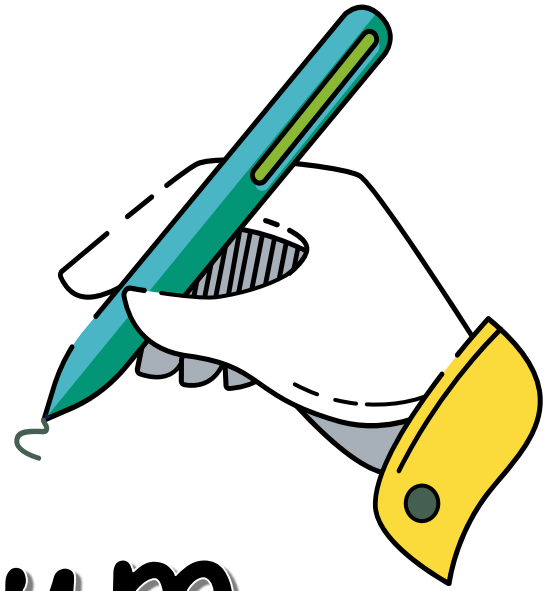
COLWOOD LITERACY COMMITTEE

SOOKE SCHOOLS 62
Shaping Tomorrow Today

K-5 Writing Continuum



What contributes to skilled, fluent writing?

Critical Thinking

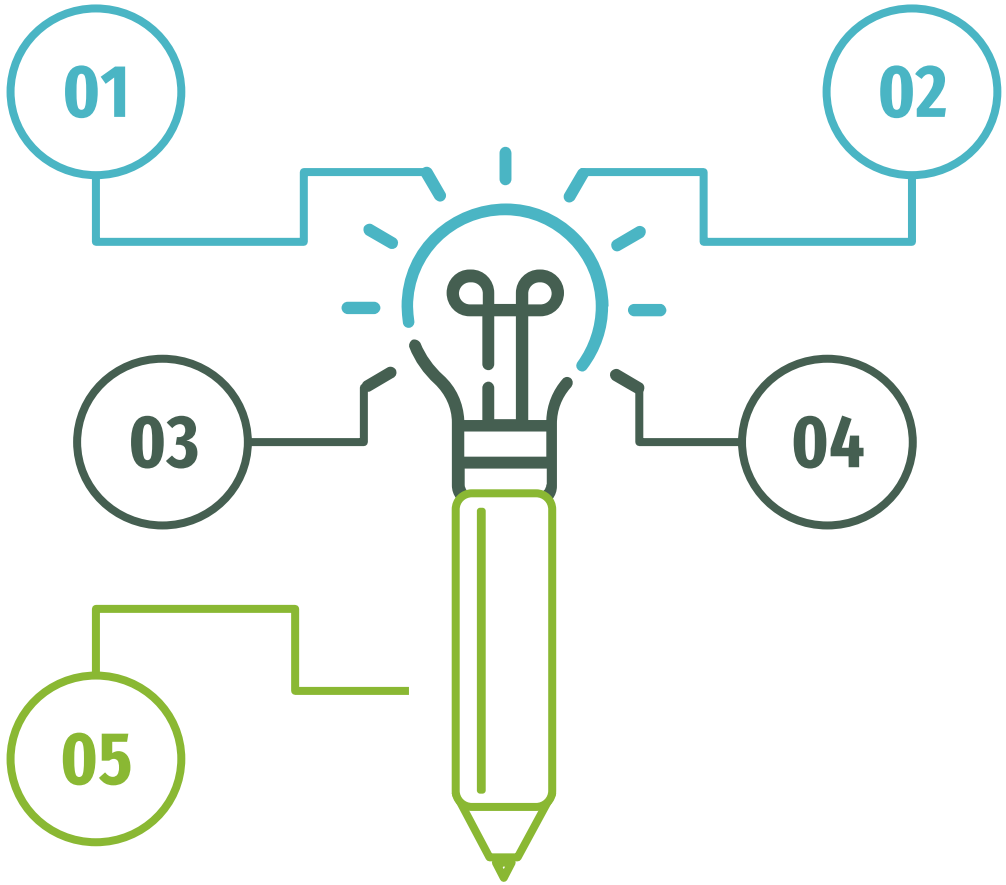
- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

Writing Craft

- Word choice
- Awareness of task, audience, purpose
- Literacy devices

Transcription

- Spelling
- Handwriting, keyboarding



Syntax

- Grammar & syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking & transition words

Sedita, 2009

COLWOOD LITERACY COMMITTEE

Kindergarten
Term 1 Proficient

Instructional Focus

- Personal narratives (i.e., journals)
- UFLI for phonics, phonemic awareness, & letter formation
- Identifying & isolating initial phonemes
- Labeling illustrations with initial phonemes
- Adding relevant details to illustrations/representations



Labelled with student name ☺

Writing Rope Strand	Year-end Learning Targets
Critical Thinking	❑ Voices thoughts before/during and after writing/representing ❑ Participates in strategies for generating ideas and gathering information prior to writing (e.g., drawing, discussion) ❑ Writing/representation develops in response to instruction and feedback
Syntax	❑ Counts/claps words in sentences ❑ Composes sentences and phrases to express ideas and needs ❑ With guidance, orally expands sentences using describing words (adjectives) and basic conjunctions: because, after, then, etc. ❑ Awareness of capital letters for beginning of sentences and names, and ending punctuation
Text Structure	❑ Follows a model to communicate in an oral/representational form (e.g., labels, signs, lists, journals, stories, letters) ❑ Asks and answers questions using simple sentences
Writing Craft	❑ Shares personal experiences, feelings, ideas, or information in a written/representational form ❑ With guidance, begins to choose a written/representational form that aligns with purpose
Transcription	❑ Recognizes that writing is talk written down ❑ Understands that letters represent sounds ❑ Starts to use phonics and phonemic awareness to spell simple (e.g., cvc) words ❑ Uses a few meaningful, high frequency words ❑ Forms most letters correctly

COLWOOD LITERACY COMMITTEE

Kindergarten
Term 2 Proficient

Instructional Focus

- UFLI for phonics, phonemic awareness, & letter formation
- Stretching out words for phonetic spelling
- G.U.M. spelling method (**G**ive it your best shot - sound it out!, **U**nderline it – mark it for later help, **M**ove on)
- Finger spaces between words
- Adding relevant details to illustrations/representations
- Use of familiar sentence stems (both orally and in writing)



Writing Rope Strand

Year-end Learning Targets

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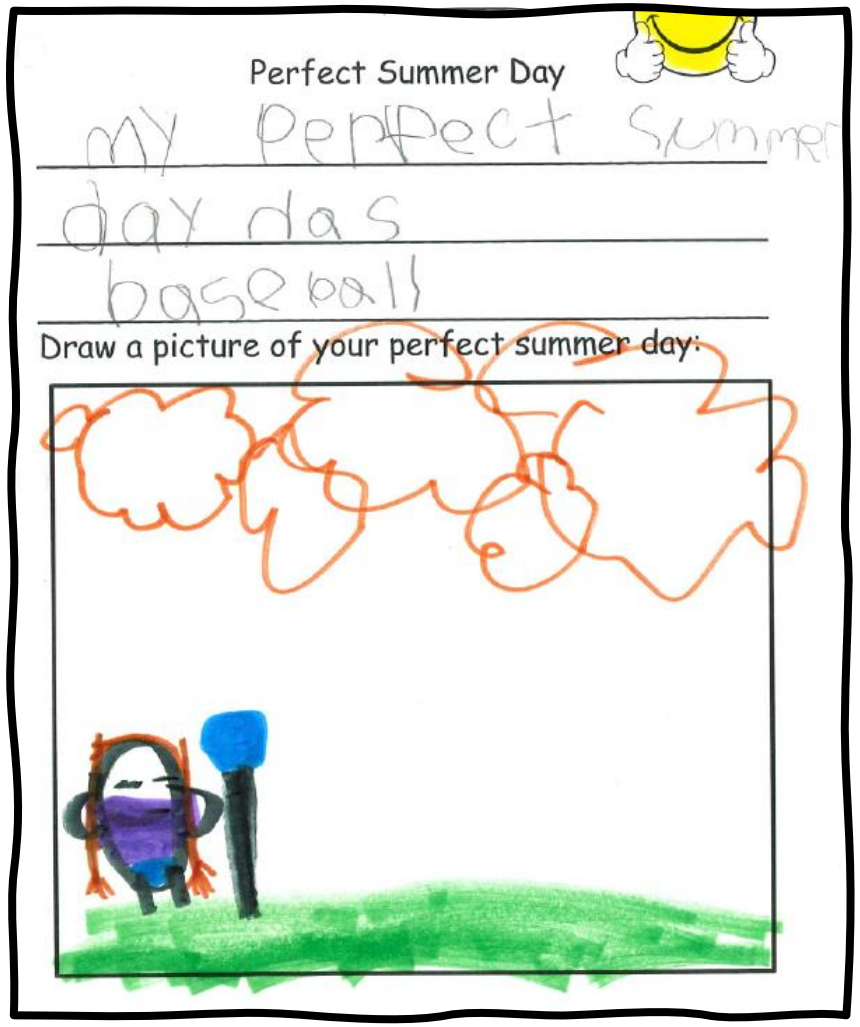
COLWOOD LITERACY COMMITTEE

Kindergarten
Term 3 Proficient

Instructional Focus

- Syntax – what makes a complete sentence
- Illustrations/representations consistent with writing
- UFLI for phonics, phonemic awareness, & letter formation
- Stretching out words for phonetic spelling
- G.U.M. spelling method (**G**ive it your best shot - sound it out!, **U**nderline it – mark it for later help, **M**ove on)
- Finger spaces between words
- Adding relevant details to illustrations/representations
- Use of familiar sentence stems (both orally and in writing)
- Ending punctuation



