



2018

SCA Curriculum

Grade 1-8

Language



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INTRODUCTION

This curriculum document shall hereby supersede all use of the Ontario curriculum in this particular subject area at Sudbury Christian Academy (SCA). After years of aiming to “meet and exceed” the Ontario curriculum, the SCA curriculum committee ultimately deemed it necessary to establish its own set of benchmarks. Several independent studies have shown Ontario standards to be in decline in recent years. SCA’s mandate as a private school, therefore, should be to consistently exceed, not just to meet, the Ontario curriculum.

Further, the approaches embraced by SCA are not always in alignment with the Ontario curriculum. The Ontario Language curriculum (as of the time of this writing), for example, is primarily focused on oral communication and media literacy. According to the provincial document, the rationale for this approach is to meet the needs of struggling and English-as-a-Second-Language (ESL) learners in a media rich culture. Sudbury Christian Academy, by contrast, takes a more classical approach to literacy, focusing primarily on reading and writing.

This document is deliberately simple and direct, outlining basic proficiency objectives for each grade without going into superfluous detail and philosophy. It includes descriptions of assignment types (e.g. writing pieces, poetry styles); direction for cursive writing, oral communication, and media literacy; and rubrics for evaluation. This curriculum document is a living document, continually updated to reflect the goals and objectives established by the SCA curriculum committee.

“Study to show thyself approved unto God, a worker who needeth not to be ashamed, rightly dividing the word of truth” (2 Timothy 2:15).

I. WRITING

Effective writing is the ultimate goal of the SCA language program. Spelling and grammar books will still be used for instruction and evaluation, with application as the objective. Five writing genres will be taught, each at different grade levels:

A. Expository Writing

Expository writing is generally intended to reveal or explain something, and may take several different forms, including fact file, brochure, newspaper article, or essay. In any form, it should be clear, factual, and geared towards an intended audience.

Students in grades 1 through 8 will learn to write an effective expository piece in a variety of forms and contexts.

Objectives of the expository writing unit include

- Selecting an interesting and engaging topic and title
- Organizing the subtopics logically and effectively
- Providing sufficient points of evidence in support of the subtopics
- Observing writing conventions, including good spelling and grammar
- Using effective, grade-appropriate phrasing and vocabulary
- Writing in a fluid, natural manner as appropriate for grade level
- Citing source material in MLA format (grades 5-8 only)

B. Narrative Writing

Narrative writing is intended primarily to entertain. Good storytelling is an inherently human pursuit, and a transferable skill in many different real-world circumstances.

Students in JK through grade 8 will learn to craft entertaining stories in different genres and styles.

Objectives of the narrative writing unit include

- Selecting a creative and engaging topic and title
- Organizing along a story arc with a self-consistent structure
- Providing well defined characters, challenges, solutions, and dialogue
- Observing writing conventions, including good spelling and grammar
- Using effective, grade-appropriate phrasing and vocabulary
- Writing in a fluid, natural manner as appropriate for grade level

C. Persuasive Writing

Persuasive writing may take several forms from a single paragraph to a classic essay structure. In any form, it should state an opinion/thesis, provide supporting reasons/points, and conclude with a summary or call to action.

Students in JK through grade 8 will learn to write persuasively with increasing sophistication in a variety of contexts.

Objectives of the persuasive writing unit include

- Presenting a clearly defined opinion, position, or thesis
- Organizing the argument/explanation logically and effectively
- Providing sufficient points of evidence in support of the argument
- Observing writing conventions, including good spelling and grammar
- Using effective, grade-appropriate phrasing and vocabulary
- Writing in a fluid, natural manner as appropriate for grade level

D. Procedural Writing

Procedural writing generally takes the form of a set of instructions, from the simple (e.g. recipes) to the complex (e.g. manuals).

Students in JK through grade 4 will learn to write an effective set of instructions in a variety of contexts.

Objectives of the procedural writing unit include

- Maintaining a consistent, present-tense voice
- Organizing the explanation of the procedure logically and effectively
- Ensuring the content is complete, including materials and steps
- Observing writing conventions, including good spelling and grammar
- Using effective, grade-appropriate phrasing and vocabulary
- Writing in a fluid, natural manner as appropriate for grade level

E. Recount

Recount writing is generally a memory in written form (e.g. journal entry, personal recollection, transcription of a significant event).

Students in JK through grade 4 will learn to articulate memories and observations in a variety of contexts.

Objectives of the recount writing unit include

- Maintaining a consistent, past-tense, first-person voice
- Titling and organizing the recount logically and effectively
- Providing details and description in support of the recount
- Observing writing conventions, including good spelling and grammar
- Using effective, grade-appropriate phrasing and vocabulary
- Writing in a fluid, natural manner as appropriate for grade level

II. POETRY STYLES

Each group of students in grades 1-8 will learn to compose two of four types of poems each year. (Note: Kindergarten students will learn about rhyme, and may be directed by their teacher to construct simple poems as appropriate.)

Objectives of poetry writing units include

- Maintaining a consistent tone and theme as appropriate
- Titling and organizing the poem cleverly and effectively
- Adhering to the conventions of the poetry style as appropriate
- Venturing outside of the conventions of the poetry style as appropriate
- Using effective, grade-appropriate verse and vocabulary
- Expressing ideas and emotions creatively and constructively

A. Acrostic, Colour, Diamond, Shape

Grades 1 and 2 will learn to compose the following poetry styles:

- **Acrostic** poems are constructed by forming a word from the first letter of each line in the poem. The lines may or may not conform to a rhyme scheme, but must describe the acrostically formed word.
- **Colour** poems describe a colour, by providing examples of objects which share that colour, and/or by describing the feelings which that colour provokes. The page or typography of a colour poem may also appear in the chosen colour. Colour poems often have no rhyme scheme or set structure.

- **Diamond** (or *diamante*) poems are centred around a single theme, and have a very rigid structure, which ultimately forms a diamond shape on the page:

```

      NOUN
    ADJECTIVE  ADJECTIVE
  VERB        VERB        VERB
NOUN    NOUN    NOUN    NOUN
  VERB        VERB        VERB
    ADJECTIVE  ADJECTIVE
      NOUN
  
```

- **Shape** poems are typically non-rhyming, cryptically, evocatively, or descriptively worded poems in which the words are positioned on the page to form a recognizable image or shape of a common object.

