

EIPS

WRITING CONTINUUM

LAST UPDATED: March 5, 2018



September 2016, Elk Island Public Schools began work on a Kindergarten - Grade 12 writing continuum. This initiative was a collaborative endeavour between Division leaders, school administrators, classroom teachers, students, and other educational partners.

We sincerely thank Prince Edward Island Department of Education for their willingness to share their provincial work with us. Their work guided our initial stages of developing criteria and writing prompts.

-We thank Sandra Herbst for sharing her expertise and continuum samples gathered from other districts across Canada. Our teachers and students have greatly benefited from working with Sandra over the last three years.

-And finally, we acknowledge the teachers who collected student writing, the students who provided writing samples, and the lead teachers who selected student work and developed descriptors to accompany each continuum sample.

Note that this document is a **draft** copy of the Elk Island Public Schools Writing Continuum. This draft will be adapted from time to time to meet the needs of Elk Island Public School students and their teachers. Feedback provided by teachers will inform future drafts of this continuum.

OVERVIEW

This writing continuum is a tool for students to use as they develop their writing skills and for teachers as they plan for writing instruction. This continuum illustrates writing development from the very beginning stages of writing to more advanced stages.

Progressions between each sample of student writing illustrate small, attainable steps to assist teachers in designing group and individualized instruction targeting specific writing skills and strategies. As an instructional tool across a school or district, the continuum helps all students visualize and describe their current writing skills, their eventual learning destination, and aids them identifying possible next steps. This continuum is not aligned with grades; instead, it is meant to illustrate the phases of writing development which take place over time.

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TO TEACHERS: USING THE CONTINUUM

To begin to use the continuum in your classroom, first identify on the continuum the lowest level of writing skills one or more of your students is currently producing. Then, identify the level of writing that most closely resembles the writing of your students with the highest level of skills.

From there, choose the two samples below the lowest samples you identified* and then identify the two samples above the level of your highest writer(s). This will be the range of samples you will be working with at this time. Next, post the continuum samples, in order, at students' eye level.

Once student writing samples are posted on the wall, they are ready to use for whole group, small group, or individualized instruction.

- Each sample may be used as a **model text** to demonstrate specific skills during mini-lessons
- The **descriptors** for each sample provide students with clarity about the next levels of writing development and self-assessment.
- The continuum offers teachers specific **comments** to use during writing conferences and when describing student progress.
- Teachers could use the wall of samples to **co-construct criteria** with students.

**It is important to choose two samples below the lowest student's skills so no individual is at the bottom of the range. This ensures that students feel successful and see themselves moving forward along the continuum.*

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COMMON QUESTIONS AND ANSWERS

1. Are these “exemplars”?

Building a writing continuum is different than building exemplars. An exemplar must fit with a rubric for that level, and show clear evidence of the specified criteria, such as voice, sentence fluency, and word choice at a designated level.

On a continuum, a student can have ‘strong’ word choice and appear as further along the continuum than on a later day when precise word choice is used. Students begin to understand and provide evidence of being at one point on the continuum for one writing skill but at a different point for another skill or strategy.

2. Why are these samples all personal narratives?

We decided to use personal narrative as our continuum genre because it is a type of writing all students engage in at every stage in their development.

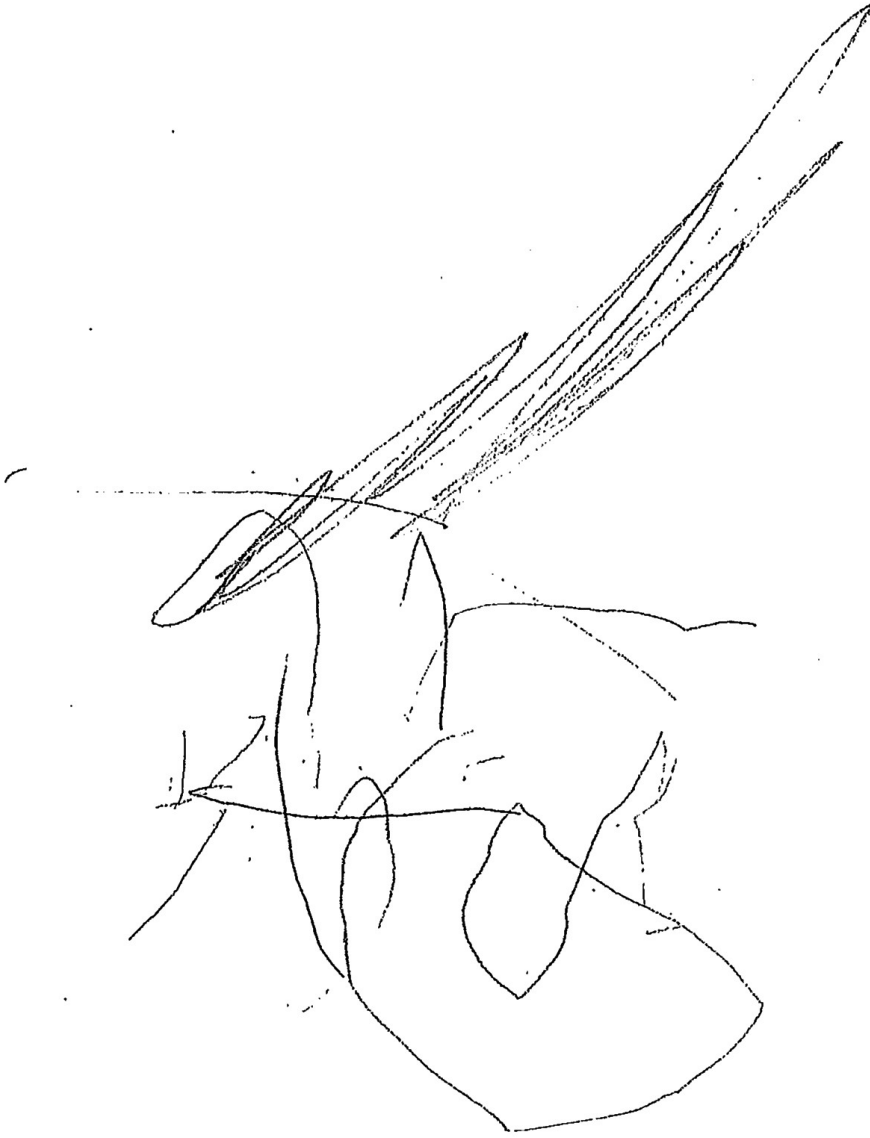
Students will write a Personal Narrative (Recount) to the following prompt:

K-3 Write about a time in your life that was special to you. Perhaps it was a day spent with someone special, a holiday or a celebration that was memorable.

4-9 Write about a time in your life that was special to you. Perhaps it was a day spent with someone special, a holiday or a celebration that was memorable. Support your idea with details that show why this time was special to you.

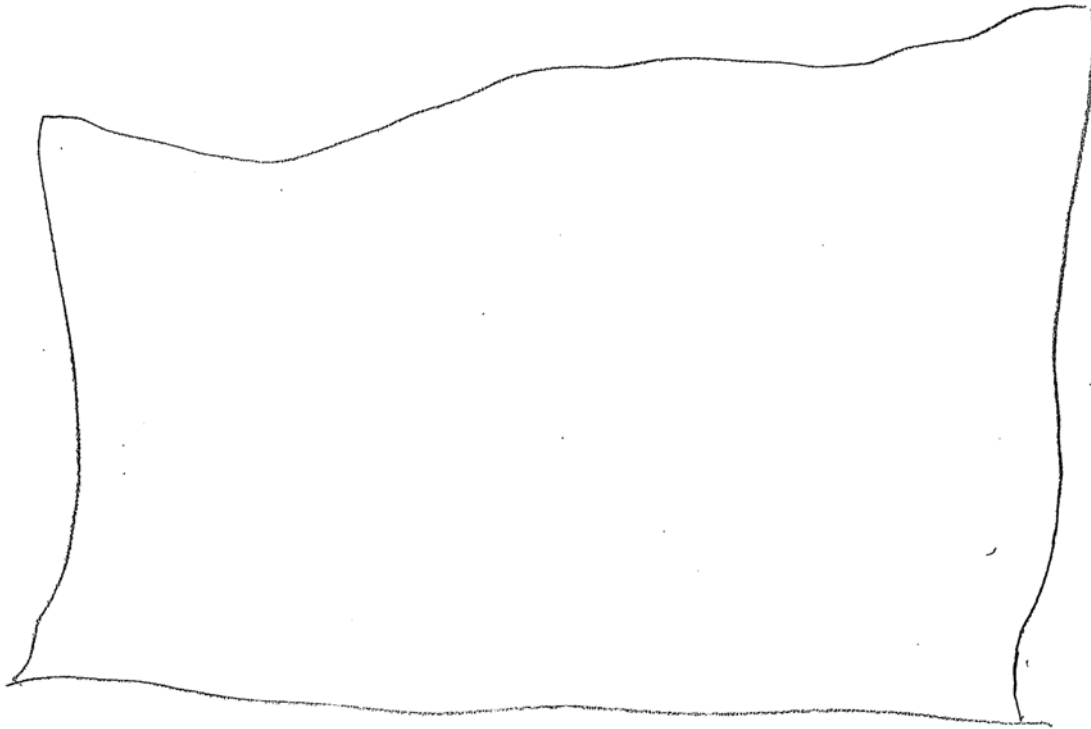
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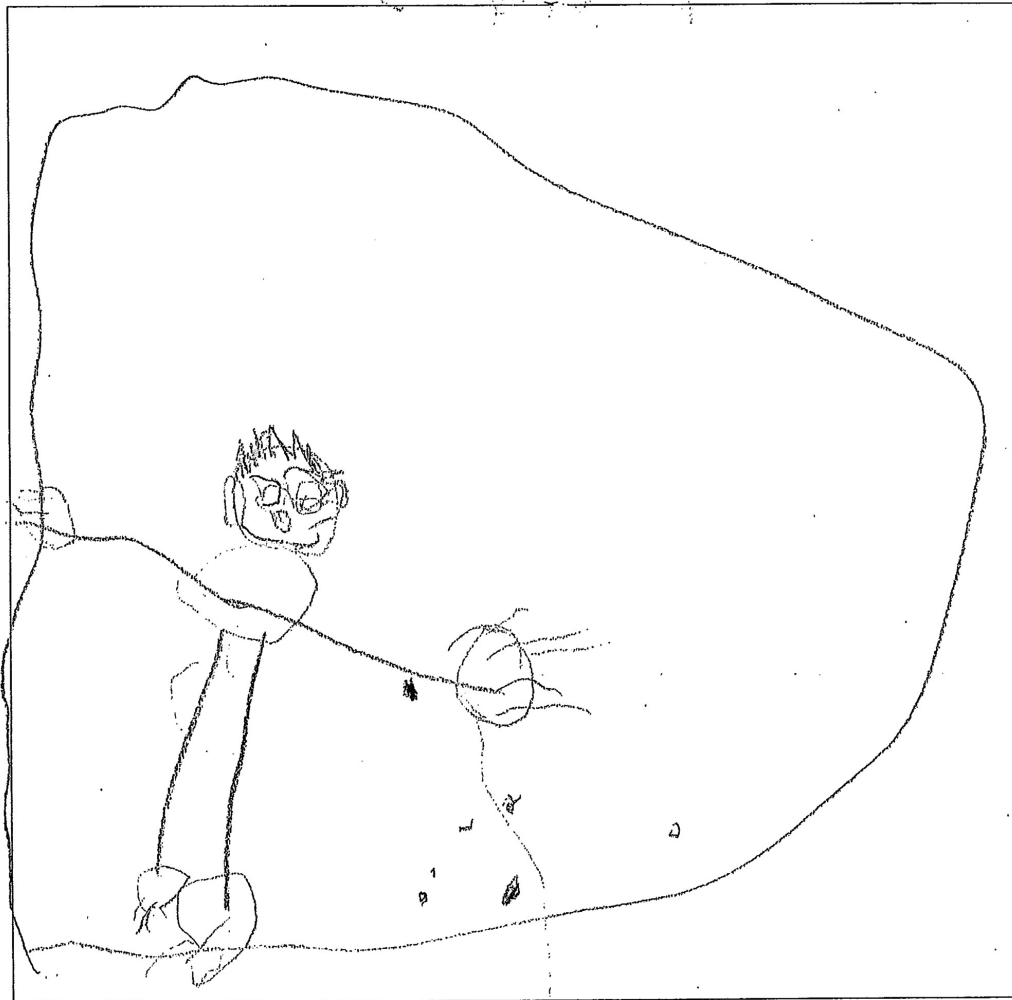
1 of 1