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SOOKE SCHOOLS 62
Shaping Tomorrow Today

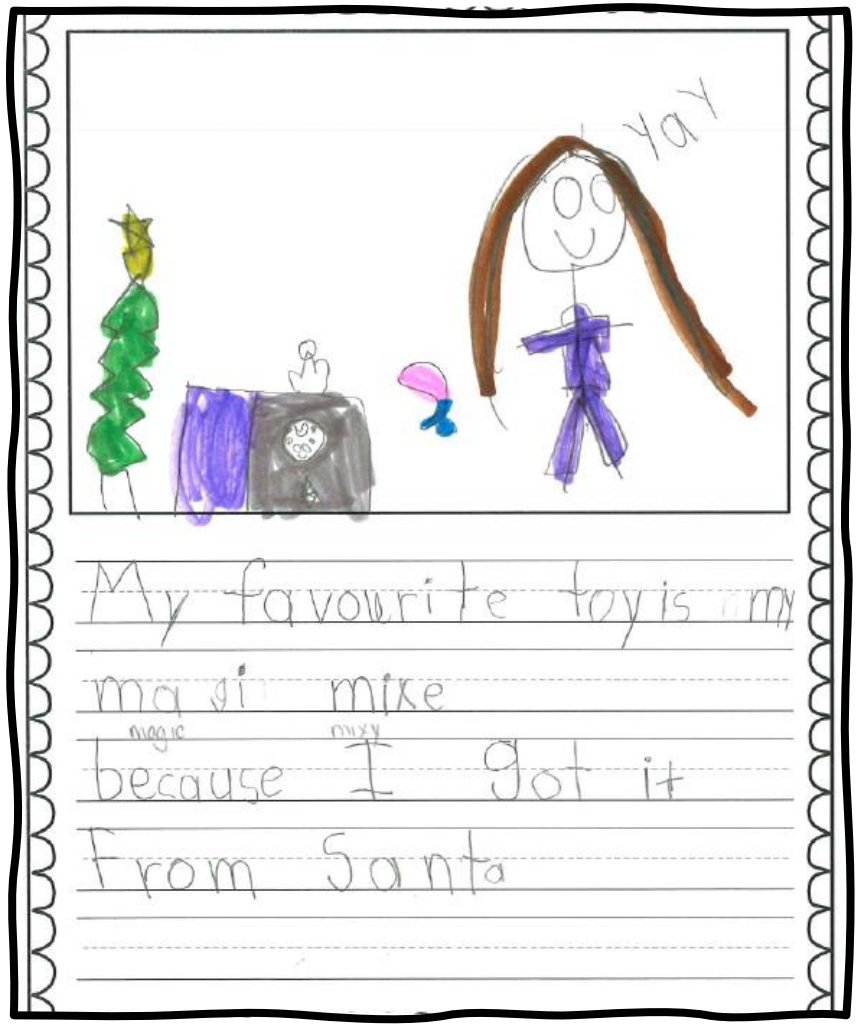
COLWOOD LITERACY COMMITTEE

Grade 1

Term 1 Proficient

Instructional Focus

- Letter formation
- Appropriate spacing between words
- Sentence structure
- Use of familiar sentence stems (both orally and in writing)
- Beginning capital and ending punctuation
- UFLI for phonics & phonemic awareness



Writing Rope Strand	Year-end Learning Targets
Critical Thinking	❑ Beginning awareness of stages of the writing process (e.g., *think, plan, write, revise*) ❑ With guidance, uses strategies for generating ideas and gathering information prior to writing (e.g., drawing, discussion) ❑ Writing develops in response to instruction and feedback
Syntax	❑ Sentences are simple and complete, with some variation in the stem used ❑ With guidance, expands sentences using describing words (adjectives) and basic conjunctions: because, after, then, etc. ❑ Generally uses capitals and periods accurately
Text Structure	❑ Incorporates many ideas connected to the topic ❑ Groups common ideas together to tell a story or share information (2-3+ sentences) ❑ Follows form modelled by the teacher ❑ Writing makes sense standing alone; may also be a clear visual representation that adds information
Writing Craft	❑ Purpose of writing is clear ❑ Uses mainly simple ideas & some more developed ❑ Uses sufficient supporting details so the description makes sense ❑ Personal writing expresses simple ideas, feelings, likes, & dislikes ❑ Primarily conversational language used
Transcription	❑ Uses conventional spelling for familiar words and phonetic spelling for unfamiliar words ❑ Printing is legible with appropriate spacing between letters and words ❑ Holds and controls pencil with appropriate grip and pressure

SOOKE SCHOOLS 62
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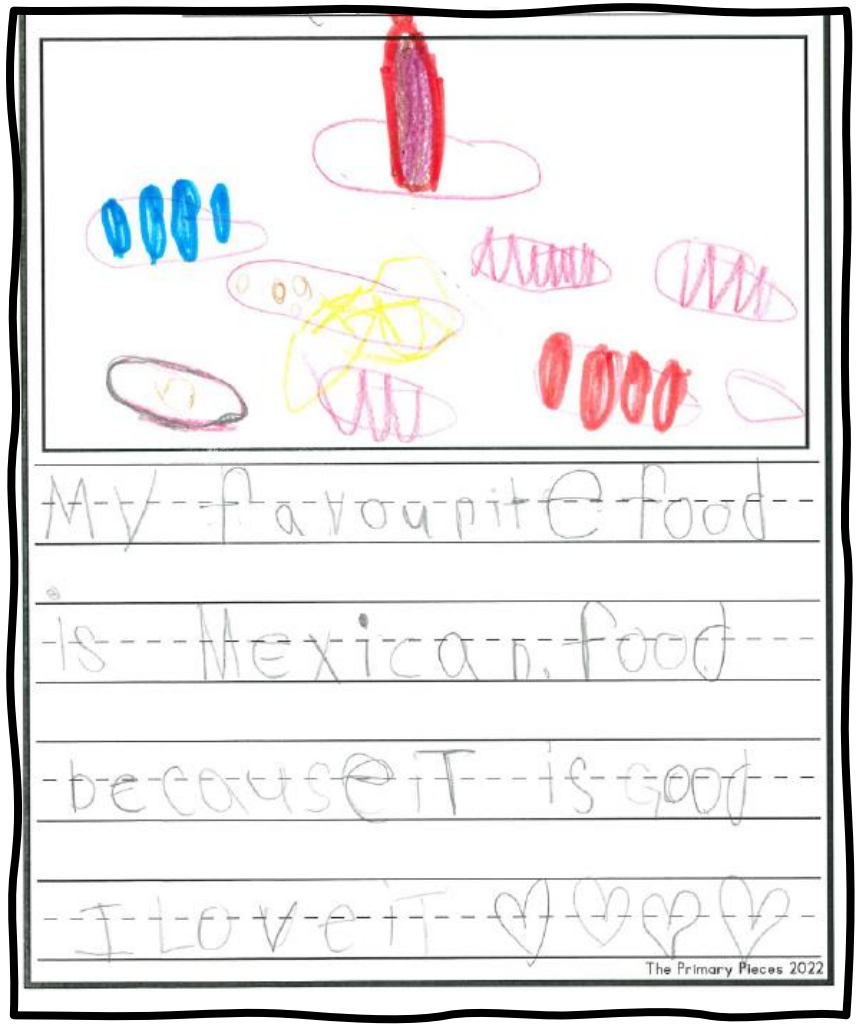
COLWOOD LITERACY COMMITTEE

Grade 1

Term 2 Proficient

Instructional Focus

- Letter formation
- Appropriate spacing between words
- Sentence structure
- Use of familiar sentence stems (both orally and in writing)
- Beginning capital and ending punctuation – emphasis on lowercase letters for writing
- Descriptive language
- UFLI for phonics & phonemic awareness



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SOOKE SCHOOLS 62
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COLWOOD LITERACY COMMITTEE

Grade 1

Term 3 Proficient

Instructional Focus

- Letter formation
- Appropriate spacing between words
- Sentence structure
- Use of familiar sentence stems (both orally and in writing)
- Beginning capital and ending punctuation – emphasis on lowercase letters for writing
- Descriptive language
- UFLI for phonics & phonemic awareness
- Revising and editing



