the Message • Models and templates are followed to increase coherence and understanding of the message. • Writes very basic texts, containing simple, known words. • Sentences are incomplete. • Errors in grammar, spelling and structure are very common, and impede the ability of the reader to understand texts.	**Formulation of the Message** • Completes basic writing tasks when guided. • Very simple sentences are used to share ideas. • Models and templates are followed. • Writes very basic texts. • Texts contain some incomplete sentences (incomplete syntax). • Errors in grammar, spelling and structure are common, and impede the ability of the reader to fully understand texts.

Continued…Competency 3 Writes Texts

Level 3	Level 4 Minimum development for the end of grade 6
Content of the Message • Student writes some basic genres: friendly letter, comic strips, retelling of a story (sequencing of a story in writing) and basic creative writing (short and simple narrative). • Shares ideas and opinions using a structured template. • Uses a variety of known, studied words to express ideas. • Production of original texts is limited. • Texts are not fully coherent. The lack of coherence causes some difficulty for the reader and may impede a full understanding of the message.	**Content of the Message** • The student writes a variety of genres: information report, brochure, descriptive paragraph. • Student attempts to share opinions in writing, with encouragement. • Texts lack some coherence.
Formulation of the Message • Texts contain basic vocabulary and simple sentence structures. • Errors within the texts can impede the ability of the reader to understand the message. • Writes in simple sentences making errors in spelling, grammar and punctuation. • Texts are not organized in a meaningful manner.	**Formulation of the Message** • Texts can be read and understood, regardless of errors. • Writing contains simple, well-formulated sentences. • Student attempts to personalize his or her texts. • Makes minor errors in simple sentences. • Modifies elements of provided models/templates to create texts.

Continued…Competency 3 Writes Texts

Level 5	Level 6	Level 7 Minimum development for the end of Secondary 2
Content of the Message • The student writes a variety of genres: E-mails, basic business letter and interviews or dialogs. • Production of original texts is somewhat limited. • Makes pertinent links to their personal lives or realities in their texts.	**Content of the Message** • The student writes a variety of genres: 'how to' (directions) texts, newspaper articles and biography or autobiography. • Shares ideas and opinions in texts. • Produces original texts with occasional support. • Takes some risks with language use in order to convey the message clearly.	**Content of the Message** • The student writes a variety of genres: simple poetry (e.g. free verse or Haiku), book or movie review and advertisements. • Produces original texts but requires support when writing new genres. • Writes coherent texts that link ideas and opinions to facts, personal experiences or prior knowledge.
Formulation of the Message • Texts can be read and understood, regardless or errors, but the vocabulary is somewhat limited. • Writing contains simple, well-formulated sentences. • Errors may still occur in spelling and grammar but does not impede the ability to comprehend the message.	**Formulation of the Message** • Demonstrates good control of basic vocabulary and some control of syntax, but major errors still occur when expressing more complex thoughts. • Uses a limited language repertoire. • Writing contains simple well-formulated sentences and the occasional complex sentence. • Attempts to use topic related language in an appropriate way.	**Formulation of the Message** • Demonstrates good control of vocabulary and syntax but errors still occur when expressing more complex thoughts (e.g poor word choice or syntax problems). • Uses a varied language repertoire including topic related language. • Attempts to use literary devices. • Writing contains simple well-formulated sentences and some complex sentences. • Texts are understandable without interpretation.

Continued…Competency 3 Writes Texts

Level 8	Level 9 Minimum development for the end of Secondary 5
Content of the Message • The student writes a variety of genres: five paragraph essay (structure), opinion essay, descriptive essay and summaries. • Shares ideas and opinions supported by examples within a text. • Produces original texts that only require minimal support as the texts become more complex. • Uses writing to convey a personal message.	**Content of the Message** • The student writes a variety of genres: persuasive writing, speeches and reviews. • Shares ideas and opinions, thoughts and concerns supported by a variety of examples within texts. • Produces original texts containing original ideas. • Writes well-structured texts which appropriately address the target audience.
Formulation of the Message • Demonstrates good control of vocabulary and syntax but minor errors still occur when expressing more complex, original thoughts. • Uses a language repertoire that is highly appropriate for the topic. • Writing contains a variety of well-formulated complex sentences. • Errors do not impede the understanding of texts. • Texts are fluent and have an ease of expression but sometimes the language used is inaccurate.	**Formulation of the Message** • Uses an extensive language repertoire including vocabulary appropriate to the topic. • Uses a variety of sentence structures. • Attempts to use basic idiomatic expressions. • Demonstrates fluency and ease of expression, but language is occasionally inaccurate.

Continued…Competency 3 Writes Texts

Level 10	Level 11	Level 12
Content of the Message • The student writes a variety of genres: political cartoon, letter to the editor, application and comparative essay. • Uses writing to convey a differing point of view. • Produces original, complex texts. • Enriches texts by using complex sentences and idiomatic expressions.	**Content of the Message** • Student writes all genres and demonstrates some mastery of the genres and use of appropriate stylistic devices associated with each genre. • Writing expresses subtleties and nuances of the English language.	**Content of the Message** • The student writes a variety of texts • Conveys a clear point of view. • Writes a variety of topics and is able to write texts that are well structured and provide supported arguments on a variety of social issues.
Formulation of the Message • Uses and controls an extensive repertoire including vocabulary highly appropriate to the topic, basic idiomatic expressions and a variety of sentence structures. • Uses different stylistic devices (e.g. transition words) to add coherence and flow to texts.	**Formulation of the Message** • Language is tailored to the target audience. • Texts are fluent, structurally sound and coherent, regardless of the genre. • Uses different stylistic devices with occasional errors.	**Formulation of the Message** • Texts are clearly and consistently well organized. • Employs a wide variety of stylistic devices in order to enrich the text.