• I put pencil to paper.



1 of 1

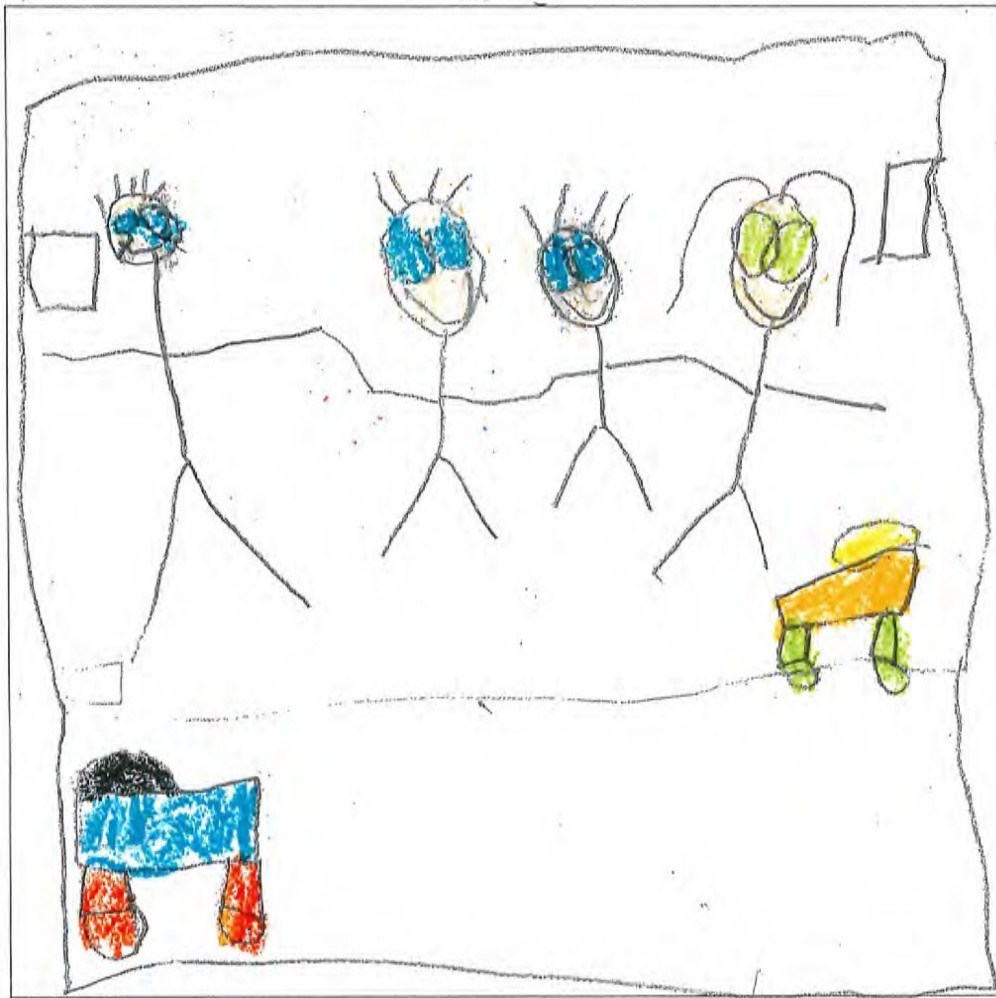
- I make some shapes with my pencil.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

1 of 1

- I draw a picture to show my idea.
- I tell about my idea.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

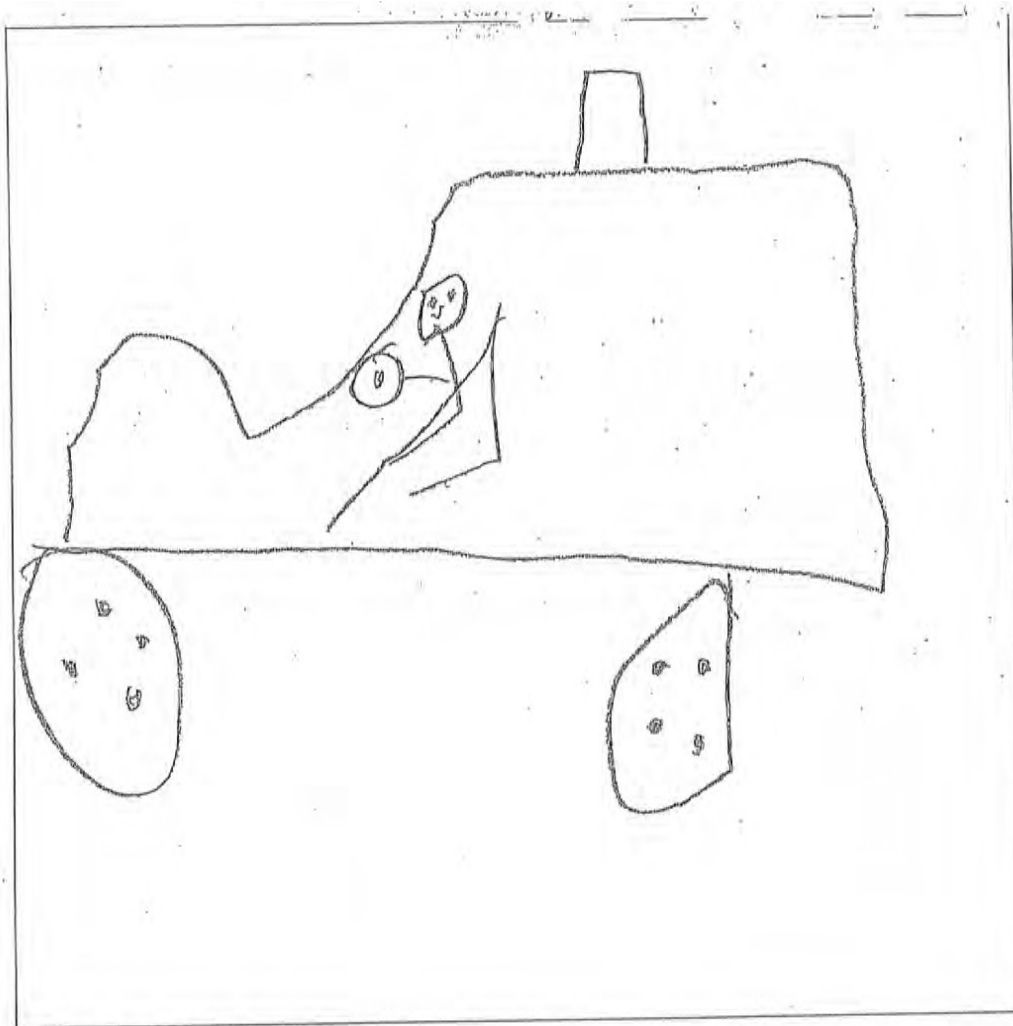
1 of 1

- I draw a picture with details to show my idea.
- I can tell about my idea.