B. Cinquain, Found, Haiku, Movement

Grades 3 and 4 will learn to compose the following poetry styles:

- **Cinquain** poems are American in origin, owing much to the Japanese Haiku, containing five unrhymed lines with 2, 4, 6, 8, and 2 syllables. Cinquains have a consistent theme, conveying a particular mood with evocative words.
- **Found** poems are like a literary collage, taking words and phrases from other sources (e.g. newspaper clippings) and piecing them together to form a poem.
- **Haiku** poetry is Japanese in origin, adhering to a very strict structure of three unrhymed lines with 5, 7, and 5 syllables.
- **Movement** poems are composed of unrhymed verse organized on the page in such a way as to give the impression of movement corresponding to the activity or action which the poem describes (e.g. swirling, spinning, falling, floating).

C. Alliteration, Limerick, Mood Shift, Redaction

Grades 5 and 6 will learn to compose the following poetry styles:

- **Alliteration** poems are lines of verse in which nearly every word begins with the same letter of the alphabet. Alliteration poems are not necessarily confined to a particular rhyme scheme or syllabic structure.
- **Limericks** are witty or humorous five-line poems of Irish origin, following a strict AABBA rhyme scheme, and an 88558 syllabic structure:

There was an odd lady named Bright
Who travelled much faster than light
She set out one day
In a relative way
And returned on the previous night

- **Mood shift** poems may or may not follow a particular rhyme scheme or structure, but must convey a particular mood at the beginning, slowly or suddenly shifting to a completely different mood by the end.
- **Redaction** poems owe much to found poetry, formed by blacking out the majority of words on a single page of text, leaving select words scattered across the page, selected and ordered in such a way as to create a poem.

D. Crossword, Elegy, Ode, Sonnet

Grades 7 and 8 will learn to compose the following poetry styles:

- **Crossword** poems are constructed by hand on graph paper or in a word processing document using a table to resemble a crossword puzzle, with thematically consistent words connected in a complex acrostic.
- **Elegy** poems are related to odes, but take a sombre or mournful tone, focusing on themes of death, loss, and sadness.
- **Odes** are lyrical poems with a long tradition, expressing love or enthusiasm for a person, place, or thing. Odes speak directly to the subject of the poem in second person reference, despite the subject's absence.
- **Sonnets** are a style of poetry written in 14 lines of iambic pentameter, with an advanced rhyme scheme (e.g. ABBA ABBA CDE CDE).

III. SPELLING

Spelling practice and testing shall occur at every grade level from JK through 6 using the resources selected and approved by the curriculum committee of Sudbury

Christian Academy. Students in grades 7 and 8 will develop their vocabulary using words drawn from novel studies.

Spelling application in writing – a pillar of SCA’s language curriculum – shall be evaluated using the appended rubrics. Correction of misspelled words will be a requirement for all writing pieces.

IV. GRAMMAR

Grammar instruction shall occur at every grade level from JK through grade 8 using the resources selected and approved by the curriculum committee of Sudbury Christian Academy (see approved resource table for current academic year).

Grammar assessment and evaluation may include phonics/grammar worksheets. Grammar application in writing – a pillar of SCA’s language curriculum – shall be evaluated using the appended rubrics.

V. CURSIVE WRITING

Cursive writing instruction will take place from grades 1 through 4 on a weekly basis, and ideally with daily practice as part of classroom routine, using the style of cursive writing favoured by the A Beka cursive writing resources.

Cursive writing will generally be encouraged over printing at all grade levels from 1 through 8. Bonus points or other academic incentives may be awarded for rough drafts (for example) submitted in tidy cursive writing. Evaluated cursive writing tests or assignments may be given, with a printing alternative for students who are exempted from cursive writing.

Students shall be exempted from cursive writing if they have a current Individual Education Plan (IEP) on file which adequately explains the reason for exemption and which outlines accommodations or modifications.

VI. READING

Guided reading will be foundational to literacy class routines in JK through grade 2, and as needed for weaker readers in grades 3 and 4. The preferred reading assessment tool at SCA is the Developmental Reading Assessment (DRA)-2 primary level kit. The DRA kit books may not be used for reading practice, only for assessment purposes. Teachers in JK-2 must keep a running record for each student in each term (see DRA kit instructions). Other levelled readers, such as Reading A-Z may be used to supplement the DRA kit (see “Reading A-Z Correlation Chart” at www.readinga-z.com/updates/reading-a-z-correlation-chart.pdf). For evaluation purposes, see Appendix F: DRA-to-Grade Correlations.

The practice of guided reading may look different for each teacher depending on classroom routines and individual approaches, but some basic guidelines should be observed by all teachers at SCA:

- Optimally, guided reading takes place one-on-one with the teacher, or in student-to-teacher ratios of no larger than 3:1
- Guided reading may take place during regular class time, without the aide of a supply teacher or teaching assistant
- Students who are not doing guided reading at the time must have independent work or silent reading to occupy them

For sight word reading reinforcement, teachers may use Dolch word lists of the most commonly occurring reading words at each grade level. Advanced students may be challenged by Dolch word lists beyond grade level.

A. Objectives

By the end of SK, students will be able to read and comprehend complete sentences, including grade-appropriate sight words. By the end of grade 2, students will be able to read small chapter books at the equivalent DRA level.

VII. NOVEL STUDIES

Reading in grades 3 through 8 will be in novel studies, with classes using two to three approved novels at each grade level. Novels may be drawn from the approved curriculum resource list, or may be specially approved in writing by the principal.

The purpose of novel studies is to foster enthusiastic reading, to improve reading comprehension, and to learn elements of written storytelling (e.g. plot structure, symbolism, characterization, theme) and technique (e.g. foreshadowing, suspense).

VIII. ORAL COMMUNICATION

The annual public speaking competition (see Appendix G) will form the basis of the oral communication component for evaluative purpose. Cross-curricular opportunities exist with history class in particular (e.g. historical figure monologues).

Students may also exercise good oral communication skills in formative (i.e. non-evaluated) settings such as group discussion of novel studies. Formative oral communication opportunities may translate into participation marks.

IX. MEDIA LITERACY

For better or for worse, we live in a media-saturated society, in which none of our students can recall a time before the existence of high-speed internet. In a culture

that that no longer ascribes to objective truth – inclusive or exclusive of the Word of God – the onus is upon Christian parents and educators to inoculate students against the onslaught of media messages so they can make wise and wary choices.

Media literacy may be infused into other writing pieces, and play a role in the research process across the curriculum. The teacher will introduce relevant media topics (e.g. advertising, marketing, social media, fake news, product placement) in context with assignments and activities, particularly during busy shopping seasons (e.g. Christmas) and in light of current events (e.g. election season).