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SOOKE SCHOOLS 62
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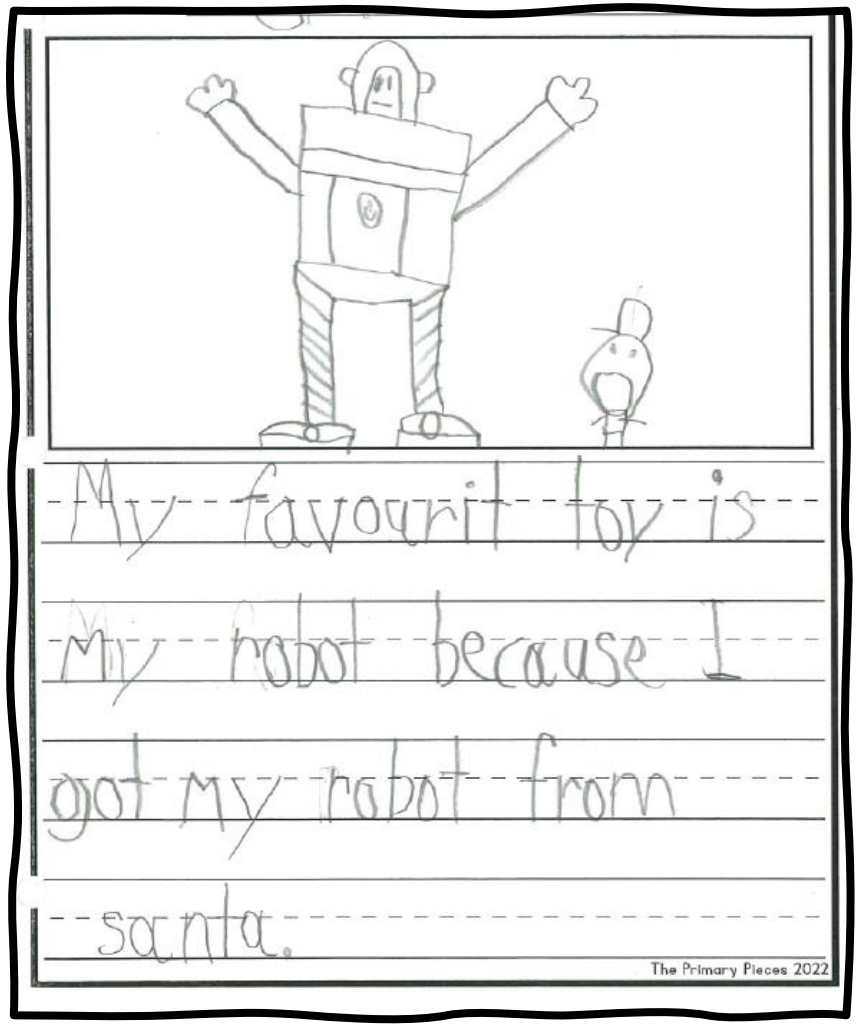
COLWOOD LITERACY COMMITTEE

Grade 2
Term 1 Proficient

Instructional Focus

- Parts of a sentence (subject & predicate or who/what & what doing)
- Beginning capital and ending punctuation
- Editing and revision processes (focus on punctuation, capital letters, spacing, & intended meaning)
- Pronouns, capitalization of proper nouns
- Types of sentences (with matching ending punctuation)



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Syntax	❑ Begins to use a variety of sentence stems ❑ Starts to expand sentences using describing words (adjectives) and basic conjunctions: because, but, so after, then, etc. ❑ Most verbs are in correct tense ❑ Complete sentences (fragments or run-ons are rare) ❑ Ending punctuation (i.e., periods, question marks, exclamation marks)
Text Structure	❑ Writes short text of several related sentences (4-5+) ❑ Ideas are loosely connected, often by time ❑ Follows form modelled by the teacher ❑ Uses transition words to link sentences, specific to structure (e.g., first, then, finally, although)
Writing Craft	❑ Purpose of writing is clear ❑ Writing has voice and personality ❑ Makes connections to personal experiences, preferences, opinions, etc. ❑ Uses many descriptive words effectively
Transcription	❑ Correct spelling for taught phonics patterns; phonetic spelling for complex, unfamiliar words ❑ Spells most common irregular words correctly ❑ Printing is legible with appropriate spacing between letters and words ❑ Appropriate use of capital letters (e.g., beginning of sentence, proper nouns)

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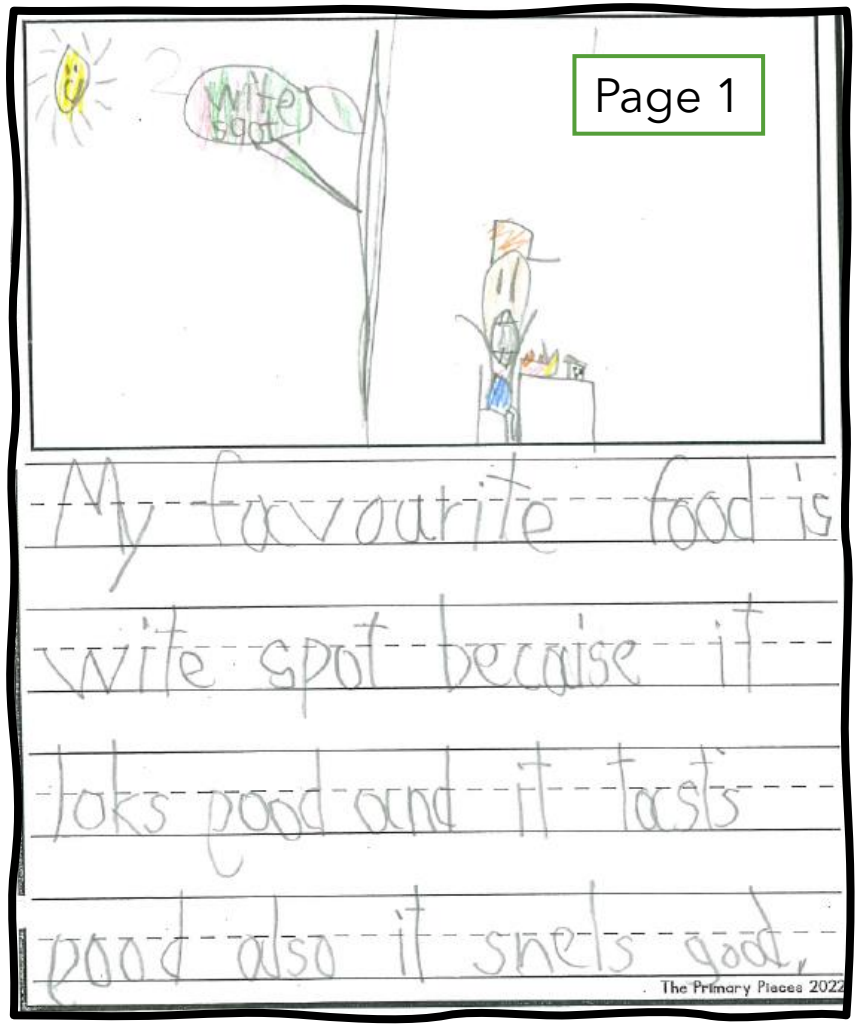
COLWOOD LITERACY COMMITTEE

Grade 2
Term 2 Proficient

Instructional Focus

- Sentence vs. sentence fragment
- Sentence vs. run-on sentence
- Write a simple, grammatically correct sentence in response to a question or prompt
- Write more than one sentence
- Procedural writing (i.e., using first, next, then, finally)
- Compound sentences using conjunctions (e.g., because, but, so)



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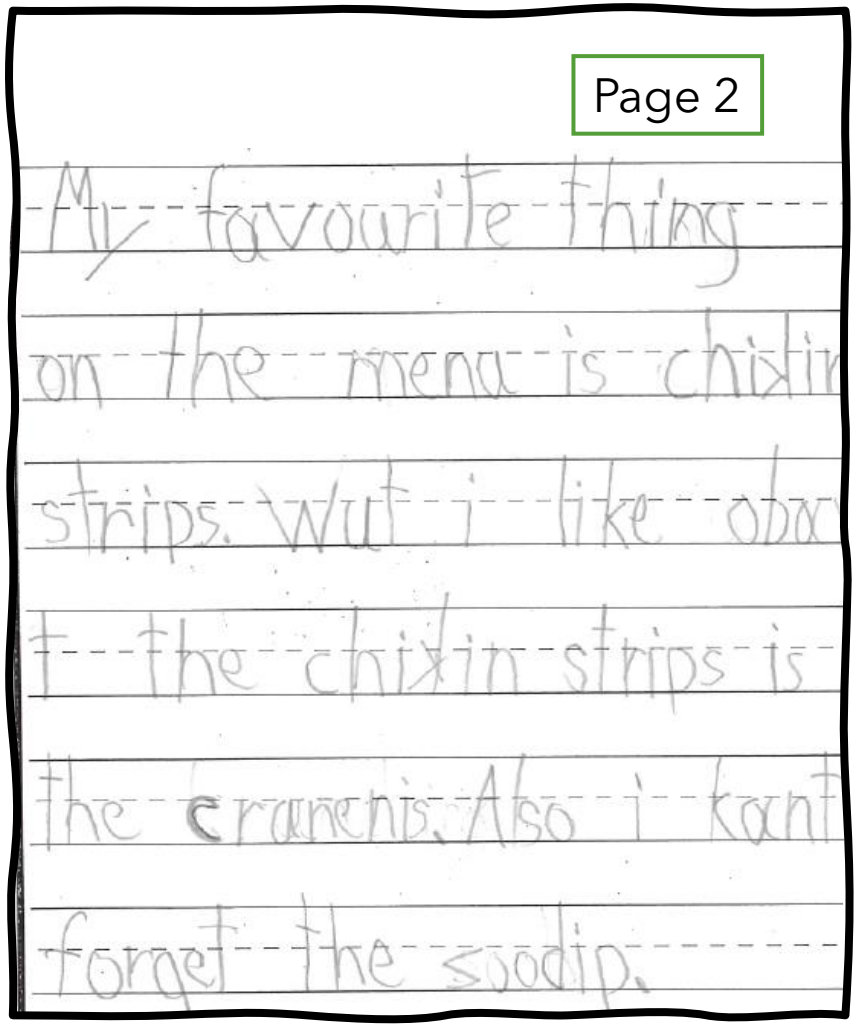