1 of 1

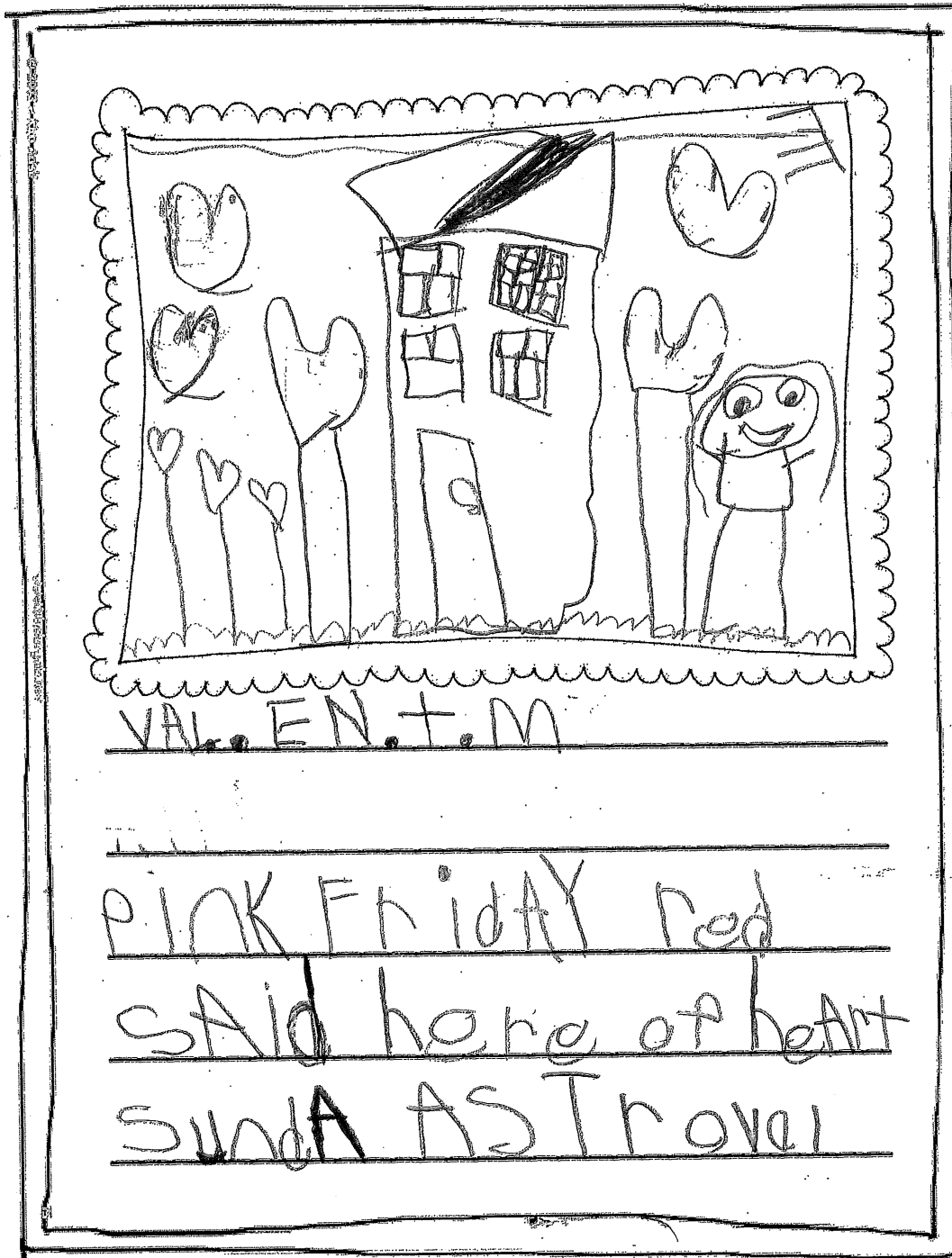
- I draw a picture with details to show my idea.
- I use scribble writing to tell about my idea.
- I explain my idea.



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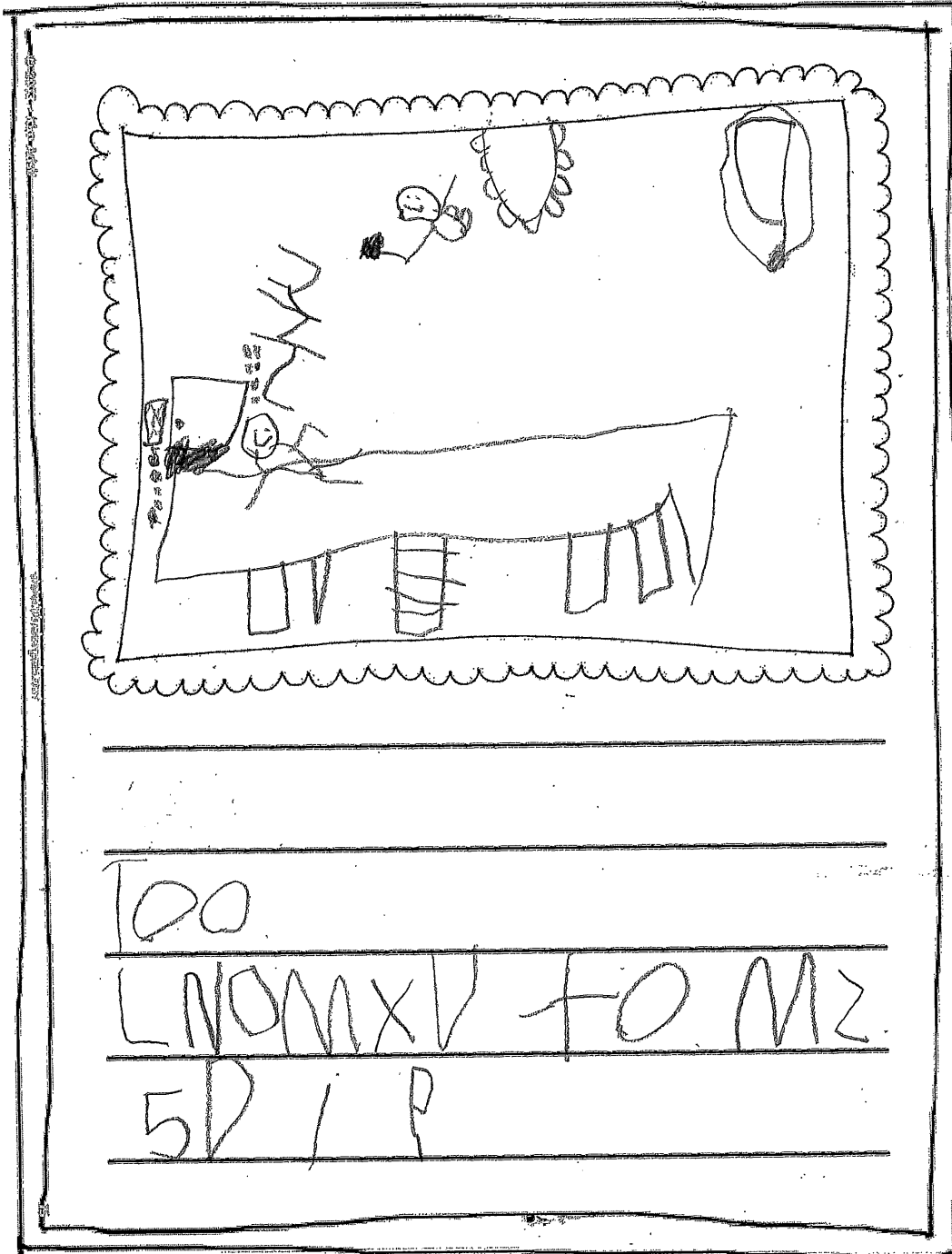
1 of 1

- I draw a picture with details to show my idea.
- I write some random letters to tell about my idea.
- I explain my idea.



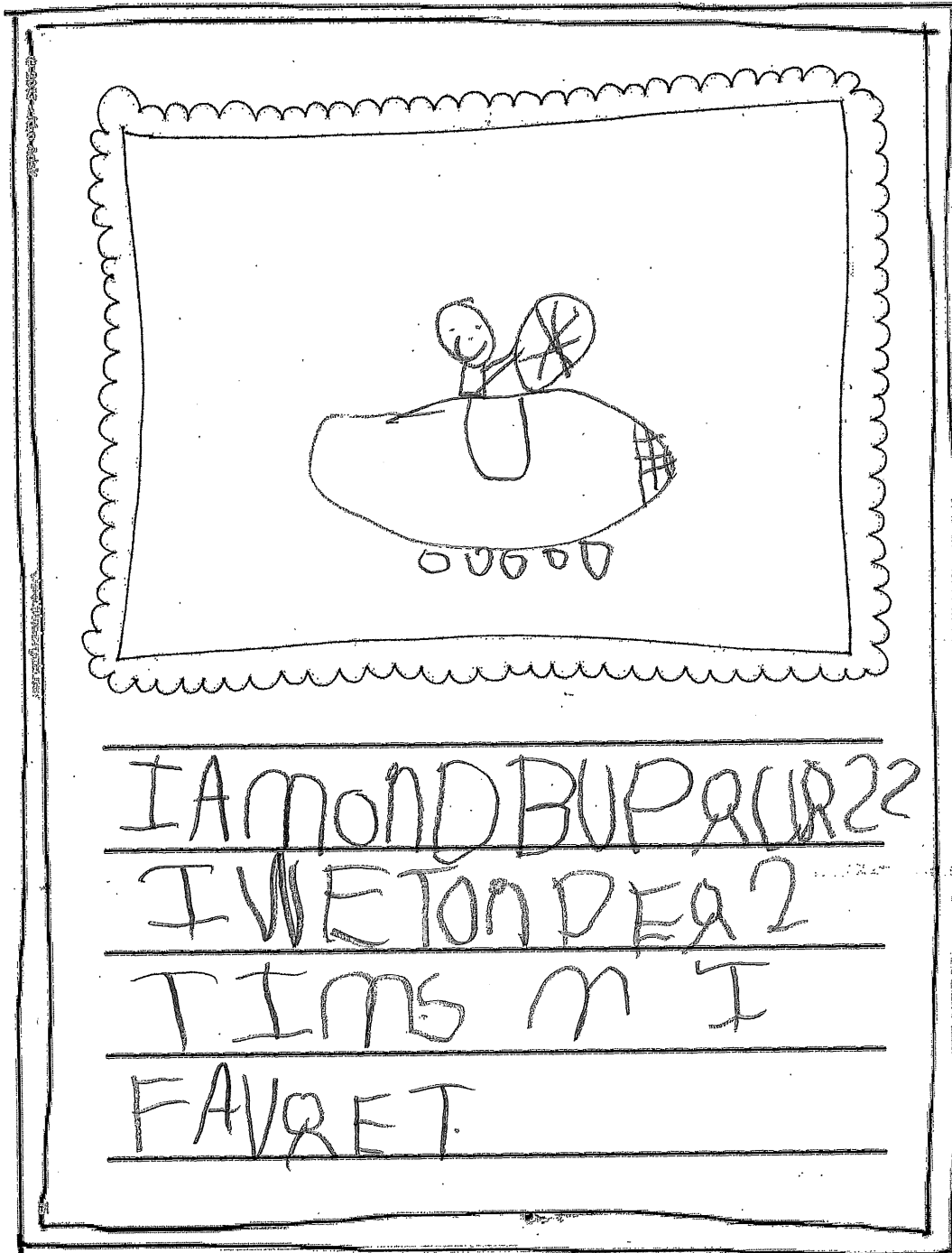
1 of 1

- I draw a picture with details to show my idea.
- I copy familiar words to tell about my idea.



1 of 1

- I draw a picture with details to show my idea.



1 of 1

- I use some familiar words to tell about my idea.
- I match letters to sounds to tell about my idea.
- I use beginning sounds to write my words.