A. Research

The teacher will contribute to enhancing student understanding of effective and reliable research, particularly in determining the veracity and credibility of sources. Since the bulk of secondary research being done by students is online, and most online content is of a popular nature, students need to apply their critical thinking skills to become better able to discern the reliability of sources.

B. Citation

Proper citation is important for crediting the source of information, and for increasing the credibility of an argument. Students sometimes make the mistake of prioritizing originality over credibility, and fail to credit a source for fear of appearing unoriginal. In other cases, students neglect to credit a source because they fail to understand the definition of plagiarism. When guiding students in their research, the teacher will emphasize the importance of academic honesty and proper citation.

The standard form of citation in language studies is governed by the Modern Language Association (MLA). Students in grades 5 and 6 will begin to use rudimentary forms of citation to credit the source of their information, and students grades 7 and 8 will be expected to use MLA headers and citation in all of their written work, as applicable.

Appendix A: Expository Writing Rubrics



Expository Writing Rubric (Grade 1/2)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
PURPOSE	Does not identify topic of investigation	Mostly identifies topic of investigation	Identifies topic of investigation	Strongly and clearly identifies topic of investigation
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	No title page included	Title page does not relate to topic	Title page relates to topic	Title page is engaging relates to topic
	No table of contents	Table of contents is included with few errors	Table of contents is included with appropriate headings	Clear and concise table of contents
	Pages are poorly organized	Pages are somewhat organized	Pages are well organized	Pages are well organized, neat and detailed
	9 10 11	12 13 14	15 16 17	18 19 20
CONTENT	Limited factual information is provided	Some factual information is given about the topic	A variety of factual information is given about the topic	Uses detailed and descriptive language to introduce a wide variety of factual information about the topic
	Lack of pictures	Some pictures included	Includes a variety of pictures/diagrams	Uses a variety of pictures/diagrams which enhance the information
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Few letters are correctly formed	Some letters are correctly formed	Most letters are correctly formed	All letters are correctly formed
	Rarely uses capital letters correctly	Sometimes uses capital letters correctly	Usually uses capital letters correctly	Always uses capital letters correctly
	Rarely uses appropriate punctuation	Sometimes uses appropriate punctuation	Usually uses appropriate punctuation	Always uses appropriate punctuation
	Some sight words spelled correctly	Most sight words spelled correctly	All sight words spelled correctly	All sight words and most unfamiliar words spelled correctly
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Wording is vague words are frequently misused, obscuring understanding.	Wording is unclear; some words are missed, detracting from understanding.	Wording is clear, appropriate, and precise, supporting understanding.	Wording is creative, appropriate, and precise, enhancing understanding.
	3 4	5 6	7 8	9 10
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Expository Writing Rubric (Grade 3/4)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
PURPOSE	Does not identify topic of investigation	Mostly identifies topic of investigation	Identifies topic of investigation	Strongly and clearly identifies topic of investigation
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	No title.	Title does not relate to report.	Title relates to report	Title is informative, easy to read and relates to report
	Report is poorly organized.	Report is somewhat organized	Report is organized logically	Report is organized logically and neatly
	Paragraphs are not used.	Paragraphs are attempted	Paragraphs are used with minor errors	Paragraphs are used effectively
	9 10 11	12 13 14	15 16 17	18 19 20
CONTENT	Limited factual information is provided	Some factual information is given about the topic	A variety of factual information is given about the topic	Uses detailed and descriptive language to introduce a wide variety of factual information about the topic
	Lack of pictures	Some pictures included	Includes a variety of pictures/ diagrams	Uses a variety of pictures/ diagrams that enhance the information
	No captions	Captions do not relate well to pictures	Pictures are captioned	Pictures have clear and concise captions
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Relatively few errors in spelling and grammar	No, or very few, errors in spelling and grammar
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Wording is vague words are frequently misused, obscuring understanding.	Wording is unclear; some words are missed, detracting from understanding.	Wording is clear, appropriate, and precise, supporting understanding.	Wording is creative, appropriate, and precise, enhancing understanding.
	3 4	5 6	7 8	9 10
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Expository Writing Rubric (Grade 5/6)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
PURPOSE	Vague topic with unclear direction.	Clear topic with vague direction.	Interesting topic with clear direction.	Engaging topic with exciting direction.
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	Introduction is missing or incomplete.	Introduction begins to introduce topic & subtopics; hook is vague or ineffective.	Introduction contains hook, introduces topic and subtopics.	Introduction paragraph contains engaging hook, relevant background information, and clearly introduces subtopics.
	Paragraphs are attempted, but missing topic sentences.	Paragraphs inconsistently organized with weak topic sentences.	Paragraphs are well organized with clear topic sentences.	Paragraphs are well organized and flow seamlessly, with strong topic sentences
	Conclusion is missing or fails to summarize essay.	Conclusion begins to summarize essay.	Conclusion summarizes essay.	Conclusion effectively summarizes essay and leaves reader thinking.
	9 10 11	12 13 14	15 16 17	18 19 20
CONTENT	Includes one distinct subtopic.	Includes two distinct subtopics.	Includes three distinct subtopics.	Includes three strong, interesting subtopics.
	Includes one strong, well-researched point for each subtopic.	Includes two strong, well-researched points for each subtopic.	Includes three strong, well-researched points for each subtopic.	Includes more than three strong, well-researched points for each subtopic.
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors spelling and grammar
	3 4	5 6	7 8	9 10
VOCABULARY	Formal language is not used.	Formal language is used throughout, with several lapses.	Formal language is used throughout, with a few lapses.	Formal language is used throughout, with no lapses.
	3 4	5 6	7 8	9 10
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	3 4	5 6	7 8	9 10
CITATION	Widespread citation inaccuracy. Note: absence of citation earns "0" for essay.	Frequently inaccurate citations with several errors.	Mostly accurate citation with few errors.	Accurate and complete citation throughout.
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Expository Writing Rubric (Grade 7/8)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
PURPOSE	Vague topic with unclear direction.	Clear topic with vague direction.	Interesting topic with clear direction.	Engaging topic with exciting direction.
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	Introduction is missing or incomplete.	Introduction begins to introduce topic & subtopics; hook is vague or ineffective.	Introduction contains hook, introduces topic and subtopics.	Introduction paragraph contains engaging hook, relevant background information, and clearly introduces subtopics.
	Paragraphs are attempted, but missing topic sentences.	Paragraphs inconsistently organized with weak topic sentences.	Paragraphs are well organized with clear topic sentences.	Paragraphs are well organized and flow seamlessly, with strong topic sentences
	Conclusion is missing or fails to summarize essay.	Conclusion begins to summarize essay.	Conclusion summarizes essay.	Conclusion effectively summarizes essay and leaves reader thinking.
	9 10 11	12 13 14	15 16 17	18 19 20
CONTENT	Includes one distinct subtopic.	Includes two distinct subtopics.	Includes three distinct subtopics.	Includes three strong, interesting subtopics.
	Includes one strong, well-researched point for each subtopic.	Includes two strong, well-researched points for each subtopic.	Includes three strong, well-researched points for each subtopic.	Includes more than three strong, well-researched points for each subtopic.
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors spelling and grammar
	3 4	5 6	7 8	9 10
VOCABULARY	Formal language is not used.	Formal language is used throughout, with several lapses.	Formal language is used throughout, with a few lapses.	Formal language is used throughout, with no lapses.
	3 4	5 6	7 8	9 10
FLUENCY	Excessive chopiness, run-ons, and/or awkward phrasing	Some chopiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	3 4	5 6	7 8	9 10
CITATION	Widespread citation inaccuracy. Note: absence of citation earns "0" for essay.	Frequently inaccurate citations with several errors.	Mostly accurate citation with few errors.	Accurate and complete citation throughout.
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)