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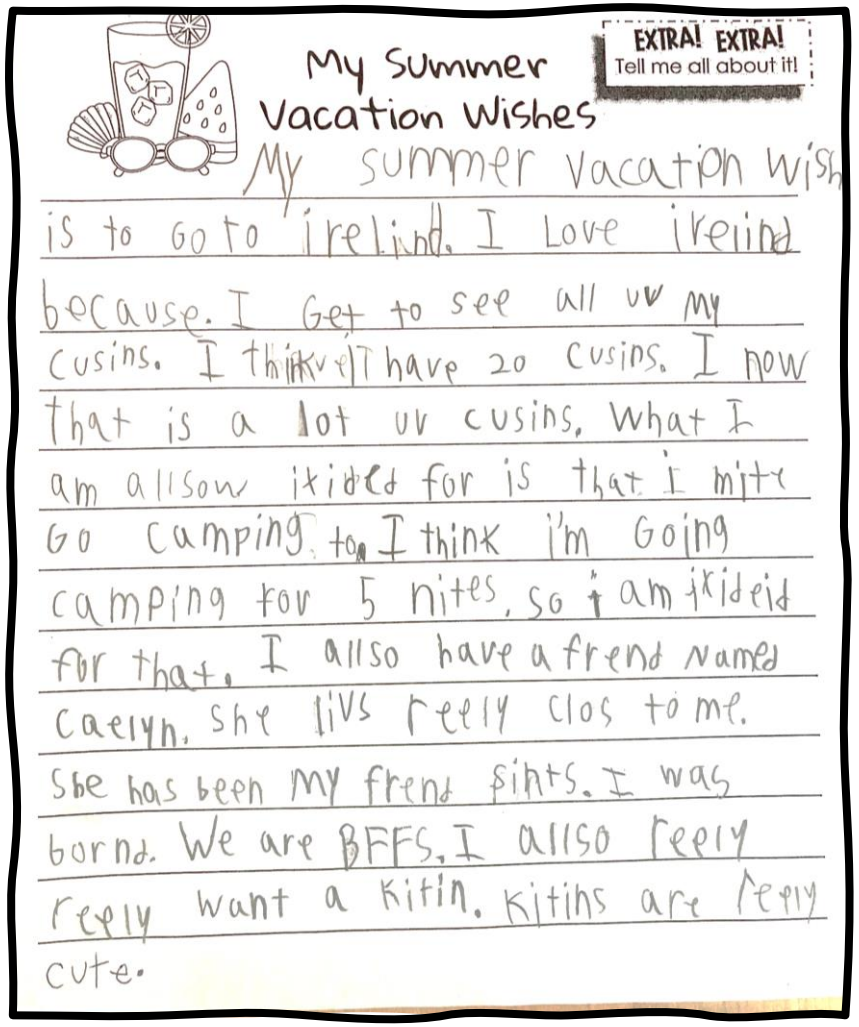
COLWOOD LITERACY COMMITTEE

Grade 2

Term 3 Proficient

Instructional Focus

- Write more than one sentence to respond to a question or prompt
- Expand sentences with *when*, *where*, *what*, & *why*
- Add adjectives (how a noun looks, feels, acts, sounds, & how many)
- Use carets to add detail
- Revise sentences using adjectives
- Add adverbs (how or how often, when, & where)



Writing Rope Strand

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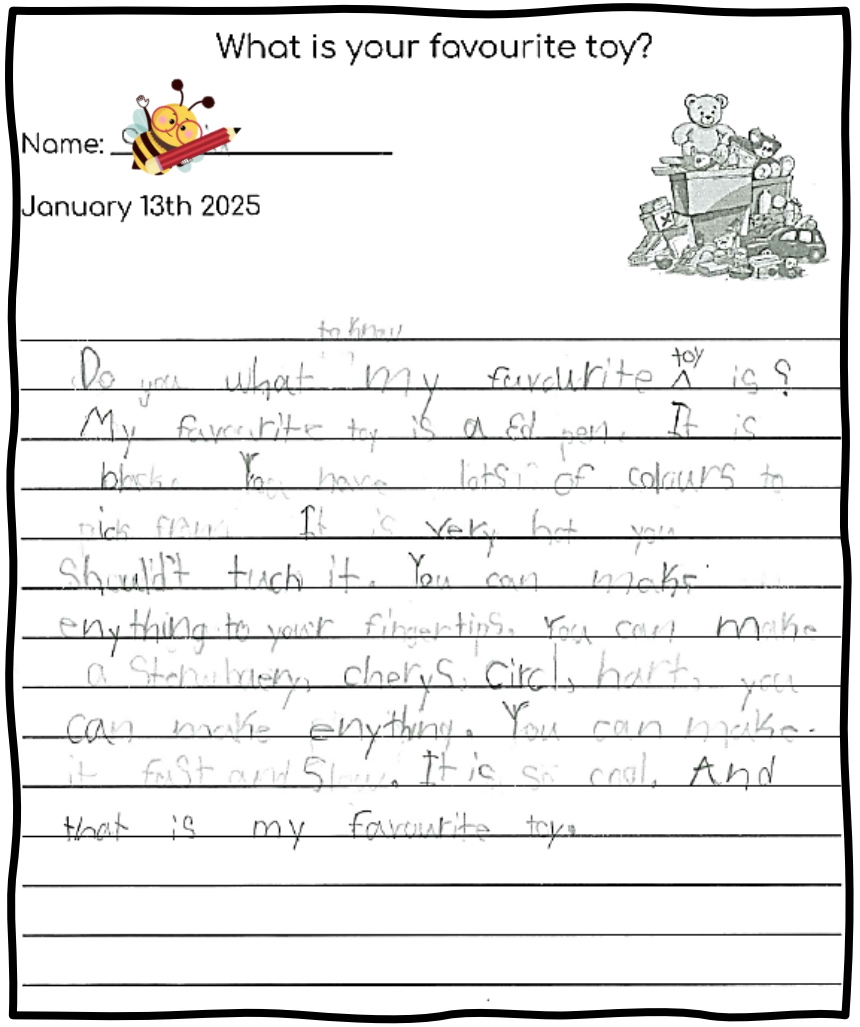
COLWOOD LITERACY COMMITTEE

Grade 3
Term 1 Proficient

Instructional Focus

- UFLI for ongoing & structured spelling instruction
- Expand basic sentences with *when*, *where*, *what*, & *why*
- Self- & peer editing (with ongoing guidance)
- Punctuation & capital letters
- Adjectives
- Adverbs
- Introduction to paragraphs (opening, details, closing)
- Creative writing (nature focus)



Writing Rope Strand	Year-end Learning Targets
Critical Thinking	❑ Awareness of stages of the writing process (e.g., *think, plan, write, revise*) ❑ With guidance, uses strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Writing develops in response to instruction and feedback ❑ Re-reads text to find punctuation and spelling errors. Begins to find grammatical errors.
Syntax	❑ Includes a variety of sentence structures & lengths ❑ Expands sentences using adjectives, adverbs, and subordinate conjunctions (after, because, before, etc.) ❑ Complete sentences (fragments or run-ons are rare) ❑ Includes punctuation (i.e., periods, commas, question marks, exclamation marks, dialogue marks) ❑ Uses homophones correctly (i.e. their, there, they're) ❑ Syntactic errors do not interfere with meaning
Text Structure	❑ Organizes text with multiple sentences (6-8) with some explanations, details or examples ❑ With guidance, includes topic sentence, supporting details, concluding sentence ❑ Follows a logical sequence & uses transition words to link sentences, specific to structure (e.g., first, finally, although)
Writing Craft	❑ Purpose is clear ❑ Ideas incorporate personal experience, imagination, and feelings ❑ Ideas are elaborated upon with relevant details and description ❑ Explores and applies literary devices taught ❑ Takes risks with new and sophisticated vocabulary
Transcription	❑ Correct spelling for taught phonics patterns; phonetic spelling for complex, unfamiliar words ❑ Spells most common irregular words correctly ❑ Printing includes appropriate spaces between words and is legible/easy to read ❑ Appropriate use of capital letters (e.g., beginning of sentence, proper nouns)

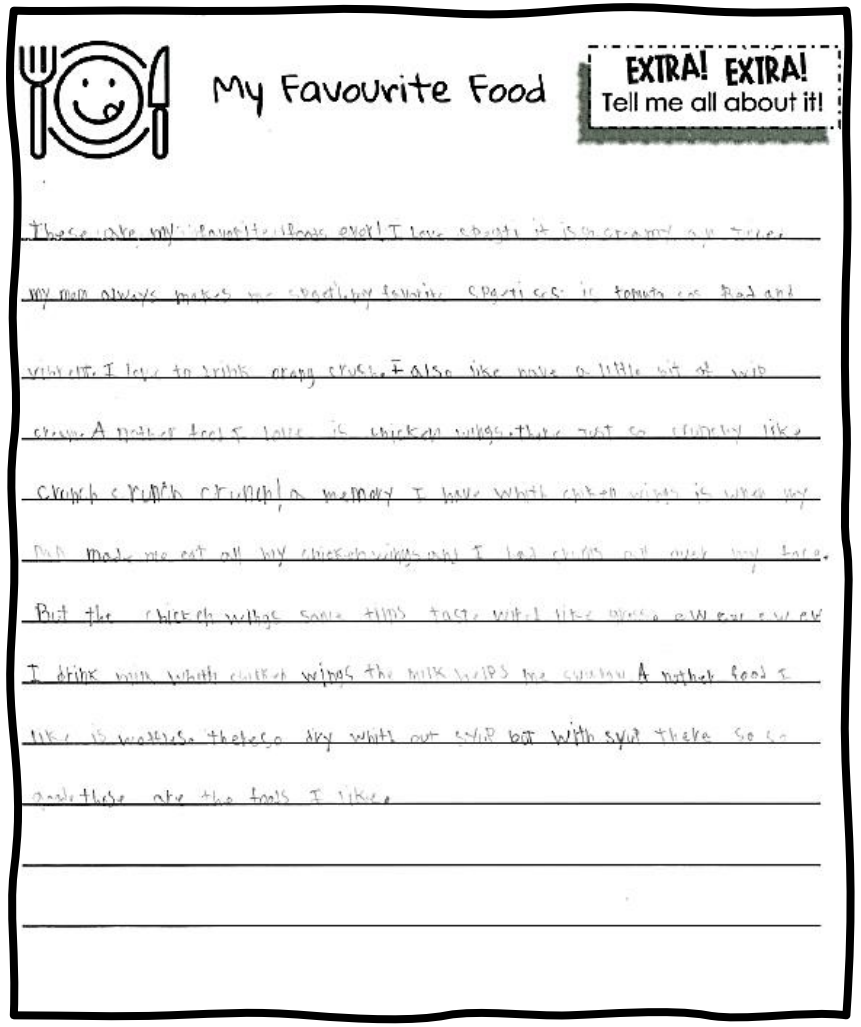
COLWOOD LITERACY COMMITTEE

Grade 3

Term 2 Proficient

Instructional Focus

- UFLI for ongoing & structured spelling instruction
- Creative writing (nature focus – onomatopoeia, feelings/emotion, poems)
- Informative writing – note taking & idea webs, opinion vs. fact, fact sentences
- Informative writing structure – introduction, details, closing
- Sentence elaboration
- Editing