Oct. 3

I see my family.

I see my fan and cat.

I see my purple cat.

I see my fan!

I see my ten.

I see my Saui.

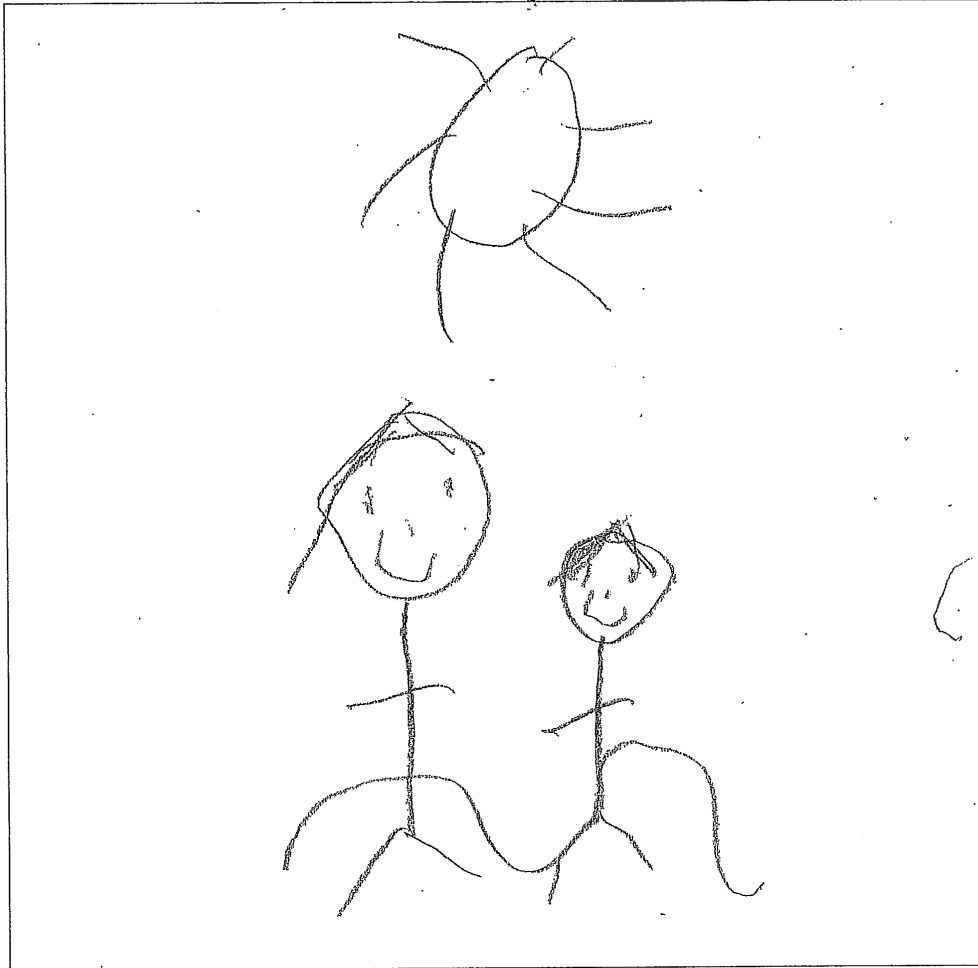
I see oval toki.

I see 12 dots.

I see me.

1 of 1

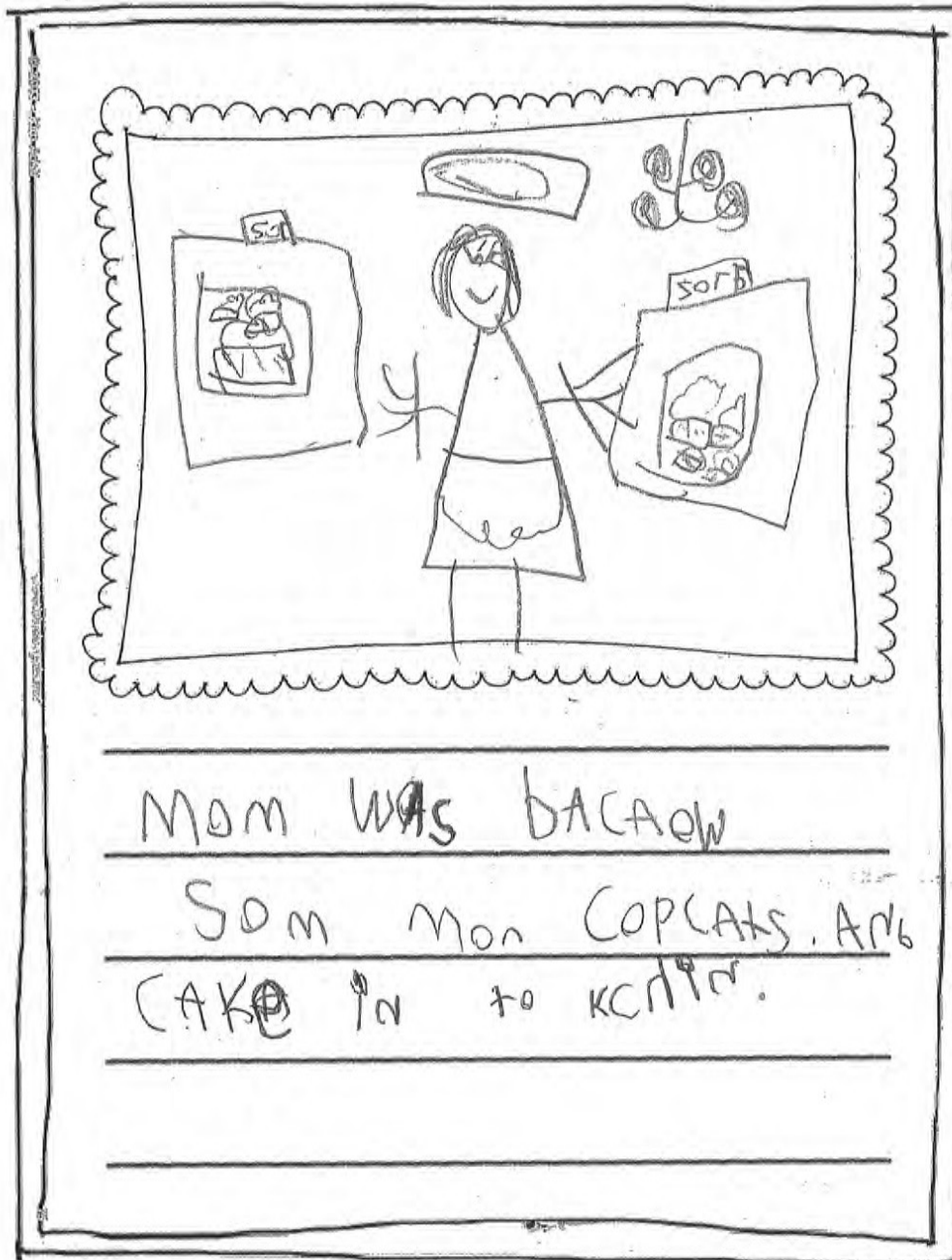
- I write pattern sentences.
- I use a capital letter to start my sentence.
- I use a period to end my sentence.
- I put spaces between each word.
- I sound out new words.



Meg and mummy
swinging.

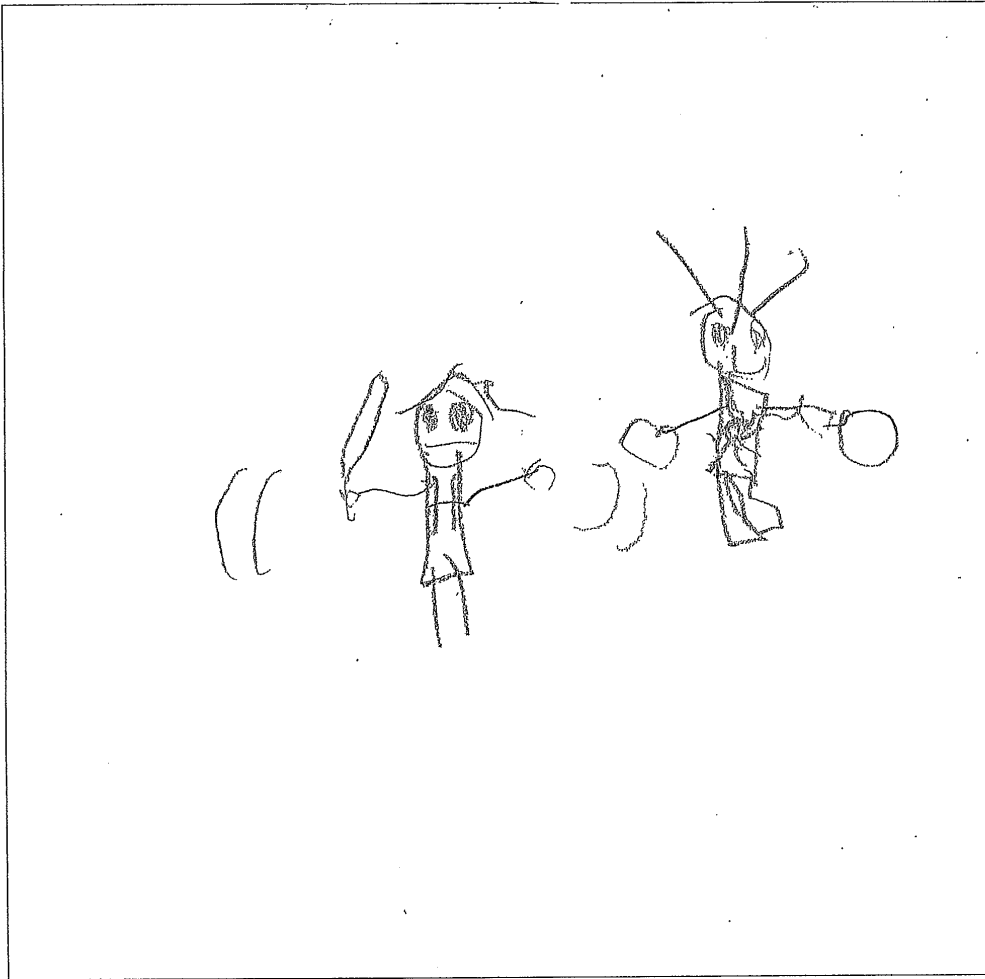
1 of 1

- My words match my picture.
- I use uppercase and lowercase letters to tell about my idea.
- I use beginning and ending sounds to write my words.
- I use some familiar words to tell about my idea.