Appendix B: Narrative Writing Rubrics



Narrative Writing Rubric (Grade 1/2 Silly Stories)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
ORGANIZATION	No title.	Title does not relate well to story.	Title relates well to story.	Creative and engaging title.
	No clear distinction between beginning, middle, and end.	Attempts beginning, middle, and end.	Clear beginning, middle, and end.	Developed beginning, middle, and end.
	13 15 16	17 18 19	20 21 22	23 24 25
CONTENT	Setting and characters are not introduced at beginning.	Settings and characters are introduced at beginning.	Settings and characters are introduced at beginning with some detail.	Settings and characters are introduced at beginning with wide variety of details.
	Does not include strange or impossible event.	Begins to describe strange or impossible events.	Describes strange or impossible event.	Describes strange or impossible event with rich detail.
	No connection between characters and strange event	Limited connection between characters and strange event	Characters interact with event.	Well-developed characters interact with event in humorous way.
	Lacks satisfying conclusion.	Attempted satisfying conclusion.	Satisfying conclusion.	Satisfying and effective conclusion.
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Few letters are correctly formed	Some letters are correctly formed	Most letters are correctly formed	All letters are correctly formed
	Rarely uses capital letters correctly	Sometimes uses capital letters correctly	Usually uses capital letters correctly	Always uses capital letters correctly
	Rarely uses appropriate punctuation	Sometimes uses appropriate punctuation	Usually uses appropriate punctuation	Always uses appropriate punctuation
	Some sight words spelled correctly	Most sight words spelled correctly	All sight words spelled correctly	All sight words and most unfamiliar words spelled correctly
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/ misused	Words are clear and precise	Words are creative and precise, enhance imagery
	8 9	10 11	12 13	14 15
FLUENCY	Excessive chopiness, run-ons, and/or awkward phrasing	Some chopiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	8 9	10 11	12 13	14 15
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Narrative Writing Rubric (Grade 1/2 Fairytales)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
ORGANIZATION	No title.	Title does not relate well to story.	Title relates well to story.	Creative and engaging title.
	No clear introduction, rising action, climax, and resolution.	Vague introduction, rising action, climax, and resolution.	Clear introduction, rising action, climax, and resolution.	Well-developed and organized introduction, rising action, climax, and resolution.
	13 15 16	17 18 19	20 21 22	23 24 25
CONTENT	No setting.	Limited detail describing setting.	Describes setting with some detail.	Creative and highly detailed setting.
	Missing problem and/or solution.	Vague problem and solution.	Clear problem and solution.	Creative and detailed problem and solution.
	No make-believe elements.	Includes few make-believe elements.	Includes make-believe elements.	Includes wide variety of make-believe elements.
	Missing hero and/or villain.	Under-developed hero and villain.	Includes a hero and villain.	Includes well-developed hero and villain.
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Few letters are correctly formed	Some letters are correctly formed	Most letters are correctly formed	All letters are correctly formed
	Rarely uses capital letters correctly	Sometimes uses capital letters correctly	Usually uses capital letters correctly	Always uses capital letters correctly
	Rarely uses appropriate punctuation	Sometimes uses appropriate punctuation	Usually uses appropriate punctuation	Always uses appropriate punctuation
	Some sight words spelled correctly	Most sight words spelled correctly	All sight words spelled correctly	All sight words and most unfamiliar words spelled correctly
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/ misused	Words are clear and precise	Words are creative and precise, enhance imagery
	8 9	10 11	12 13	14 15
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	8 9	10 11	12 13	14 15
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Narrative Writing Rubric (Grade 3/4 Fables)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
ORGANIZATION	No title.	Title does not relate well to fable.	Title relates well to fable.	Creative and engaging title.
	No clear distinction between beginning, middle, and end.	Attempts beginning, middle, and end.	Clear beginning, middle, and end.	Developed beginning, middle, and end.
	13 15 16	17 18 19	20 21 22	23 24 25
CONTENT	No moral	Vague moral	Clear moral	Compelling and creative moral
	Characters are underdeveloped.	Includes animal characters with vague traits.	Includes animal characters who are either clever or foolish.	Includes well-developed animal characters who are clearly clever or foolish.
	Does not include problem and/or solution.	Includes vague problem and solution.	Includes clear problem and solution.	Includes creative and detailed problem and solution.
	No dialogue	Includes little dialogue or dialogue is poorly formatted.	Includes some well-formatted dialogue.	Includes a variety of purposeful, well-formatted dialogue.
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors in spelling and grammar
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/misused	Words are clear and precise	Words are creative and precise, enhance imagery
	8 9	10 11	12 13	14 15
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	8 9	10 11	12 13	14 15
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Narrative Writing Rubric (Grade 3/4 Legends)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
ORGANIZATION	No title.	Title does not relate well to legend.	Title relates well to legend.	Creative and engaging title.
	No clear distinction between beginning, middle, and end.	Attempts beginning, middle, and end.	Clear beginning, middle, and end.	Developed beginning, middle, and end.
	13 15 16	17 18 19	20 21 22	23 24 25
CONTENT	Setting does not describe a real time and/or place.	Setting describes a real time and/or place with limited detail.	Setting describes a real time and/or place with some detail.	Setting describes real time and/or place with rich detail.
	Does not include a clear hero/ heroine.	Hero/heroine is underdeveloped	Hero/heroine is unusually brave and/or heroic	Hero/heroine has well-developed characteristics and is unusually brave and/or heroic.
	Missing problem and/or solution.	Includes vague problem.	Includes clear problem.	Includes clear and creative problem that relates to the setting.
	Does not indicate legend has been retold.	Includes vague solution.	Hero/heroine solves problem through heroic acts.	Hero/heroine solves problem through creative and detailed heroic acts.
	No dialogue	Little dialogue or dialogue is poorly formatted.	Includes some well-formatted dialogue.	Includes a variety of purposeful, well-formatted dialogue.
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors spelling and grammar
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/ misused	Words are clear and precise	Words are creative and precise, enhance imagery
	8 9	10 11	12 13	14 15
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	8 9	10 11	12 13	14 15
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Narrative Writing Rubric (Grade 5/6 Mysteries)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
ORGANIZATION	No title.	Title does not relate well to mystery.	Title relates well to mystery.	Creative and engaging title.
	No clear distinction between beginning, middle, and end.	Attempts beginning, middle, and end.	Clear beginning, middle, and end.	Developed beginning, middle, and end.