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SOOKE SCHOOLS 62
Shaping Tomorrow Today

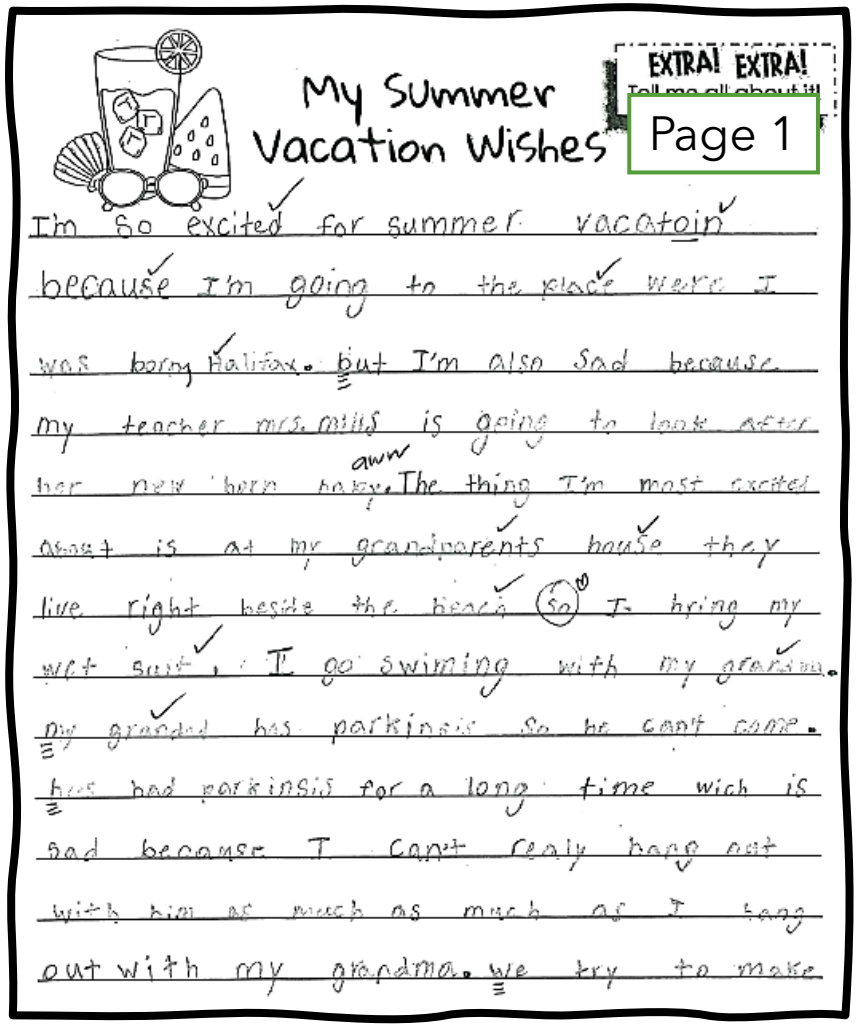
COLWOOD LITERACY COMMITTEE

Grade 3

Term 3 Proficient

Instructional Focus

- UFLI for ongoing & structured spelling instruction
- Creative writing (nature focus)
- Personal narrative writing – story planning, developing a beginning (*when*, *who*, *what*, *where*), temporal words, endings (feelings, hope, action, lesson)
- Punctuation (dialogue marks)
- Editing


My Summer Vacation Wishes

EXTRA! EXTRA!

Page 1

I'm so excited for summer vacatoin because I'm going to the place were I was borny Halifax. but I'm also sad because my teacher mrs. mills is going to look after her new born awnr baby. The thing I'm most excited about is at my grandparents house they live right beside the beach so I bring my wet suit, I go swiming with my grandma. my grandad has parkinsis So he cant come. he's had parkinsis for a long time wich is sad because I can't realy hang out with him as much as much as I hang out with my grandma. we try to make

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Transcription	❑ Correct spelling for taught phonics patterns; phonetic spelling for complex, unfamiliar words ❑ Spells most common irregular words correctly ❑ Printing includes appropriate spaces between words and is legible/easy to read ❑ Appropriate use of capital letters (e.g., beginning of sentence, proper nouns)

SOOKE SCHOOLS 62
Shaping Tomorrow Today

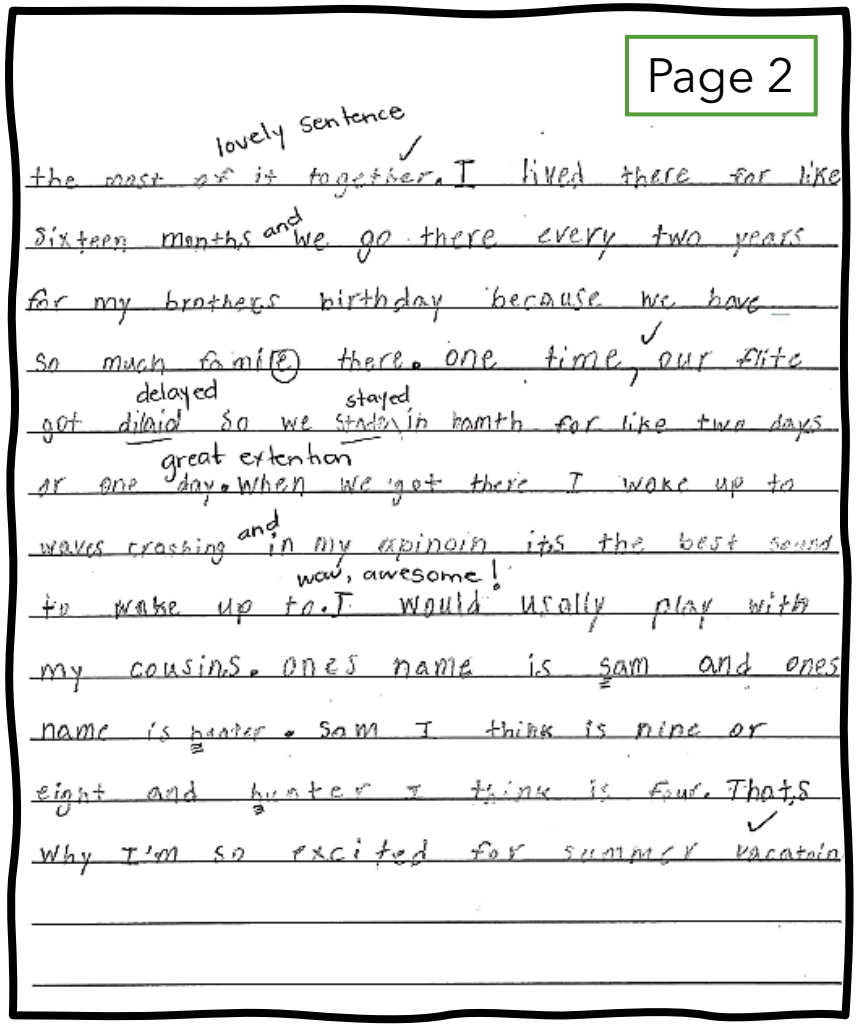
COLWOOD LITERACY COMMITTEE

Grade 3

Term 3 Proficient

Instructional Focus

- UFLI for ongoing & structured spelling instruction
- Creative writing (nature focus)
- Personal narrative writing – story planning, developing a beginning (*when*, *who*, *what*, *where*), temporal words, endings (feelings, hope, action, lesson)
- Punctuation (dialogue marks)
- Editing


Page 2

lovely sentence
the most of it together. I lived there for like
sixteen months and we go there every two years
for my brothers birthday because we have
so much family there. one time, our flite
delayed stayed
got dilaid so we stadyin hamth for like two days
great extention
or one day. when we get there I wake up to
waves crashing and in my opinoin its the best sound
wow, awesome!
to wake up to. I would usally play with
my cousins. ones name is sam and ones
name is hunter. Sam I think is nine or
eight and hunter I think is four. That's
why I'm so excited for summer vacation

Writing Rope Strand	Year-end Learning Targets
Critical Thinking	❑ Awareness of stages of the writing process (e.g., *think, plan, write, revise*) ❑ With guidance, uses strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Writing develops in response to instruction and feedback ❑ Re-reads text to find punctuation and spelling errors. Begins to find grammatical errors.
Syntax	❑ Includes a variety of sentence structures & lengths ❑ Expands sentences using adjectives, adverbs, and subordinate conjunctions (after, because, before, etc.) ❑ Complete sentences (fragments or run-ons are rare) ❑ Includes punctuation (i.e., periods, commas, question marks, exclamation marks, dialogue marks) ❑ Uses homophones correctly (i.e. their, there, they're) ❑ Syntactic errors do not interfere with meaning
Text Structure	❑ Organizes text with multiple sentences (6-8) with some explanations, details or examples ❑ With guidance, includes topic sentence, supporting details, concluding sentence ❑ Follows a logical sequence & uses transition words to link sentences, specific to structure (e.g., first, finally, although)
Writing Craft	❑ Purpose is clear ❑ Ideas incorporate personal experience, imagination, and feelings ❑ Ideas are elaborated upon with relevant details and description ❑ Explores and applies literary devices taught ❑ Takes risks with new and sophisticated vocabulary
Transcription	❑ Correct spelling for taught phonics patterns; phonetic spelling for complex, unfamiliar words ❑ Spells most common irregular words correctly ❑ Printing includes appropriate spaces between words and is legible/easy to read ❑ Appropriate use of capital letters (e.g., beginning of sentence, proper nouns)