1 of 1

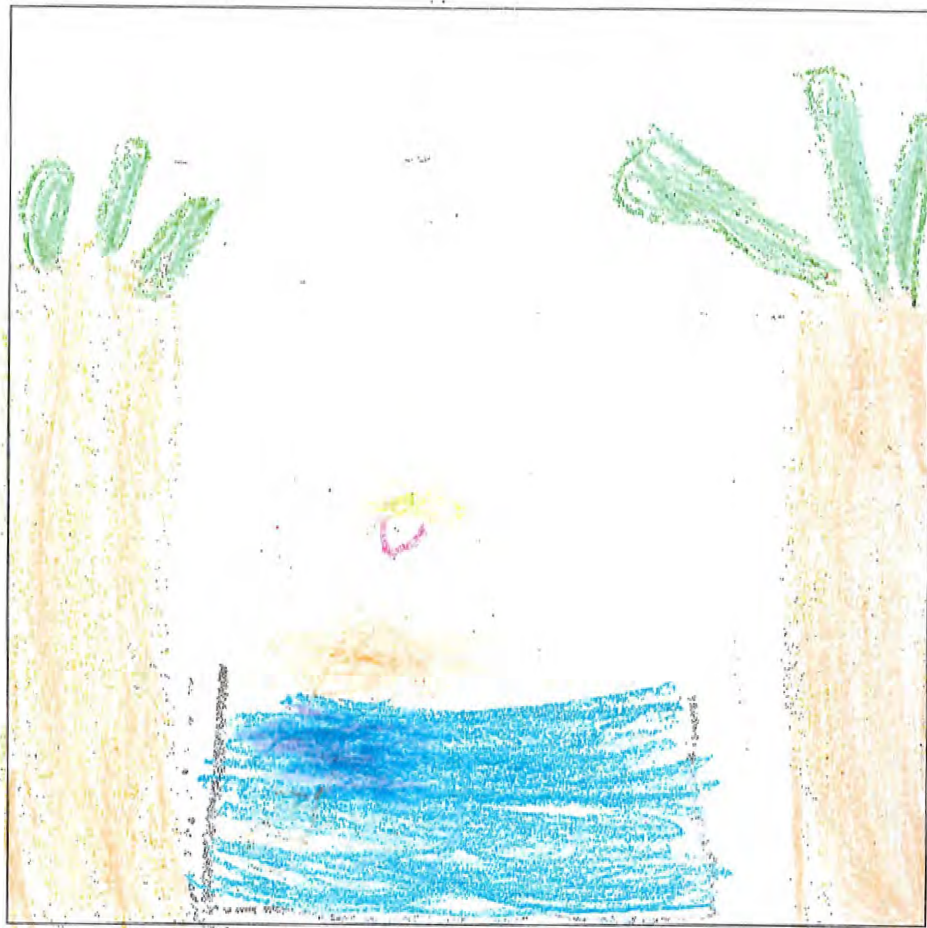
- My words match my picture.
- I use uppercase and lowercase letters to tell about my idea.
- I use beginning, middle, and ending sounds to write my words.
- I put spaces between each word.
- I use periods at the end of my sentences.



I was playing with
the mantas.

1 of 1

- I use a capital letter to start my sentence.
- I use a period to end my sentence.
- I write a complete sentence.



One summer day
mom and dad took
me to Mexico.

1 of 2

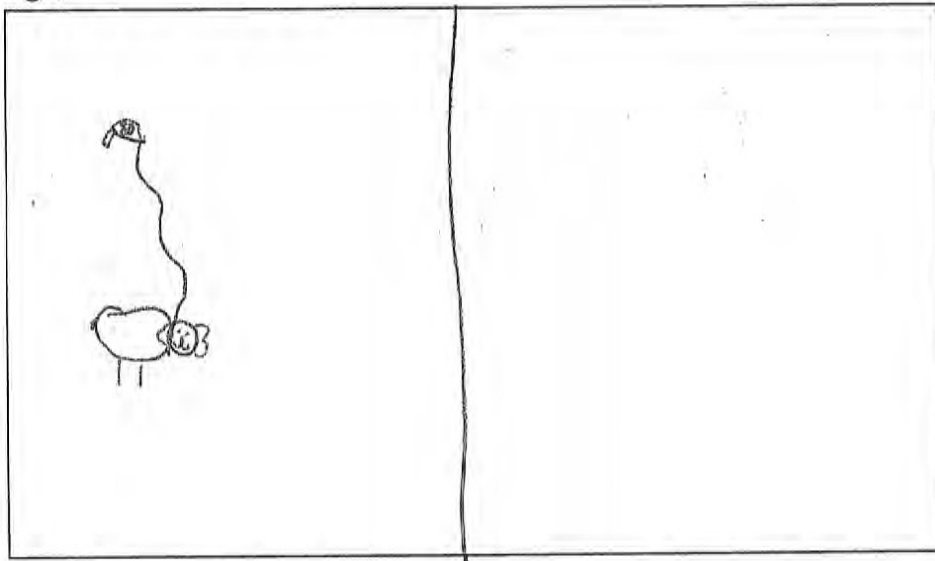
- I write more than one idea.
- I use a capital letter to start my sentence.
- I use a period at the end of my sentences.
- I put spaces between each word consistently.
- I sound out new words.
- I spell familiar words correctly.

It was very hot
outside and i
got to go to the
pool.

2 of 2

- I write more than one idea.
- I use a capital letter to start my sentence.
- I use a period at the end of my sentences.
- I put spaces between each word consistently.
- I sound out new words.
- I spell familiar words correctly.

Special Time

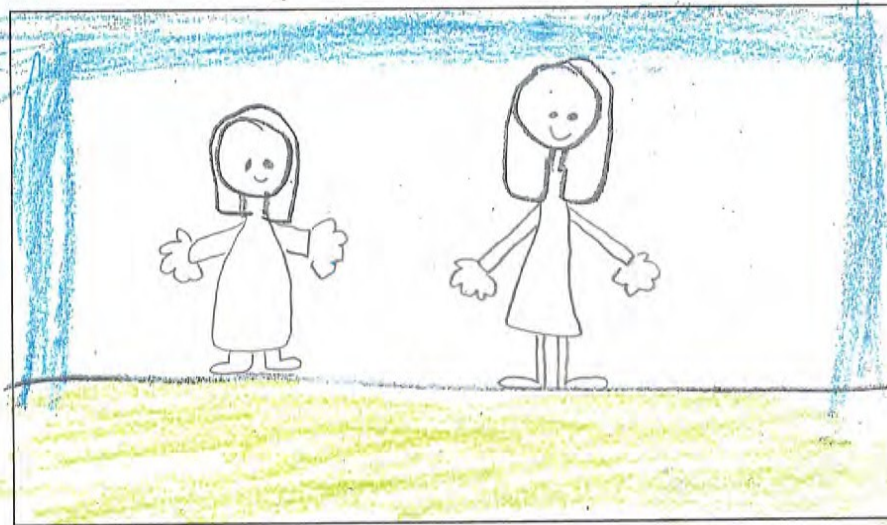


I have a toy dog her name is
Emily. She is a respectable dog and I
got her when I was four. We
would play balloons and she would
fall over and I would get her
back up. I would sleep with
her and I played and play objects.

1 of 1

- I write several sentences about one idea.
- I write complete sentences with a capital at the beginning and a period at the end.

Special time



After school one
day I went to
Charlie's house. On a
Friday. When we got
there Charlie's sister (Figen)
Charlie and me playd ball
for a little bit. We ate a
snack after that. After

1 of 2

- I write several completed sentences about one idea.
- I am beginning to use words such as: first, next, then, and finally to order the events of my writing.
- I use different types of punctuation.
- I sound out new words.
- I spell familiar words correctly.

We playd Lego. Tigen was the dad and the mom. Charlie was some of the tinangers and I was some of the tinangers. The Lego people went to the beach. After we finashd are snak. When we where don are snak we whent out side! We all bilt a snow shellter. We playd animall pertectors. Tigen was a cat that got a torn in her paw. We did a congers for are parents. then it was time for me to go home.

2 of 2

- I write several completed sentences about one idea.
- I am beginning to use words such as: first, next, then, and finally to order the events of my writing.
- I use different types of punctuation.
- I sound out new words.
- I spell familiar words correctly.

Special Time



One time my friend Brooklyn came over to my house. We played food diner and me and my friend were the chefs. My mom, dad and my sister ordered the food we made it for them. Next we had a snack and we

1 of 2

- I may use speech bubbles in my picture to match my idea.
- I use words such as: first, next, then, and finally to order the events of my writing. I also am beginning to vary my sentence beginnings.
- I am beginning to use descriptive words to tell about my ideas (ex. "Next we had a snack and we had peanut butter apples and apple juice.").
- I use different types of punctuation.
- I spell most words correctly.

had peanut butter apples
and apple juice. Then we
had my mom and dad
paint our finger and toenails.
After they were dry we
played dress up. Finally
Brooklyn's mom came to pick
her up. Brooklyn was at
my house for a hour!!!

2 of 2

- I may use speech bubbles in my picture to match my idea.
- I use words such as: first, next, then, and finally to order the events of my writing. I also am beginning my vary my sentence beginnings.
- I am beginning to use descriptive words to tell about my ideas (ex. "Next we had a snack and we had peanut butter apples and apple juice.").
- I use different types of punctuation.

On Saturday it was **NEW**
YEARS EVE! My friend
was coming over for a
sleep over. First we put a
blanct over our head
and scared Taylor. Next the
parents["] told us to not go
down stais so we spyed
from the pantry and Meline
looked and said o["] look
two kids we ran up stais.

1 of 4

- I use descriptive words to tell about my ideas (ex. there was a sterict helping teacher).
- I use bold text to show expression.
- I am beginning to use quotation marks to show someone is talking.
- I use different types of punctuation.
- I spell most words correctly.