	13 15 16	17 18 19	20 21 22	23 24 25
CONTENT	Does not describe setting.	Describes setting with limited detail.	Describes setting with some detail.	Describes setting with rich detail.
	Does not include detective.	Includes underdeveloped detective.	Includes detective(s)	Includes well-developed detective(s).
	Includes less than three suspects.	Includes vague and underdeveloped suspects.	Includes at least three suspects.	Includes at least three well-developed and interesting suspects.
	Crime or puzzling event is unclear	Crime or puzzling event is not engaging.	Includes interesting crime or puzzling event.	Includes creative and intriguing crime or puzzling event.
	Includes less than three clues.	Includes at least three clues that do not clearly indicate a suspect.	Includes at least three clues that point towards a suspect.	Includes at least three imaginative clues that point towards a suspect.
	Does not include solution.	Includes vague solution.	Includes clear solution.	Includes creative solution that leaves readers thinking.
	No dialogue	Includes little dialogue or dialogue is poorly formatted.	Includes some well-formatted dialogue.	Includes a variety of purposeful, well-formatted dialogue.
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors spelling and grammar
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/ misused	Words are clear and precise	Words are creative and precise, enhance imagery
	8 9	10 11	12 13	14 15
FLUENCY	Excessive chopiness, run-ons, and/or awkward phrasing	Some chopiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	8 9	10 11	12 13	14 15
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Narrative Writing Rubric (Grade 5/6 Historical Fiction)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
ORGANIZATION	No title.	Title does not relate well to story.	Title relates well to story.	Creative and engaging title.
	No clear distinction between beginning, middle, and end.	Attempts beginning, middle, and end.	Clear beginning, middle, and end.	Developed beginning, middle, and end.
	13 15 16	17 18 19	20 21 22	23 24 25
CONTENT	Does not describe a real time and place.	Real time and place is described with limited detail.	Describes in detail a real time and place in the past.	Describes a real time and place in the past with a variety of detail and vivid imagery.
	Characters are underdeveloped and have inauthentic experiences.	Characters are underdeveloped or have inauthentic experiences.	Includes real or imagined characters with authentic experiences.	Includes highly developed characters that are real or imagined with highly authentic experiences.
	Problem and solution are vague.	Problem and solution do not connect to time and place.	Clear problem and solution are connected to time and place.	Creative and developed problem and solution that is connected to the time and place of the story.
	Provides inaccurate historical information.	Provides inconsistent historical information.	Some accurate historical information is provided.	A variety of accurate historical information is provided.
	No dialogue.	Includes little dialogue or dialogue is poorly formatted.	Includes some well-formatted dialogue.	Includes a variety of purposeful, well-formatted dialogue.
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors spelling and grammar
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/misused	Words are clear and precise	Words are creative and precise, enhance imagery
	8 9	10 11	12 13	14 15
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	8 9	10 11	12 13	14 15
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Narrative Writing Rubric (Grade 7/8 Science Fiction)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
ORGANIZATION	No title.	Title does not relate well to story.	Title relates well to story.	Creative and engaging title.
	Limited use of paragraphs.	Inconsistent use of paragraphs.	Consistent use of paragraphs with few errors.	Consistent use of paragraphs with no errors.
	No clear distinction between exposition, rising action, climax, falling action, resolution	Attempts exposition, rising action, climax, falling action, resolution	Clear exposition, rising action, climax, falling action, resolution	Developed exposition, rising action, climax, falling action, resolution
	13 15 16	17 18 19	20 21 22	23 24 25
CONTENT	Does not include a futuristic setting.	Futuristic setting, but with limited detail.	Detailed futuristic setting.	Highly detailed futuristic setting with vivid imagery.
	Does not incorporate advanced technology or leaps in scientific knowledge.	Attempts to incorporate some advanced technology or leaps in scientific knowledge.	Effectively incorporates advanced technology or leaps in scientific knowledge.	Effectively incorporates a variety of advanced technology or leaps in scientific knowledge.
	Underdeveloped characters are not relatable.	Includes underdeveloped human or alien characters that experience few relatable emotions.	Includes developed human or alien characters that experience relatable emotions.	Includes highly developed human or alien characters that experience a variety of relatable emotions.
	Vague conflict and solution.	Conflict and solution do not relate to futuristic setting.	Clear conflict and solution relates to futuristic setting.	Creative and detailed conflict and solution relates to futuristic setting.
	No dialogue.	Includes little dialogue or dialogue is poorly formatted.	Includes some well-formatted dialogue.	Includes a variety of purposeful, well-formatted dialogue.
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors spelling and grammar
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/ misused	Words are clear and precise	Words are creative and precise, enhance imagery
	8 9	10 11	12 13	14 15
FLUENCY	Excessive chopiness, run-ons, and/or awkward phrasing	Some chopiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	8 9	10 11	12 13	14 15
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Narrative Writing Rubric (Grade 7/8 Short Stories)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
ORGANIZATION	No title.	Title does not relate well to story.	Title relates well to story.	Creative and engaging title.
	Limited use of paragraphs.	Inconsistent use of paragraphs.	Consistent use of paragraphs with few errors.	Consistent use of paragraphs with no errors.
	No clear distinction between exposition, rising action, climax, falling action, resolution	Attempts exposition, rising action, climax, falling action, resolution	Clear exposition, rising action, climax, falling action, resolution	Developed exposition, rising action, climax, falling action, resolution
	13 15 16	17 18 19	20 21 22	23 24 25
CONTENT	Does not describe setting.	Describes setting with limited detail.	Describes setting with some detail.	Describes setting with rich detail.
	Characters are vague.	Includes underdeveloped characters	Includes developed characters	Includes interesting and well-developed characters
	Missing problem and/or solution.	Vague problem and solution.	Clear problem and solution.	Creative and engaging problem and solution.
	No dialogue	Includes little dialogue or dialogue is poorly formatted.	Includes some well-formatted dialogue.	Includes a variety of purposeful, well-formatted dialogue.
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors spelling and grammar
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/ misused	Words are clear and precise	Words are creative and precise, enhance imagery
	8 9	10 11	12 13	14 15
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is smooth and easy to read	Writing is smooth and natural, easy to read on first try
	8 9	10 11	12 13	14 15
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)