SOOKE SCHOOLS 62
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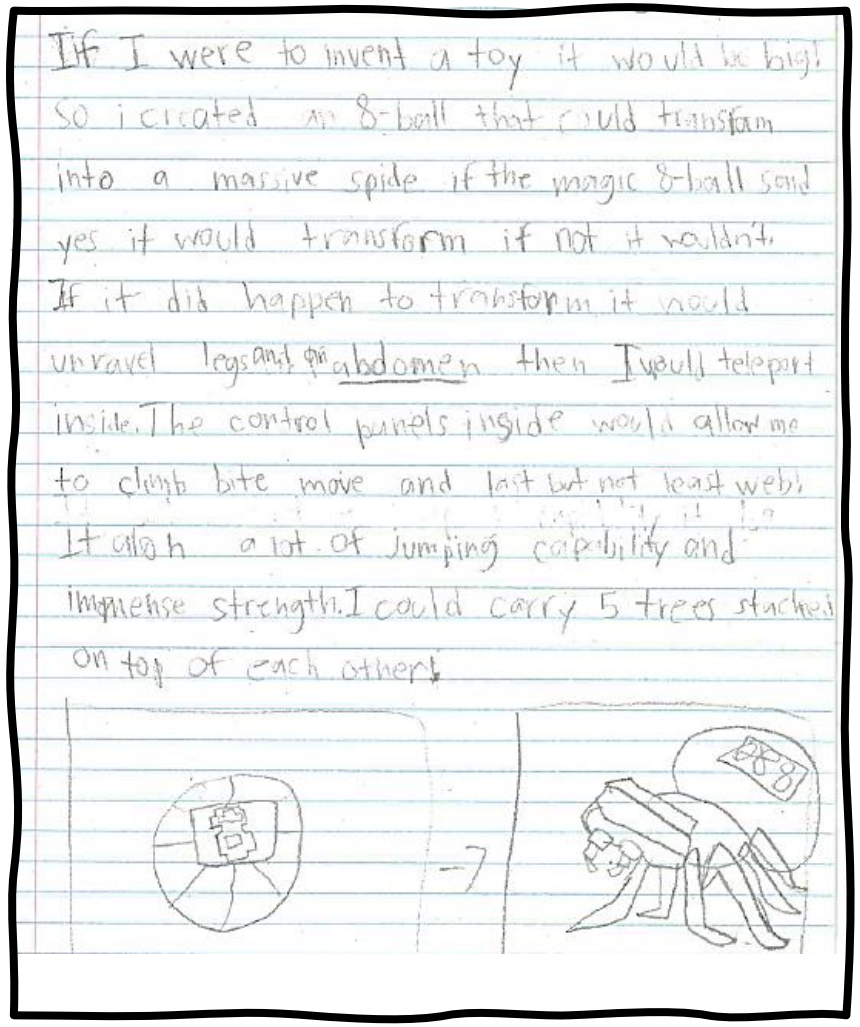
COLWOOD LITERACY COMMITTEE

Grade 4

Term 1 Proficient

Instructional Focus

- Complete sentences vs. fragments
- Complex sentences with fragment stems
- Four types of sentences (declarative, interrogative, imperative, and exclamatory)
- Sentence combining (with simple sentences)
- Conjunctions (because, but, so)
- Paragraph structure (topic sentences)
- Adjectives to add description to writing



Writing Rope Strand	Year-end Learning Targets
Critical Thinking	❑ With guidance, uses stages of the writing process (e.g., *think, plan, write, revise*) ❑ Uses skills & strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Uses skills & strategies to write about texts ❑ Editing – proofreads and corrects grammar, punctuation and spelling errors
Syntax	❑ Includes a variety of sentence structures – some are increasingly complex ❑ Expands and combines sentences using adjectives, adverbs, and conjunctions ❑ Complete sentences with correct punctuation. ❑ Syntactic errors do not interfere with meaning
Text Structure	❑ Begins arranging sentences into paragraphs with topic sentence and supporting details ❑ May include a conclusion that summarizes some ideas presented ❑ Follows a relevant and logical sequence ❑ Uses transition words to link sentences, specific to structure (e.g., first, then, finally, although)
Writing Craft	❑ Clear evidence of the author's voice ❑ Presents a clear main idea/topic ❑ Details are specific, accurate, and effective, including information from both background knowledge and other sources ❑ Evidence of literary devices taught ❑ Includes a wide variety of descriptive and subject-specific academic vocabulary
Transcription	❑ Familiar words are spelled correctly; phonetic spelling for complex, unfamiliar words ❑ Printing/writing is legible and easy to read

SOOKE SCHOOLS 62
Shaping Tomorrow Today

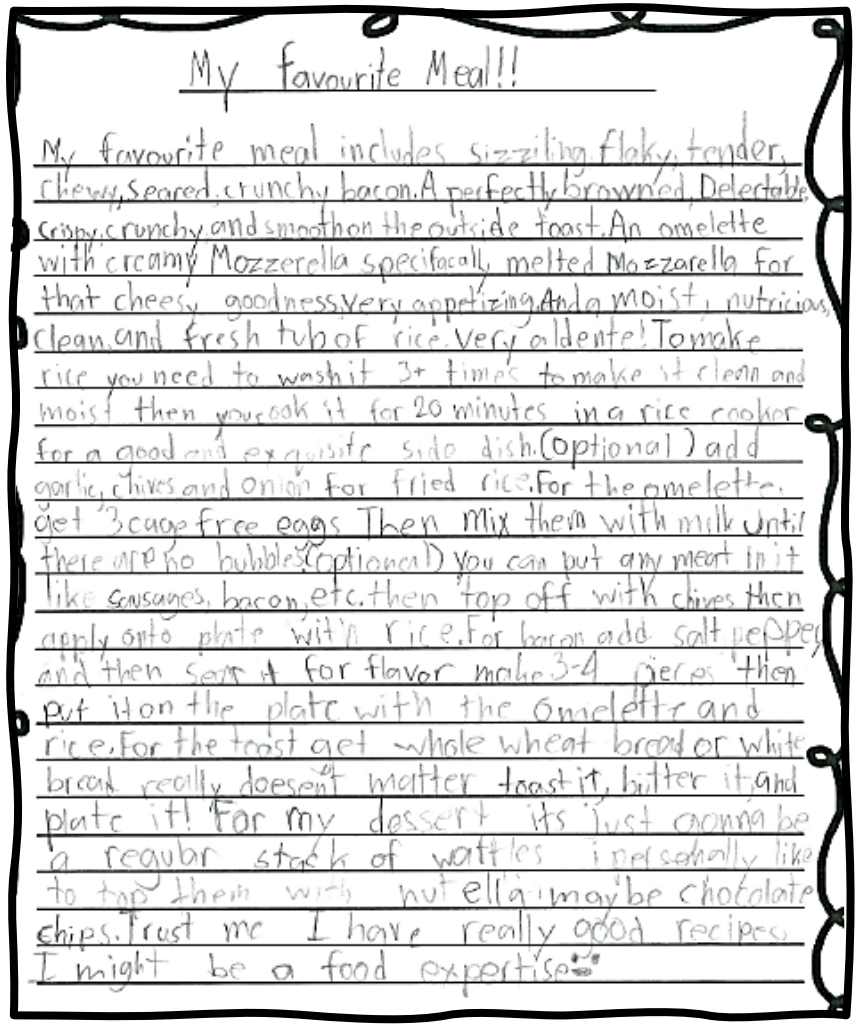
COLWOOD LITERACY COMMITTEE

Grade 4

Term 2 Proficient

Instructional Focus

- Transition words (specific to structure)
- Sequencing events
- Paragraph structure – topic sentences, relevant supporting details, conclusion sentences)
- Proper use of commas, dialogue marks, end punctuation
- Subject-verb agreement
- Independent & dependent clauses



My favourite Meal!!