Then we played humnoms.
We used the little woodsees
tree house for the house.
For the school we used
the lit tle woodsees
school. In the school there
was one class room. There was
a sterict helping teacher. She
sonded like this "YOUR
GRONDED." We looked at
our humnoms. Some wher

2 of 4

- I use descriptive words to tell about my ideas (ex. there was a sterict helping teacher).
- I use bold text to show expression.
- I am beginning to use quotation marks to show someone is talking.
- I use different types of punctuation.
- I spell most words correctly.

the same and different
colors. We decided that
one could be sisters. Now
all of us were up stairs
and getting ready for the
countdown. BOOM snap it
was finally midnight! Happy
new year every one shouted.
So we went back up stairs.
The num noms had a
count down as well. After

3 of 4

- I use descriptive words to tell about my ideas (ex. there was a strict helping teacher).
- I use bold text to show expression.
- I am beginning to use quotation marks to show someone is talking.
- I use different types of punctuation.
- I spell most words correctly.

we spayed on the parints.
But first we made a plan
so we did. finly it was
time for bed. It was
1:13^{Am} in the morning. "good
night we said." In the
moring we spayed on
the parints agin. That was
my specil day.

4 of 4

- I use descriptive words to tell about my ideas (ex. there was a sterict helping teacher).
- I use bold text to show expression.
- I am beginning to use quotation marks to show someone is talking.
- I use different types of punctuation.
- I spell most words correctly.

This happend about five years
ago I broke my arm by riding
my bike down a hill by a
seven elevin. This is what
happend. I only had one
brake. I grabed it to stop
but I tubled over instead. It
hirt- I nealty badly so I started
to cry. Then we rode home. We
put some ice pack on it. After
my dad drove me to the

1 of 3

- I start my sentences in a variety of ways.
- My writing has a beginning, middle, and ending.
- My beginning sentences hook the reader.
- I stretch out the middle of my story with details.
- My ending wraps up my story.
- I use interesting action words (eg. grabed and tubled).

hospital. Me and my dad got inside,
I had some medicine. Then went
to get an x-ray. They found out
that I broke my left or right arm.
They put a cast on me for a
very long time. Then went
back to the hospital to put
a new cast on me for another
long time. I don't know if I
took off at the hospital or
at home. Now I feel glad

2 of 3

- I start my sentences in a variety of ways.
- My writing has a beginning, middle, and ending.
- My beginning sentences hook the reader.
- I stretch out the middle of my story with details.
- My ending wraps up my story.
- I use interesting action words (eg. grabbed and tumbled).

that I don't have a broken
arm anymore.

3 of 3

- I start my sentences in a variety of ways.
- My writing has a beginning, middle, and ending.
- My beginning sentences hook the reader.
- I stretch out the middle of my story with details.
- My ending wraps up my story.
- I use interesting action words (eg. graped and tubled).

One time I went to
Drumheller. It was really
awesome! I went to Drum-
heller with my mom, my
little brother, my two
cousins, and my uncle and
aunt. We went to the
museum (I think?) We
also went to the
to the spray park. We
slept in a hotel, too.

1 of 2

- I use commas to create lists of three or more items. (eg., There was Bullfrogs, lizards and other weird or neet amphibians and reptiles).
- I use capital letters to start my sentences and end my sentences with a variety of punctuation (eg., !, ., ?).
- I have a topic sentence and a concluding sentence to bookend the piece.

There was a building full
with amphibians and rept-
iles in Drumheller. Even ^{there}
was a huge aligator or
crocidite. There was big
and very colourful snakes
and other creatures. There
was Bullfrogs, lizards and
other weird or neet
amphibians and reptiles.
We all had lots of
fun at Drumheller.

2 of 2

- I use commas to create lists of three or more items. (eg., There was Bullfrogs, lizards and other weird or neet amphibians and reptiles).
- I use capital letters to start my sentences and end my sentences with a variety of punctuation (eg., !, ., ?).
- I have a topic sentence and a concluding sentence to bookend the piece.

It started on a plane, me my brother Abdullah and mom. It took many days. We finally reached our destination, Kashmir, India. My cousins, Fathima, Dahan, and Amira. (oldest to youngest) came to pick us from the airport. Mamoo (my uncle!) came too! Grandma had a tray of nuts and toffe and dumped it on our heads and I grabbed the candy! It was sooo yummy! Mmm! Every morning me, Abdullah and nani (Grandma!) went to the llamas. One morning, a llama head butted me in the stomach! You can still see the mark it made! One day on a bike ride, I was behind my uncle and my foot got stuck in the wheel! I cried alot and I can't remember everything that happened. Eid came! We got candy.

1 of 2

- I have a strong and expressive voice (eg., "You can still see the mark it made!").
- I have a variety of different sentence lengths to add interest. (eg. "It was sooo yummy! Mmm!").
- I use specific vocabulary related to my topic. (eg., Eid, Mamoo, Nani (grandma)).

gum and money. He went to houses,
played games and had lots of fun.
That is all I remember

2 of 2


- I have a strong and expressive voice (eg., "You can still see the mark it made!").
- I have a variety of different sentence lengths to add interest.(eg. "It was sooo yummy! Mmm!").
- I use specific vocabulary related to my topic. (eg., Eid, Mamoo, Nani (grandma)).

The best day of my life

I always told my mom I wanted a cat. She always said "No! There's too much work." One horrible day I came home from school I saw strange things. I saw toy mice, cat food and Kitty litter. I was confused. I saw my dad. He just smiled. Then I saw a brown and orange cat hiding under the couch. I was so surprised. Later that day she came out. I finally got to touch her. She is so soft. My sister thought we should name her Presilla. I suggested Simba. Everyone liked it so that is her name! She loves to play, sleep and cuddle. We got her the day Donald Trump was elected. Simba thinks she is a mountain lion. That was the best day of my life.

1 of 1

- I used strong words (eg., suggested, elected).
- The events of my story are in the order they happened.
- I added some details to make my writing more clear (eg., "I saw a brown and orange cat hiding under the couch.").



My New Dog

One beautiful spring morning, I walk up to the bright sun squinting. I was getting my new dog today! I was so excited I could not wait!

My mom was all ready downstairs. She showed me a picture of the dog. She was a little, brown, cute, welsh corgi. She looked so fluffy! I sat down to watch t.v. when my sister came down my dad was probably still sleeping. 4 hours later we went to get the dog. I snatched my Ipad out of it's charger and put on my jacket and shoes. We were off. I stared out the window looking at all the

1 of 3

- I paint a clear picture by using precise words (eg., squated, whining, squinted).
- I'm beginning to use transition words to link ideas (eg., Afterwards, after, four hours later).
- I started my sentences in different ways.
- I build the reader's anticipation.

Beautiful fields. There were a lot of horses and cattle. Finally we had arrived at the breeder's house. There were so much dogs! But the one we were getting was in the house. The door was open. I found a ball and threw it past the door. She came running out and got the ball. She slowly walked back. My whole family squatted down to pet the dog. Afterwards we took her home. She sat in the front with my dad. She was whining a lot. My mom had bought some stuff for the dog, like

2 of 3

- I paint a clear picture by using precise words (eg., squated, whining, squinted).
- I'm beginning to use transition words to link ideas (eg., Afterwards, after, four hours later).
- I started my sentences in different ways.
- I build the reader's anticipation.

a bed, some toys, and treats.
When we got home we
took her outside. First we
realized that she had a heart
shaped nose. After a few days
we decided on the name: Piper.
After that we live happily ever
after.

3 of 3

- I paint a clear picture by using precise words (eg., squated, whining, squinted).
- I'm beginning to use transition words to link ideas (eg., Afterwards, after, four hours later).
- I started my sentences in different ways.
- I build the reader's anticipation.

My trip to West Edmonton Water park was fantastic. First we met our cousins, aunts, and uncles at the park. As we headed in to the change room to get our swimsuits on we waited in a small line up. Second we went into the park and headed towards the first waterslide. We saw it was a waterslide with a tube that fit two people. It was a blast going with my dad! It was so fun we all went a second time! Third we went to the Kids Zone since my cousins were all younger than me. But we all still had lots of fun! Fourth we went on almost all the Epic Slides. On one my sister Rayana and I raced on a bagie slide but we came in a draw and I was surprised because my dad thought me a trick that if you go on your heels and shoulders you go faster. One time when I got to the bottom of a slide I sunk straight to the bottom of the pool. I thought that I was going to die! I'm sure my sister could say the same. Finally I got to the

1 of 2

- I use interesting words to create voice (eg., epic, surprisingly).
- I explore the use of transition words (eg., ordinal numbers, finally).

end of the pool where we wated
for evfeyone else to come down. Fith
me and my mom dicied that we
would take a brake by going in
the hot tup and the wave pool
wale the outhers whent on more
slides. The waves in the wave pool
were huge. I tryed to body serf and
Siprisingly it worted prity well. Sixth
we whent to this aswone masheen
that could dispenche two flavors of pop
in one cup. And it was all for free
and last of all we whent on my
favrowit water slide. And Serventh we
pack up, got changed, and whent to
the amaricen girl doll stor to buy
some close and we were out the
door and drove home. It's safe to
say that we all had a grate
time at west Edmonton water
park.

1 of

- I use interesting words to create voice (eg., epic, surprisingly).
- I explore the use of transition words (eg., ordinal numbers, finally).

Title: Halloween night.

One windy October day I woke up feeling so excited! I dashed into the kitchen to see the calendar. It was October 31st! Halloween was here at last. I begged my mom to buy a costume! My mom shouted out from the livingroom "yes". My face turned bright red! My mom said we can go this afternoon at 2:00 pm. This afternoon me and my mom went out to look for a costume at Vale Village. There were 100's of costumes to pick from! I was so happy! I wanted to be a gipsy! This year was going to be great. I couldn't wait

1 of 2

- I create a beginning with word choice that will capture the reader's attention.
- I maintain my topic through the entire piece and help it flow with time phrases (eg., "This afternoon..." and "the night came").
- I choose words to show my emotions (eg., "dashed", "begged", "excited").

Until my bag was filled with treats!
But one thing I didn't like about
Halloween was I couldn't eat
any candy until we get home.
The night came, I was so excited!!!
We went to a neighborhood in emerald
hills. When we got home it was 9:35!
We got to have a couple of treats
before bed! Then we hugged our parents
good night. It was the best Halloween
ever!

2 of 2

- I create a beginning with word choice that will capture the reader's attention.
- I maintain my topic through the entire piece and help it flow with time phrases (eg., "This afternoon..." and "the night came").
- I choose words to show my emotions (eg., "dashed", "begged", "excited").

On December 4th 2016 was
my birthday. After I got up, I smelt
bacon. In the kitchen there was a
nice yummy breakfast. Dad said, "I
made a nice breakfast for you guys!"
Then Archer said, "What's the occasion?"
I said "IT'S MY BIRTHDAY!"
Clearly, I got a present at
breakfast. When I opened it I
thought it was for a hockey
game but I figured out
it was for Disney on ice.
Openly I screamed out, "thank you!"
I love it!"