Appendix C: Persuasive Writing Rubrics



Persuasive Writing Rubric (Grade 1/2)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
PURPOSE	Does not state opinion	Begins to state opinion	States opinion	Strongly and clearly states opinion
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	No hook	Hook does not relate to topic of paragraph	Hook relates to topic of paragraph	Hook is exciting and relates to topic of paragraph
	No transitional words are used.	Few transitional words are used	Some transitional words are used.	Variety of transitional words are used to introduce new ideas.
	No concluding sentence	Concluding sentence does not sum up paragraph	Concluding sentence mostly sums up paragraph	Concluding sentence clearly sums up paragraph
	9 10 11	12 13 14	15 16 17	18 19 20
ARGUMENT	Provides one reason to support opinion	Provides two reasons to support opinion	Provides three reasons to support opinion	Clearly provides three strong reasons to support opinion
	Does not provide details/examples	Provides details/examples for some reasons	Provides details/examples for each reason	Provides strong details/examples for each reason
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Few letters are correctly formed	Some letters are correctly formed	Most letters are correctly formed	All letters are correctly formed
	Rarely uses capital letters correctly	Sometimes uses capital letters correctly	Mostly uses capital letters correctly	Always uses capital letters correctly
	Rarely uses appropriate punctuation	Sometimes uses appropriate punctuation	Mostly uses appropriate punctuation	Always uses appropriate punctuation
	Some sight words spelled correctly	Most sight words spelled correctly	All sight words spelled correctly	All sight words and most unfamiliar words spelled correctly
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/misused	Words are clear and precise	Words are creative and precise; enhance argument
	3 4	5 6	7 8	9 10
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is mostly smooth and easy to read.	Writing is smooth and natural; easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Persuasive Writing Rubric (Grade 3/4)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
PURPOSE	Does not state opinion	Begins to state opinion	States opinion	Strongly and clearly states opinion
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	No hook	Hook does not relate to topic of paragraph	Hook relates to topic of paragraph	Hook is exciting and relates to topic of paragraph
	No transitional words are used.	Few transitional words are used	Some transitional words are used.	Variety of transitional words are used to introduce new ideas.
	No concluding sentence	Concluding sentence does not sum up paragraph	Concluding sentence mostly sums up paragraph	Concluding sentence clearly sums up paragraph
	9 10 11	12 13 14	15 16 17	18 19 20
ARGUMENT	Provides one reason to support opinion	Provides two reasons to support opinion	Provides three reasons to support opinion	Clearly provides three strong reasons to support opinion
	Does not provide details/examples	Provides details/examples for some reasons	Provides details/examples for each reason	Provides strong details/examples for each reason
	Does not address any counterclaims	Mentions counterclaim	Responds to counterclaim	Strong response to counterclaim
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Frequent spelling and grammar errors	Several spelling and grammar errors	Few spelling and grammar errors	Little to no spelling and grammar errors
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/misused	Words are clear and precise	Words are creative and precise; enhance argument
	3 4	5 6	7 8	9 10
FLUENCY	Excessive chopiness, run-ons, and/or awkward phrasing	Some chopiness, run-ons, and/or awkward phrasing	Writing is mostly smooth and easy to read.	Writing is smooth and natural; easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Persuasive Writing Rubric (Grade 5/6)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
PURPOSE	Does not state position	Position is unclear	States position	Clearly and effectively states position
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	Introduction is incomplete.	Introduction begins to introduce topic and subtopics; hook does not clearly relate to topic.	Introduction includes topic and subtopics, as well as hook which relates to topic.	Introduction clearly introduces topic and subtopics, with exciting hook and relevant background information.
	Body paragraphs are poorly organized.	Body paragraphs are inconsistently organized, with inconsistent use of topic sentences.	Body paragraphs are organized logically, with consistent use of topic sentences.	Paragraphs organized logically and effectively, with consistent use of topic sentences, and a variety of sequencing/ transitional phrases.
	Conclusion does not summarize argument.	Conclusion begins to summarize argument.	Conclusion summarizes argument.	Conclusion effectively summarizes argument and engages reader.
	13 15 16	17 18 19	20 21 22	23 24 25
ARGUMENT	Provides one reason to support position	Provides two reasons to support position OR three weak reasons	Provides three reasons to support position	Clearly provides three strong reasons to support position
	Provides no or very few supporting details for each reason.	Provides weak supporting details for each reason	Provides two strong supporting details for each reason	Provides more than two strong supporting details for each reason
	Does not address counterclaims	Addresses one counterclaim	Addresses two counterclaims	Effectively addresses two or more counterclaims
	13 15 16	17 18 19	20 21 22	23 24 25
CONVENTIONS	Many spelling and grammar errors	Some spelling and grammar errors	Few spelling and grammar errors	Little to no spelling and grammar errors
	3 4	5 6	7 8	9 10
VOCABULARY	Formal language is not used.	Formal language is attempted, with several lapses.	Formal language is used throughout, with few lapses.	Formal language is used throughout, with no lapses.
	3 4	5 6	7 8	9 10
FLUENCY	Excessive chopiness, run-ons, and/or awkward phrasing	Some chopiness, run-ons, and/or awkward phrasing	Writing is mostly smooth and easy to read.	Writing is smooth and natural; easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Persuasive Writing Rubric (Grade 7/8)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
PURPOSE	Vague or missing thesis, very unclear or no position	Weak thesis, somewhat unclear position	Arguable thesis, clearly stated position	Compelling thesis, boldly stated position
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	Hook is missing or does not relate to topic	Hook relates to topic	Hook is engaging and relates to topic	Hook is creative, engaging and effective.
	Paragraphs are poorly organized, with little to no use of topic sentences and sequencing/transitional phrases	Paragraphs are inconsistently organized, with inconsistent use of topic sentences and sequencing/transitional phrases	Paragraphs are organized logically and use topic sentences and sequencing/transitional phrases	Paragraphs are organized logically and effectively use topic sentences and a variety of sequencing/transition phrases.
	Conclusion does not summarize argument	Conclusion begins to summarize argument	Conclusion summarizes argument	Conclusion effectively summarizes argument and engages reader
	9 10 11	12 13 14	15 16 17	18 19 20
ARGUMENT	Provides one reason to support position	Provides two reasons to support position	Provides three reasons to support position	Clearly provides three strong reasons to support position
	Provides weak supporting details for each reason	Provides a mix of strong and weak supporting details for each reason	Provides three strong supporting details for each reason	Provides more than three strong, well-researched details for each reason
	Does not address counterclaims	Attempts to address some counterclaims	Addresses some potential counterclaims	Effectively addresses many counterclaims
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Frequent errors in spelling and grammar	Several errors in spelling and grammar	Few errors in spelling and grammar	No (or very few) errors in spelling and grammar.
	3 4	5 6	7 8	9 10
VOCABULARY	Formal language is not used.	Formal language is attempted, with several lapses.	Formal language is used throughout, with few lapses.	Formal language is used throughout, with no lapses.
	3 4	5 6	7 8	9 10
FLUENCY	Very choppy and awkward phrasing.	Some choppy and/or awkward phrasing.	Writing is mostly smooth and easy to read.	Writing is smooth and natural, easy to read.
	3 4	5 6	7 8	9 10
CITATION	Widespread citation inaccuracy. (Absence of citation = 0 for essay.)	Frequently inaccurate citation, with several errors.	Mostly accurate citation with few errors.	Accurate and complete citation for every source.
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)