My favourite meal includes sizzling flaky, tender, chewy, seared, crunchy bacon. A perfectly browned, Delectable crispy, crunchy and smooth on the outside toast. An omelette with creamy Mozzerella specifically melted Mozzarella for that cheesy goodness, very appetizing. And a moist, nutricious, clean and fresh tub of rice. very al dente! To make rice you need to wash it 3+ times to make it clean and moist then you cook it for 20 minutes in a rice cooker for a good and exquisite side dish. (optional) add garlic, chives and onion for fried rice. For the omelette. get 3 cage free eggs Then mix them with milk until there are no bubbles (optional) you can put any meat in it like sausages, bacon, etc. then top off with chives then apply onto plate with rice. For bacon add salt pepper and then serve it for flavor make 3-4 pieces then put it on the plate with the omelette and rice. For the toast get whole wheat bread or white bread really doesent matter toast it, butter it and plate it! For my dessert its just gonna be a regular stack of waffles i personally like to top them with nutella maybe chocolate chips. Trust me I have really good recipes I might be a food expertise

Writing Rope Strand

Year-end Learning Targets

Critical Thinking	❑ With guidance, uses stages of the writing process (e.g., *think, plan, write, revise*) ❑ Uses skills & strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Uses skills & strategies to write about texts ❑ Editing – proofreads and corrects grammar, punctuation and spelling errors
Syntax	❑ Includes a variety of sentence structures – some are increasingly complex ❑ Expands and combines sentences using adjectives, adverbs, and conjunctions ❑ Complete sentences with correct punctuation. ❑ Syntactic errors do not interfere with meaning
Text Structure	❑ Begins arranging sentences into paragraphs with topic sentence and supporting details ❑ May include a conclusion that summarizes some ideas presented ❑ Follows a relevant and logical sequence ❑ Uses transition words to link sentences, specific to structure (e.g., first, then, finally, although)
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Transcription	❑ Familiar words are spelled correctly; phonetic spelling for complex, unfamiliar words ❑ Printing/writing is legible and easy to read

SOOKE SCHOOLS 62
Shaping Tomorrow Today

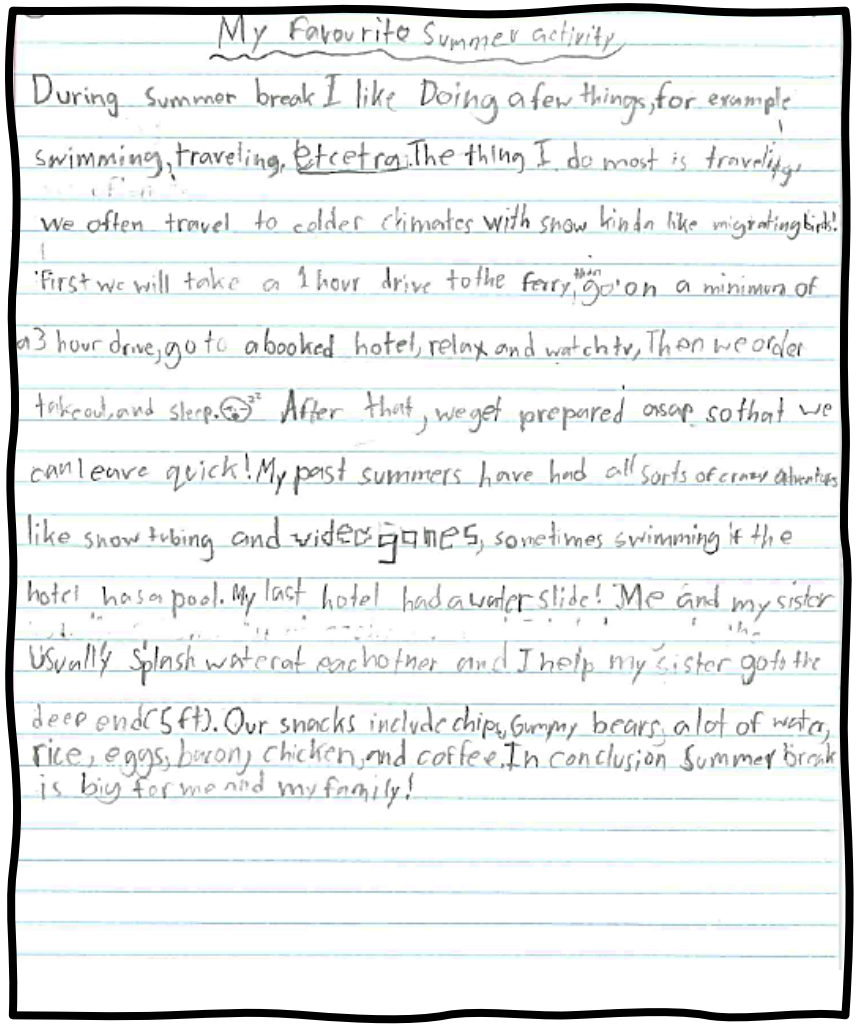
COLWOOD LITERACY COMMITTEE

Grade 4

Term 3 Proficient

Instructional Focus

- Jumbled paragraphs (focused on sequencing, cohesion, paragraph structure – topic sentence & concluding sentence)
- Paragraph structure (concluding sentences)
- Editing and revising
- Transition words (specific to structure & form)
- Adjectives to add description to writing



My Favourite Summer Activity

During summer break I like Doing a few things, for example swimming, traveling, Etcetra. The thing I do most is traveling, we often travel to colder climates with snow kinda like migrating birds! First we will take a 1 hour drive to the ferry, then go on a minimum of a 3 hour drive, go to a booked hotel, relax and watch tv, Then we order takeout, and sleep. After that, we get prepared asap so that we can leave quick! My past summers have had all sorts of crazy adventures like snow tubing and video games, sometimes swimming if the hotel has a pool. My last hotel had a water slide! Me and my sister usually splash water at each other and I help my sister go to the deep end (5 ft). Our snacks include chips, Gummy bears, a lot of water, rice, eggs, bacon, chicken, and coffee. In conclusion Summer break is big for me and my family!

Writing Rope Strand	Year-end Learning Targets
Critical Thinking	❑ With guidance, uses stages of the writing process (e.g., *think, plan, write, revise*) ❑ Uses skills & strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Uses skills & strategies to write about texts ❑ Editing – proofreads and corrects grammar, punctuation and spelling errors
Syntax	❑ Includes a variety of sentence structures – some are increasingly complex ❑ Expands and combines sentences using adjectives, adverbs, and conjunctions ❑ Complete sentences with correct punctuation. ❑ Syntactic errors do not interfere with meaning
Text Structure	❑ Begins arranging sentences into paragraphs with topic sentence and supporting details ❑ May include a conclusion that summarizes some ideas presented ❑ Follows a relevant and logical sequence ❑ Uses transition words to link sentences, specific to structure (e.g., first, then, finally, although)
Writing Craft	❑ Clear evidence of the author's voice ❑ Presents a clear main idea/topic ❑ Details are specific, accurate, and effective, including information from both background knowledge and other sources ❑ Evidence of literary devices taught ❑ Includes a wide variety of descriptive and subject-specific academic vocabulary
Transcription	❑ Familiar words are spelled correctly; phonetic spelling for complex, unfamiliar words ❑ Printing/writing is legible and easy to read

SOOKE SCHOOLS 62
Shaping Tomorrow Today

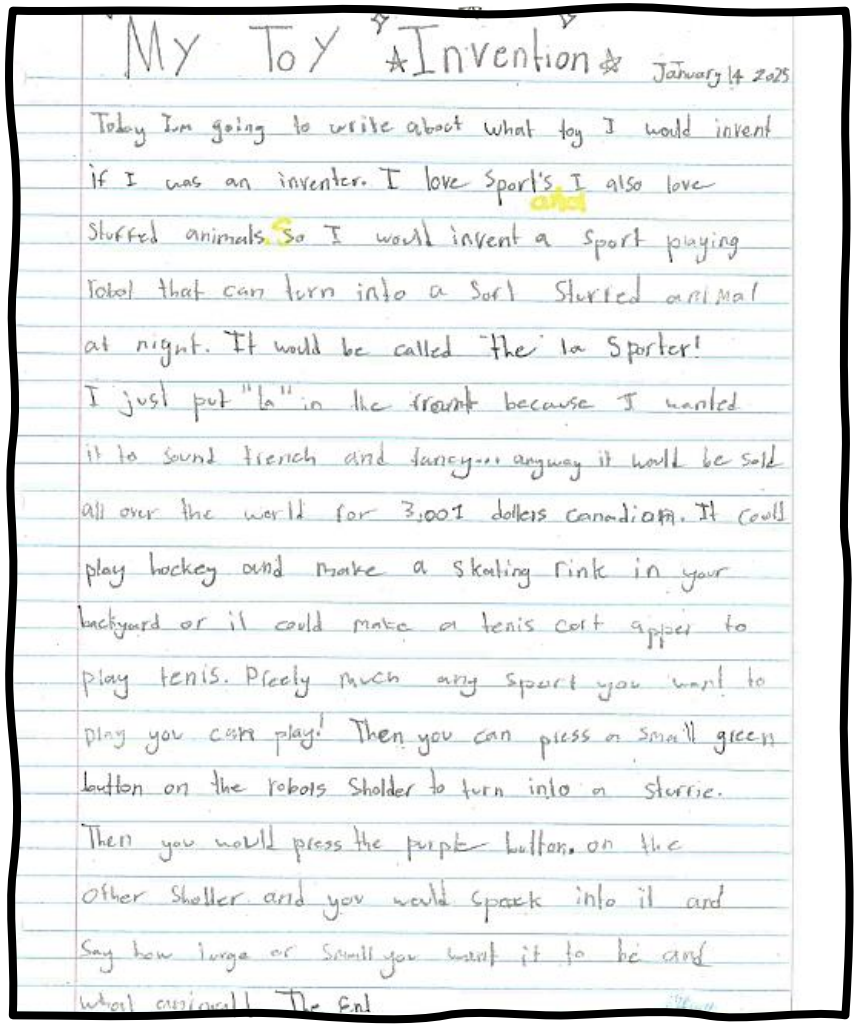
COLWOOD LITERACY COMMITTEE

Grade 5

Term 1 Proficient

Instructional Focus

- Complete sentences vs. fragments
- Complex sentences with fragment stems
- Four types of sentences (declarative, interrogative, imperative, and exclamatory)
- Sentence combining (with simple sentences)
- Conjunctions (because, but, so)
- Paragraph structure (topic sentences)
- Adjectives to add description to writing



My Toy Invention January 14 2025

Today I'm going to write about what toy I would invent if I was an inventer. I love Sport's and I also love Sturfed animals. So I would invent a Sport playing robot that can turn into a Sort Sturfed animal at night. It would be called "the la Sporter! I just put "la" in the front because I wanted it to sound trench and fancy... anyway it would be sold all over the world for 3,001 dollers canadian. It could play hockey and make a skating rink in your backyard or it could make a tenis cort apper to play tenis. Preety much any sport you want to play you can play! Then you can press a small green button on the robots Sholder to turn into a sturrie. Then you would press the purple button on the other Sholder and you would speak into it and say how large or small you want it to be and what animal! The End

