

ELA Competency:
To Write Self-Expressive, Narrative and Information-Based Texts Cycle 1

Criteria	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
Chooses own topic and text type	-Always requires assistance -Some writing structures provided	Sometimes requires assistance to choose own topic and text types (brainstorming)	Chooses own topic and text type to meet a specific purpose, audience and context (What will I write? Who is it for?)	-Makes personal choices as to topic etc. -Writing activity is self initiated
Uses signs, symbols etc. to communicate to a familiar audience	Begins to use some features (pictures) in combination with words to convey meaning – assistance required	Expands the use of features (pictures, signs, symbols etc.) in combination with words/sentences to convey meaning – some assistance required	Uses signs, symbols, illustrations and words to communicate meaning – occasional assistance may be required	Uses features effectively to complement the writing
Produces a range of text types	Always produces a favourite text type (tends to be the same type), needs encouragement to elaborate ideas and experiment with other text types	Begins to experiment with more than 1 favourite text type, assistance needed to elaborate and take risks with other text types	Produces a range of text types that expresses personal ideas and feelings	Produces a range of text types and begins to experiment with “point of view”(not always I, sometimes s/he)
Use of limited range of dev. appropriate spelling strategies	Relies on 1 spelling strategy (phonetic), would need assistance to complete spelling	-Begins to use a few combinations of strategies (sounds, common letter patterns) -Begins to recognize own spelling errors and attempts to correct	-Uses a limited range of spelling strategies in a trial and error fashion -Uses invented spelling that demonstrates growing awareness of written language	-Uses a range of spelling strategies -Broadens repertoire of sight words
Begins to adapt ideas and structures from reading/viewing to own texts	Begins to be aware of reading/writing connection	Begins to use ideas and structures drawn from reading with assistance	Begins to use ideas and structures	Consciously using ideas and structures effectively
Talks about writing	Prompting and questioning required to begin to talk about own writing	-Begins to initiate talk about writing -Begins to reflect on favourite writing strategies	Talks/reflects, focus is on likes and favourite strategies	Reflects and beginning to set early writing goals