1 of 2

- I express my emotions in different ways with conventions (eg., IT'S MY BIRTHDAY!) and word choice (eg., I screamed out, "thank you I love it.").
- I use a variety of sentence beginnings to help the events flow.
- I am beginning to use quotation marks to show unfolding events.

A couple hours later Dad, Mom, Archers
and I left to Rexol Place.
When we got inside we found
our seats. First we watched Toy
Story, then we watched Arceel. Jumping
in the hall, we had an
intermission. As we got back in our
seats, the show had started. We
watched Michy mouse and frozed.
Sadly the show was over after
throughs four shows. What a day.
And that was ~~my~~ birthday

2 of 2

- I express my emotions in different ways with conventions (eg., IT'S MY BIRTHDAY!) and word choice (eg., I screamed out, "thank you I love it.").
- I use a variety of sentence beginnings to help the events flow.
- I am beginning to use quotation marks to show unfolding events.

I Was so excited to be at West Edmonton Mall™ for the weekend! I wanted to do everything, but we had to check in to the Fantasyland hotel! After we checked in we decided to go to Galaxyland™ and ride all the rides. It was lots of fun! Me and my dad went on this ride called SPACE SHOT and it went up all the way to the roof and then it dropped completely all the way to the ground! It was cool. On Sunday we went to the water park! The first waterslide we went down was fast and it spun you around and you fall through a big hole and into a little pool. But my favorite waterslide is the big pink one that goes in a loop. It is called the cyclone twister. If you want to go on it you have to step into a capsule that they lock you in

1 of 2

- I organize my writing sequentially to help my reader follow events.
- I use word choice to experiment with voice (eg., the 'talk to the reader' voice as in "if you want to go on you have to step into a capsule that they lock you into...").
- I include descriptive language to draw my reader in (eg., "it spun you around and you fall through a big hole and into a little pool").

and the floor beneath you
opens up and off you go and
you do a loop and it is
kinda scary/kinda fun! And
after that fun weekend
everything went back to normal

2 of 2

- I organize my writing sequentially to help my reader follow events.
- I use word choice to experiment with voice (eg., the 'talk to the reader' voice as in "if you want to go on you have to step into a capsule that they lock you into...").
- I include descriptive language to draw my reader in (eg., "it spun you around and you fall through a big hole and into a little pool").

Wickenheiser
Femal
World Hockey
Festival

This was the day my team went to the finals of the Wickenheiser Femal World Hockey Festival in Calgary. My team shut out every team. And this is going to be the third time we are playing this team. The team is a good team but we still managed to win both times. I think this will a totally different game.

That morning my mom comes to wake me up. I imediintly ~~knew~~ today was going to be a good day. I got breakfast at the Denny's attached to the Hotel. After breakfast I hopped into the car and we're heading to the RCC Centre. I thought to my self no matter what win or lose we come out of that arena with a medal around our necks.

When we arived at the arena, I bolted into the dressing room to get all my hockey gear on. Then I hopped on the ice to play the intense game.

1 of 2

- I use techniques to add voice to my writing (eg., 'leaking' the writer's thoughts as in "I thought to myself, no matter what...").
- I use correct conventions and begin to use paragraphs to guide readers smoothly through my writing.
- I write a purposeful beginning and ending paragraph to satisfy my reader.

The game was really intense because it was like we score, they score, they score, we score. It was like that until it was 4-4 and there was only one minute left in the game

Finally there're only a couple seconds left in the game. That's when our best player bolts up the ice with the puck and scored the winning goal! We won the gold metal at the Wickenheiser Femal World Hockey Festival. And we go home champions.

2 of 2

- I use techniques to add voice to my writing (eg., 'leaking' the writer's thoughts as in "I thought to myself, no matter what...").
- I use correct conventions and begin to use paragraphs to guide readers smoothly through my writing.
- I write a purposeful beginning and ending paragraph to satisfy my reader.

My ~~job~~ Travelling to Disney World was a great experience. When My family and I travelled to Disney World I didn't expect we were going. My parents surprised My sister and I, It was very funny watching My sibling as she freaked out. She thought My parents were dying. We got on the plane. It was super hot in My seat. I was just happy to get out of the airport. We waited a long time in there. Finally we got off and thankfully to. I had to watch My family as they fell asleep. I still get the creeps thinking about that. Any way, we got to our hotel safely and I didn't really like it for the first time. We were in a weird modern African hotel! My mom told me my dad payed alot for it so I should be grateful for our stay. Later I started to like it but I still felt kind of weird about it. The next day we got ready to walk around and have fun on rides. to me it felt like K-days. The first day we went to the animal kingdom. There were awesome rides there. 2 of them we went on that were scary and fun at the same time. 1 of them was a tube ride. We went on a 6 people fitted tube and we went around curves and down a big waterfall. one lady got soaked. The 2nd one we went on was the Mount everest roller coaster. First we started going up then we went down then up through a tunnel. Then a yetti appeared then the lights turned off. suddenly we went back wards. That thing was so scary! The 2nd day we also

1 of 2

- I order my events sequentially and include words like "later" and "the next day" to help my reader visualize.
- I include many ideas with specific details that paint a clear picture.
- I use word choice to enhance my voice (eg., "I still get the creeps thinking about it") and to imply emotions (eg., "It was okay but it was my sister's idea").

Went to Epcot. It's a place that has every thing. It had countrys set up, science buildings where you can create different things, and there has finding Nemo exhibits. You can also make and color cardboard Disney characters and glue them on a big popsicle stick and get stamps on it from different countrys. We ate lots of fabulous meals and desserts and cool light up cups. I even got a book to put Disney characters signatures! A couple days later we went to the Hollywood studios. I went on this tiny train. It was scary! We also saw a Mickey Mouse clubhouse play. It was ok but it was my sisters idea. To last our trip we went to a very cool pool before we left. I had a fantastic time in Disney!

2 of 2

- I order my events sequentially and include words like "later" and "the next day" to help my reader visualize.
- I include many ideas with specific details that paint a clear picture.
- I use word choice to enhance my voice (eg., "I still get the creeps thinking about it") and to imply emotions (eg., "It was okay but it was my sister's idea").

My trip to B.C. last year was great! Each year my whole family travels to B.C, usually close to the end of the summer. It's kind of like a tradition. Even when my mom was little she went there every year. This year there was lots of cool and fun activities going on in the hotel from roasting marshmallows to eating ice cream at the pool or even just having a sand castle contest. Every morning everyone gets up and eats then we pack the lunches, get our bathing suits on, and head to the beach. When we get there the first thing we do is put on sunblock cause boy it's hot there. As soon as we were done that me and my sister can't contain ourselves! We decide to jump into the light green water. Ewwww it's kind of gross stepping on the dark green, mushy, seaweed but you get used to it if you go there every year. As time passes it gets sorta cold if you go in that lake for too long. "lets play at the park. The sun will help to dry us off," my sister suggests in a shivery voice. "I think that's a good idea!" so we slip on our teal and dark black flip flops and head out of the cool water. Later on my uncle offers to take us on a tube ride. Of course I had to say yes! So I hopped in the tube with my cousin and

1 of 2

- I choose my ideas intentionally to highlight key events.
- I purposefully create an introduction and conclusion that establishes connections to past events in my life (eg., as with memoir as in "it kind of like a tradition every year" and "I couldn't wait to see what tomorrow would bring.").
- I choose precise words and expressions to create vivid images.

my sister and off we went. It was great! when we got back it was getting dark. Time to head back to the hotel. On the way to the hotel we stopped for ice cream. I got chocolate. It was delicious the way it melted in your mouth. Amazing. we ate super when we got back and sooner or later it was time for bed. I couldn't wait to see what tomorrow would bring.

2 of 2

- I choose my ideas intentionally to highlight key events.
- I purposefully create an introduction and conclusion that establishes connections to past events in my life (eg., as with memoir as in "it kind of like a tradition every year" and "I couldn't wait to see what tomorrow would bring.").
- I choose precise words and expressions to create vivid images.

Let me tell you about the best day I've had in my 9 year life. It was summer of 2016, my friend Clara and I were on her lawn absorbing the feel of the soft, warm, green grass of summer. We went into her backyard and played in the sprinkler and on the slip-and-slide, splashed in her pool, and bounced on her bouncy castle. After drying off we walked to Starbucks, she's 13 so we were able to go all by ourselves. I remember my first sip of that double chocolate chip frappé, it was instantly my favorite. As we walked home we talked about how we wish summer could last forever! We stopped at my house and went onto my trampoline. We put the sprinkler underneath and soon we were laughing at each other when we slipped! I laughed so hard I cried, but in a good way. We walked back up to her house with our flip-flops squeaking under us. We played music with her speaker and did gymnastics

1 of 2

- I purposefully use sentences that summarize events and images and imply connections between people (eg., "Let me tell you that her dad was a hard judge to get a ten from.").
- I clearly establish time and place and maintain it with precise details.
- I use word choice to create voice and a natural flow to the unfolding story.

on the soft grass. By then it was about lunchtime. We had grilled cheese sandwiches and ice cream. We also got fresh baked cookies! After lunch we made up our future Olympic gymnastic routines and dances. Let me tell you that her dad was a hard judge to get a ten from. The next day was almost the same but this time we went to Mac's instead of Starbucks, and that was the best day ever!

2 of 2

- I purposefully use sentences that summarize events and images and imply connections between people (eg., "Let me tell you that her dad was a hard judge to get a ten from.").
- I clearly establish time and place and maintain it with precise details.
- I use word choice to create voice and a natural flow to the unfolding story.

Extremely tired, I limped out of the gymnasium and glanced up to see bright, car headlights. I immediately knew my mom was there to pick me up. After flopping on the cold, leather seat, my mom told me about a surprise at Petland as my brother, Liam tried to contain his laughter. As we drove, I bit my lip hoping for a good surprise.

Quietly, all three of us stepped out of the car, on the parking lot of Petland. We nervously walked to the front doors. Waiting for us, a young girl (about 20) greeted us and lead us to a small room. In that tiny room there was a scratching box, and cat toys. I stared at that scratching box for a good 5 minutes. Sitting quietly was a small tabby cat, the cutest cat I had ever seen! Without thinking I blurted out to my mother, "Can we keep it?" Just then my mom picked up a cat-carrier and

1 of 2

- I use strong words to enhance my writing and create mood and voice (eg., adjectives - sweaty and adverbs - nervously).
- I create a purposeful and descriptive introductory and concluding paragraph.
- I use vivid details to create visual images for my audience.

scooped the little ball of fur into my arms. And a happy tear made its way down my sweaty face.