Writing Rope Strand	Year-end Learning Targets
Critical Thinking	❑ With guidance, uses stages of the writing process (e.g., *think, plan, write, revise*) ❑ Uses skills & strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Uses skills & strategies to write about texts ❑ Editing – proofreads and corrects grammar, punctuation and spelling errors
Syntax	❑ Includes a variety of sentence structures – some are increasingly complex ❑ Expands and combines sentences using adjectives, adverbs, and conjunctions ❑ Complete sentences with correct punctuation. ❑ Syntactic errors do not interfere with meaning
Text Structure	❑ Paragraphs include topic sentence and relevant, supporting details ❑ Most paragraphs include a conclusion that summarize some ideas presented ❑ Follows a relevant and logical sequence ❑ Uses transition words to link sentences, specific to structure (e.g., first, then, finally, although)
Writing Craft	❑ Clear evidence of the author's voice ❑ Presents a clear main idea/topic ❑ Details are specific, accurate, and effective, including information from both background knowledge and other sources ❑ Evidence of literary devices taught ❑ Includes a wide variety of descriptive and subject-specific academic vocabulary
Transcription	❑ Familiar words are spelled correctly; phonetic spelling for complex, unfamiliar words ❑ Printing/writing is legible and easy to read

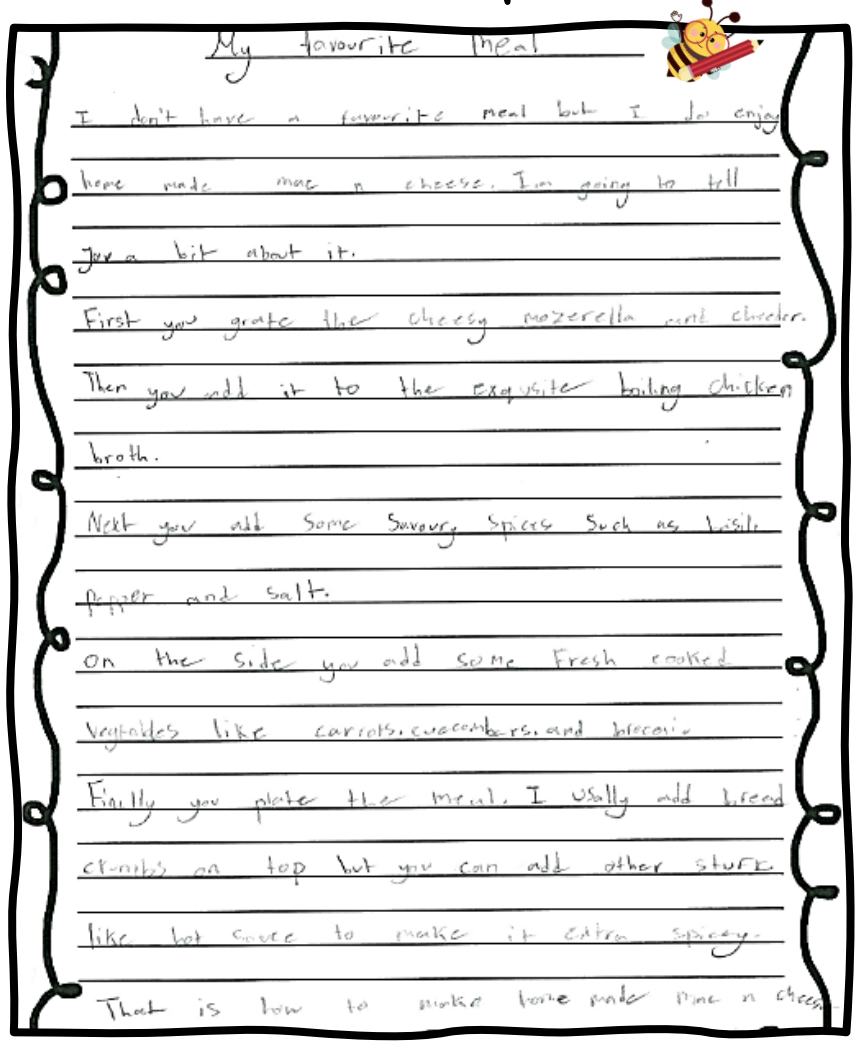
COLWOOD LITERACY COMMITTEE

Grade 5

Term 2 Proficient

Instructional Focus

- Transition words (specific to structure)
- Sequencing events
- Paragraph structure – topic sentences, relevant supporting details, conclusion sentences)
- Proper use of commas, dialogue marks, end punctuation
- Subject-verb agreement
- Independent & dependent clauses



Writing Rope Strand

Year-end Learning Targets

Critical Thinking	❑ With guidance, uses stages of the writing process (e.g., *think, plan, write, revise*) ❑ Uses skills & strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Uses skills & strategies to write about texts ❑ Editing – proofreads and corrects grammar, punctuation and spelling errors
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Transcription	❑ Familiar words are spelled correctly; phonetic spelling for complex, unfamiliar words ❑ Printing/writing is legible and easy to read

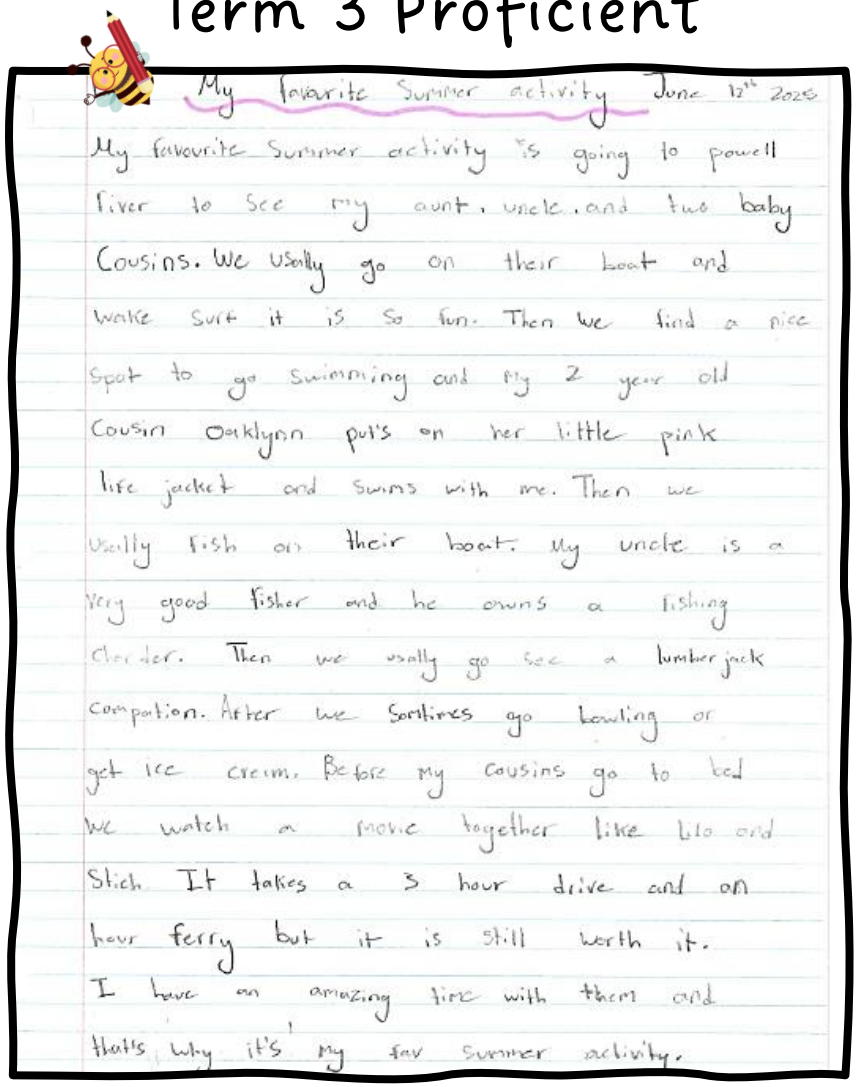
COLWOOD LITERACY COMMITTEE

Grade 5

Term 3 Proficient

Instructional Focus

- Jumbled paragraphs (focused on sequencing, cohesion, paragraph structure – topic sentence & concluding sentence)
- Paragraph structure (concluding sentences)
- Editing and revising
- Transition words (specific to structure & form)
- Adjectives to add description to writing



My favorite Summer activity June 12th 2025

My favourite Summer activity is going to powell River to see my aunt, uncle, and two baby Cousins. We usally go on their boat and wake surf it is so fun. Then we find a nice spot to go swimming and my 2 year old Cousin Oaklynn put's on her little pink life jacket and swims with me. Then we usally fish on their boat. My uncle is a very good fisher and he owns a fishing charter. Then we usally go see a lumberjack competion. After we sometimes go bowling or get ice cream. Before my cousins go to bed we watch a movie together like Lilo and Stich. It takes a 3 hour drive and an hour ferry but it is still worth it. I have an amazing time with them and that's why it's my fav Summer activity.

Writing Rope Strand	Year-end Learning Targets
Critical Thinking	❑ With guidance, uses stages of the writing process (e.g., *think, plan, write, revise*) ❑ Uses skills & strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Uses skills & strategies to write about texts ❑ Editing – proofreads and corrects grammar, punctuation and spelling errors
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Transcription	❑ Familiar words are spelled correctly; phonetic spelling for complex, unfamiliar words ❑ Printing/writing is legible and easy to read