Appendix D: Procedural Writing Rubrics



Procedural Writing Rubric (Grade 1/2)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
VOICE	Does not use present tense	Inconsistent use of tense	Uses present tense with few errors	Consistently uses present tense with no errors
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	No hook	Hook does not relate to goal	Hook relates to goal	Hook is engaging and relates to goal
	Material and/or procedure missing or insufficient	Materials and procedure are unclear	Materials and procedure are labelled	Materials and procedure are organized in a visually pleasing manner
	Conclusion missing or unrelated to goal	Conclusion begins to address goal	Conclusion addresses goal	Conclusion addresses goal and inspires
	9 10 11	12 13 14	15 16 17	18 19 20
CONTENT	Few materials are listed	Some materials are listed in point form	Almost all materials are listed in point form	All materials are listed in point form
	Instructions are vague	Instructions are detailed and numbered	Instructions are detailed and numbered in a logical order	Instructions are detailed, thorough, and numbered in a logical order
	Few sequencing words are used	Some sequencing words are used	Appropriate sequencing words are used	A variety of sequencing words are used
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Few letters are correctly formed	Some letters are correctly formed	Most letters are correctly formed	All letters are correctly formed
	Rarely uses capital letters correctly	Sometimes uses capital letters correctly	Mostly uses capital letters correctly	Always uses capital letters correctly
	Rarely uses appropriate punctuation	Sometimes uses appropriate punctuation	Mostly uses appropriate punctuation	Always uses appropriate punctuation
	Some sight words spelled correctly	Most sight words spelled correctly	All sight words spelled correctly	All sight words and most unfamiliar words spelled correctly
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/ misused	Words are clear and precise	Words are creative and precise, providing clarity to instructions
	3 4	5 6	7 8	9 10
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is mostly smooth and easy to read	Writing is smooth and natural, easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Procedural Writing Rubric (Grade 3/4)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
VOICE	Does not use present tense	Inconsistent use of tense	Uses present tense with few errors	Consistently uses present tense with no errors
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	No hook	Hook does not relate to goal	Hook relates to goal	Hook is engaging and relates to goal
	Material and/or procedure missing or insufficient	Materials and procedure are unclear	Materials and procedure are labelled	Materials and procedure are organized in a visually pleasing manner
	Conclusion missing or unrelated to goal	Conclusion begins to address goal	Conclusion addresses goal	Conclusion addresses goal and inspires
	9 10 11	12 13 14	15 16 17	18 19 20
CONTENT	Some materials are listed	Most materials are listed in point form	All materials are listed in point form	All materials are listed in point form in order of use
	Instructions are vague	Instructions are detailed and numbered	Instructions are detailed, thorough, and numbered in a logical order	Instructions are detailed, thorough, and numbered in a logical order and includes helpful tips
	Few sequencing words are used	Some sequencing words are used	Appropriate sequencing words are used	A variety of sophisticated sequencing words/phrases are used
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Many spelling and grammar errors	Some spelling and grammar errors	Few spelling and grammar errors	Little to no spelling and grammar errors
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/misused	Words are clear and precise	Words are creative and precise, providing clarity to instructions
	3 4	5 6	7 8	9 10
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is mostly smooth and easy to read.	Writing is smooth and natural, easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)

Appendix E: Recount Writing Rubrics



Recount Writing Rubric (Grade 1/2)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
VOICE	Past tense is not used	Inconsistent use of tense	Past tense is used consistently with few errors	Past tense is used effectively throughout
	First person is not used and the feelings, thoughts, and/or attitudes of the writer are unclear	Inconsistent perspective with little expression of feelings, thoughts, and/or attitudes of the writer	First person is used and expresses the feelings, thoughts, and/or attitudes of the writer	First person is used and clearly expresses the feelings, thoughts, and/or attitudes of the writer
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	No title	Title does not relate to recount	Title relates to recount	Title is engaging and relates to recount
	Recount is not chronological and does not use sequencing words	Recount is mostly chronological with some sequencing words	Recount is chronological and uses some sequencing words	Recount is chronological and uses a variety of sequencing words
	9 10 11	12 13 14	15 16 17	18 19 20
CONTENT	Limited detail	Some details are given about the event which answer some of the 5 Ws	A variety of details are given about the event which answer the 5 Ws	Uses detailed and descriptive language which answer the 5 Ws
	Limited variety of sentence structure	Some variety of sentence structure	Variety of sentence structure	Wide variety of sentence structure
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Few letters are correctly formed	Some letters are correctly formed	Most letters are correctly formed	All letters are correctly formed
	Rarely uses capital letters correctly	Sometimes uses capital letters correctly	Mostly uses capital letters correctly	Always uses capital letters correctly
	Rarely uses appropriate punctuation	Sometimes uses appropriate punctuation	Mostly uses appropriate punctuation	Always uses appropriate punctuation
	Some sight words spelled correctly	Most sight words spelled correctly	All sight words spelled correctly	All sight words and most unfamiliar words spelled correctly
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/misused	Words are clear and precise	Words are creative and precise, providing clarity to instructions
	3 4	5 6	7 8	9 10
FLUENCY	Excessive choppiness, run-ons, and/or awkward phrasing	Some choppiness, run-ons, and/or awkward phrasing	Writing is mostly smooth and easy to read	Writing is smooth and natural, easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)



