

Name: _____

Date: _____

Parent/Guardian Signature: _____

Assignment: Paragraph Writing

[Ontario Curriculum Expectations \(Language - Grade 7\)](#), [Ontario Curriculum Expectations \(Language - Grade 8\)](#): B3 (B3.1, B3.2, B3.3), C2 (C2.5, C2.6), D1 (D1.4)

Categories	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding 7: C2.6 summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions 8: C2.6 summarize and synthesize the important ideas and supporting details in complex texts, and draw effective conclusions ☒ produce a main idea for a text and use at least three pieces of evidence to support my claims (C2.6)	Demonstrates knowledge and understanding for the elements needed for summarizing/paragraph writing to a high degree of effectiveness. Includes three pieces of evidence.	Demonstrates knowledge and understanding of the elements needed and for summarizing/paragraph writing with considerable effectiveness. Includes two pieces of evidence.	Demonstrates knowledge and understanding of the elements needed for summarizing/paragraph writing with some effectiveness. Includes one piece of evidence.	Demonstrates knowledge and understanding of the elements needed for summarizing/paragraph writing with limited effectiveness. Includes no evidence.
Thinking 7: D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium 8: D1.4 Classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives ☒ gather five pieces of information from the text and/or other experiences to group it based on relevance (D1.4)	Uses five pieces of information from the text/personal experience to support their claim to a high degree of effectiveness.	Uses four pieces of information from the text/personal experience to support their claim with a considerable degree of effectiveness.	Uses two or three pieces of information from the text/personal experience to support their claim with some effectiveness.	Uses one or no pieces of information from the text/personal experience to support their claim, causing a limited degree of effectiveness.
Communication 7: C2.5 Explain how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them 8: C2.5 Connect, compare, and contrast the ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them ☒ take note of three or more connections between the text and my own lived experiences (or others') using mirrors, windows, and sliding doors (C2.5)	Expresses three or more ideas with a high degree of effectiveness while making connections to text + lived experiences.	Expresses two ideas with considerable effectiveness while making connections to text and/or lived experiences.	Expresses one idea with some effectiveness while making connections to text or a lived experience.	Expresses no ideas with limited effectiveness and makes no connections to text + lived experiences.
Application 7: B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including indirect objects and predicate nouns, predicate adjectives participles, and adverbial phrases, and use this knowledge to support comprehension and communicate meaning clearly 8: B3.2 demonstrate an understanding of the functions of parts of speech in sentences, refine their understanding of grammar, and use this knowledge to support comprehension and communicate meaning clearly and precisely ☒ use at least five examples (<u>from the given list</u>) of parts of speech in a paragraph to communicate clearly and enhance my understanding of the information we are writing about (B3.2)	Applies five or more parts of speech in a paragraph + no spelling mistakes when drafting the summary (with a high degree of effectiveness).	Applies four parts of speech in a paragraph + one or two spelling mistakes when drafting the summary (with considerable effectiveness).	Applies three parts of speech in a paragraph + three or more spelling mistakes when drafting the summary (with some effectiveness).	Applies two or less parts of speech in a paragraph + four or more spelling mistakes when drafting the summary (with limited effectiveness).