Recount Writing Rubric (Grade 3/4)

	NEEDS IMPROVEMENT	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
VOICE	Past tense is not used	Inconsistent use of tense	Consistent use of tense with few errors	Past tense is used effectively throughout
	First person is not used and the feelings, thoughts, and/or attitudes of the writer are unclear	Inconsistent perspective is used and with little expression of the feelings, thoughts, and/or attitudes of the writer	First person is used and expresses the feelings, thoughts, and/or attitudes of the writer	First person is used and clearly expresses the feelings, thoughts, and/or attitudes of the writer
	9 10 11	12 13 14	15 16 17	18 19 20
ORGANIZATION	No title	Title does not relate to recount	Title relates to recount	Title is engaging and relates to recount
	Recount is not chronological and does not use sequencing words	Recount is mostly chronological with some sequencing words	Recount is chronological and uses sequencing words	Recount is chronological and uses a variety of sequencing words
	Paragraphs are not used	Paragraphs are attempted	Paragraphs are used with minor errors	Paragraphs are used effectively
	9 10 11	12 13 14	15 16 17	18 19 20
CONTENT	Limited detail	Some details are given about the event which answer some of the 5 Ws	A variety of details are given about the event which answer the 5 Ws	Uses detailed and descriptive language which answer the 5 Ws
	Limited variety of sentence structure	Some variety of sentence structure	Variety of sentence structure	Wide variety of sentence structure
	9 10 11	12 13 14	15 16 17	18 19 20
CONVENTIONS	Many spelling and grammar errors	Some spelling and grammar errors	Few spelling and grammar errors	Little to no spelling and grammar errors
	9 10 11	12 13 14	15 16 17	18 19 20
VOCABULARY	Words are often misused or vague	Some words are unclear/misused	Words are clear and precise	Words are creative and precise, providing clarity to instructions
	3 4	5 6	7 8	9 10
FLUENCY	Excessive chopiness, run-ons, and/or awkward phrasing	Some chopiness, run-ons, and/or awkward phrasing	Writing is mostly smooth and easy to read	Writing is smooth and natural, easy to read on first try
	3 4	5 6	7 8	9 10
TOTAL				/100

LEVEL OF INDEPENDENCE: 1 2 3 4 5 (5 = fully independent)

Appendix F: DRA to Grade Correlations



Developmental Reading Assessment (DRA)-to-Grade Correlations

Whether using the Developmental Reading Assessment (DRA) resource kit as an evaluation tool (that is, for grading purposes) or as an assessment to confirm evaluation, the following charts shall be used.

EXPECTED READING LEVEL (SEPTEMBER)													EXPECTED READING LEVEL (NOVEMBER)												
	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+	
JK																									
SK										A	1	2+									A	1	2	3+	
G1						A	1	2	3	4	6	8+				A	1	2	3	4	6	8	10	12+	
G2	1	2	3	4	6	8	10	12	14	16	18	20+	2	3	4	6	8	10	12	14	16	18	20	24+	
G3	4	6	8	10	12	14	16	18	20	24	28	30+	6	8	10	12	14	16	18	20	24	28	30	34+	

EXPECTED READING LEVEL (MARCH)													EXPECTED READING LEVEL (JUNE)												
	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+	
JK												A+										A	1	2+	
SK								A	1	2	3	4+						A	1	2	3	4	6	8+	
G1		A	1	2	3	4	6	8	10	12	14	16+	1	2	3	4	6	8	10	12	14	16	18	20+	
G2	3	4	6	8	10	12	14	16	18	20	24	28+	4	6	8	10	12	14	16	18	20	24	28	30+	
G3	8	10	12	14	16	18	20	24	28	30	34	38+	10	12	14	16	18	20	24	28	30	34	38	40+	

Appendix G: Public Speaking Criteria



Sudbury Christian Academy's Annual Public Speaking Contest

Public speaking is a skill worth cultivating. Every workplace and personal interaction can benefit from clear, confident spoken delivery. With this in mind, SCA is pleased to present its annual public speaking competition.

In the latter half of the first term, each class will host its own classroom competition to determine the best speech per grade level. Teachers will evaluate the classroom competitions and the principal will be joined by one or two other judges for the school competition.

All teachers and judges will use the attached matrix to score the speeches across five general categories and sets of criteria which match those of the regional public speaking competitions hosted by the Royal Canadian Legion.

One student per division will be selected to represent the school at the regional competition.

Approved Topics

- ✓ Favourite memory with family or friends
- ✓ Favourite sport or recreational activity
- ✓ Favourite subject in school
- ✓ Favourite charity or cause
- ✓ Favourite Bible character
- ✓ What I want to be when I grow up
- ✓ Other teacher-approved topic

***Note:** Speeches about favourite video games are not permitted. Speeches about the effects of video games on cognitive development and social behaviour, however, are permitted, pending the approval of the classroom teacher.*

Use of Props and Visual or Auditory Aids

Props are permitted inasmuch as they enhance the content of the speech, and as long as they do not include photos, slides, microphones, music players, or any type of auditory device.

Time Limits and Penalties

All divisions, primary through intermediate, shall maintain a 3-5 minute time limit. Any speech over or under the time limit shall be penalized at 5% of the final score.



Public Speaking Scoring Matrix

Category and Criteria	9	10	11	12	13	14	15	16	17	18	19	20
Appearance and demeanour <ul style="list-style-type: none"> Poise and posture Movement and gesture Enthusiasm and interest 												
Vocal projection and delivery <ul style="list-style-type: none"> Volume and tone Pitch and pacing Enunciation and pronunciation 												
Eye contact and interaction <ul style="list-style-type: none"> Even sweep/scan of audience Avoidance of staring at individual people Avoidance of staring at ceiling, floor, wall 												
Preparation and polish <ul style="list-style-type: none"> Natural flow of presentation Avoidance of cue cards Memorization 												
Purpose and objective <ul style="list-style-type: none"> Informative Entertaining Engaging/Persuasive 												

Final Score	%
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Constructive Comments