I didn't let that cat go until we were home. She nugged her head into my leg and cuddled me that whole night, and the rest of the next day.

My favourite part about Lola is how sometimes, at night, she jumps on my feet when there are covers on me. She is now probably the fattest cat on this planet. I'm happy that Lola was picked out not any other cat. Everyday, after school, I bolt home to see her. Now I am at school and later today, I will probably sprint off that bus just to see my Lola again.

2 of 2

- I use strong words to enhance my writing and create mood and voice (eg., adjectives - sweaty and adverbs - nervously).
- I create a purposeful and descriptive introductory and concluding paragraph.
- I use vivid details to create visual images for my audience.

The Day I Got My Dog

A few years ago my parents bought me a dog. It was the best time in my whole life!

RIINNGG! RIINNGG!" Kids you can go pack your bags!" Yelled my teacher. As I got ready to go outside, I was thinking about how boring my night was going to be. I knew that my parents were going out and that my grandma was babysitting my brother and I. When my mom picked me up I was a bit sad. I got home and did my usual by unpacking my bag and getting a small snack. At 5:00 o'clock my grandma got to my house.

1 of 4

I correctly use quotation marks and paragraphs to show dialogue.

I use figurative language to enhance my writing (e.g., *Onomatopoeia: RIINNGG!*).

I use connecting words to link my ideas. (e.g. *as the night went on, finally, now*).

My parents said their goodbyes and they were quickly on the road. I thought they were going to an Oilers game.

As the night went on, my grandma, brother, and I played board games and card games. It was surprisingly pretty fun. At around 7:30 we had to get our pajamas on. My grandma said that my parents were bringing back a gift. So, like every six year old would do, I started guessing. I thought it was a big doll house at first. Next I guessed a My Little Pony set. Both were "No's" so I decided to stop guessing. At 8:00 o'clock my parents were almost home. My brother and I waited at the door, ready for our parents to

2 of 4

I correctly use quotation marks and paragraphs to show dialogue.

I use figurative language to enhance my writing (e.g., *Onomatopoeia: RIINNGG!*).

I use connecting words to link my ideas. (e.g. *as the night went on, finally, now*).

come home.

Finally, they came back. Quickly, my brother and I rushed upstairs so my mom and dad wouldn't know what we were doing.

Once they came upstairs I greeted them. My dad set down a crate which didn't seem to have any thing in it. Soon, my mom opened the kennel and out

pepped a little black head. At first I was

scared. But, then I held the little puppy and all

my fears went away. "Is she ours? Do we get to keep

her or are we dog sitting for someone?" I asked. "we get to

keep her. she is ours." Replied my mom. I got soooo

excited!

Now I have had my dog for 4 years. She is

- I correctly use quotation marks and paragraphs to show dialogue.
- I use figurative language to enhance my writing (e.g., *Onomatopoeia: RIINNGG!*)



4 now too. My dog is a miniature schnoodle mix.
Her name is Maggie. My family has given her
MILLIONS of nicknames.

This was the best day of my life because
it helped me get over my fear of dogs, my puppy
now gives me company, and I can now love
her as much as I want. She doesn't care.

4 of 4

- I correctly use quotation marks and paragraphs to show dialogue.
- I use figurative language to enhance my writing (e.g., *Onomatopoeia: RIINNGG!*).

The day we got my puppy Poppy was one to remember. My big brother, Sam, and I were ~~walking~~ ^{trudging} home from school on a sunny Friday afternoon in September, when we got home it was 4:30 and Sam and I were starving. My mom ~~said~~ ^{told us} we were going to order pizza using a cool new app on her phone, but she was really getting ready to video us. All of a sudden my Dad walked in, ~~holding~~ ^{carrying} the fluffiest, cutest, cuddliest puppy I had ever seen! He ~~asked~~ ^{questioned} us how our day was but Sam just wanted pizza, I was screaming at Sam until he finally turned around and saw the puppy. "A puppy!" he shouted at last, my dad put her down and she squirmed between me and Sam. I ~~picked up~~ ^{cradled} the bundle of joy ^{in my arms} gave her a ~~big~~ ^{squeeze} and put her back down. Then she peed on the ground, but we weren't ~~angry~~ ^{upset}, just excited. Next we had to choose a name. My mom suggested Poppy and we all ~~agreed~~ ^{concurred}. Soon after, Sam asked if we were still getting pizza. Oh, Sam! After we

1 of 3

- I actively revise my writing to improve the quality of my work.
- I use a variety of punctuation marks.
- I use verbs appropriately to convey meaning (e.g., *concurred*, *trudging*, *whimpered*, *howled*).

got our pizza we tried to take Poppy for a walk. We put on her harness, and her leash. She did not like that one little bit. Once we took her outside she tried to back up into the house. We tried to tug on her leash and move her forwards, but Poppy would not budge. My mom decided to carry Poppy to the mailbox. When we picked up our mail, Mommy decided to try putting Poppy down, but she ~~cried~~ ^{whimpered} and ~~cried~~ ^{howled} so we had to pick up the shaky dog once again. When we got home Poppy was so relieved! I hope she never gets scared like that again! That ^{same} night we played with Poppy for such a long time. All of our time was spent playing with that hyper puppy! Mommy, ~~Sam~~ ^{Sam}, Daddy, and I all took turns ~~throwing~~ ^{tossing} Poppy's toys and hissing her. We played with Poppy for so long, that he zoned out on the living floor! We went to bed as well. On Monday I told all of my friends that I got a puppy named Poppy, but ~~nobody~~ ^{none of them} believed me! It took a while for me to

2 of 3

- I actively revise my writing to improve the quality of my work.
- I use a variety of punctuation marks.
- I use verbs appropriately to convey meaning (e.g., *concluded*, *trudging*, *whimpered*, *howled*).

convince them that I wasn't
lying ~~and~~ but I eventually persuaded them.
Now Poppy is one year old, ~~but~~ she
is still as hyper and cute as when she
got here!

3 of 3

- I actively revise my writing to improve the quality of my work.
- I use a variety of punctuation marks.
- I use verbs appropriately to convey meaning (e.g., *concluded*, *trudging*, *whimpered*, *howled*).

Dance Competition

Writing

As the alarm went off I hopped out of bed and I knew it was going to be a good day. It was dance competition day! When I wake up at 6:00 I went downstairs to eat my delicious breakfast. Dance competitions take all day especially when you have more than one dance. As soon as we were done eating breakfast we started my makeup.

Gracefully is not a good word to describe my family on competition day. When it comes to make up time it is a disaster. In dance you need a lot of makeup, which I'm fine with but when it comes to fake eyelashes that's the one thing we absolutely hate! Everything about them the sticky glue, the itchiness and a fan more. Hair is the thing my mom hates. It takes forever. Then we put on our costume and head out the door.

In the car I have to make sure that my costume does not get dirty. My Mom usually ~~entertains~~ ^{entertains} me in the car cause my tuning always hearts. When we arrive at my destination, The Dow Centre, we usually go watch a few dances and then go meet up with my team. Luckily if we get there on time they won't start practicing.

1 of 2

- I am starting to use a variety of sentence starters (e.g., *Gracefully, Eventually*).
- I write my events in a sequential manner.
- I organize my ideas into paragraphs.

Without me. My Dance teacher usually starts running a few dances and we show it to the other people that were practicing. This team is an advanced team that means we compete against higher levels. After that the teacher says lets go back stage so we do.

As soon as we were behind the curtains I got the jitters. Eventually when we got off stage we got to watch the other dances. They were really good so our whole dance group got nervous. When they called everyone on stage we were very nervous. When they called the outstanding award means first they said, "pop drop and roll". We were so excited! We also got high gold we couldn't believe it!

At the end we had an amazing time. I was bummed out and was so tired. So we drove home and went to bed. Anybody that likes songs and grooving I recommend Dancing. That was my whole day at my Dance competition.

2 of 2

- I am starting to use a variety of sentence starters (e.g., *Gracefully*, *Eventually*).
- I write my events in a sequential manner.
- I organize my ideas into paragraphs.

The Day I Went to Banff!

When my dad woke me up, I knew it was going to be a good day! First I had to wake up at 6:00am. Then we drove from Calgary to Banff. Surprisingly it only took one hour. Then I knew we were off to Banff!

When we arrived went straight to Mount Norquay and went snowboarding for a couple of hours. Sadly we had to leave, but then we went to the Hotel that was called "Rundle Stone". It was really pretty when we walked in. After that we went to the Hotel room. We unpacked, got wifi and played a game.

After our friends got there we went to the pool. Speedily after the pool we went back to the rooms and played games. Happily we played Uno, Jumbo Cards, Jenga Quake, Yahtzee and Skip Bo. Politely me and my friend asked to explore, my mom let us. During when we were exploring we found a door, but it just lead to the porch outside.

Then when we came back we went to a restaurant called "Balkin". It was a very fancy Greek restaurant. The food their was delicious burgers and dessert. For dessert I had lemon meringue ice

1 of 2

- I intentionally use transition words so my writing flows (e.g., when we arrived, the next hour, after our friends got there).
- I choose words that add detail to my writing (e.g., Adverbs: happily, politely; Adjectives: Magnificent).
- I organize my thoughts into paragraphs.

Cream.

That was the end of my magnificent trip to Banff. If you ever go there you will have a very, very good time!

2 of 2

- I intentionally use transition words so my writing flows (e.g., *when we arrived, the next hour, after our friends got there*).
- I choose words that add detail to my writing (e.g., *Adverbs: happily, politely; Adjectives: Magnificent*).
- I organize my thoughts into paragraphs.

It was an amazing Christmas morning and we were finished opening presents and our parents said to us, "Owen, Oliver. We have one more present for you guys." So we sat down and Mom gave us our presents. But we were blindfolded, so we didn't know what it was. Then our parents unblindfolded us, and we saw on the table 4 tickets to DISNEYLAND!! We were so excited!

The day we were leaving was Jan. 9th, YES. The day students go back to school. So it was Jan. 9th and we were at the Airport going through security. Then we got on the plane and sat down, and took off! When we arrived in Los Angeles we were driven by a shuttle to Anaheim!!

1 of 3

- I am beginning to organize my sequential events into paragraphs.
- I am starting to use a variety of punctuation in my writing.
- I present voice in my writing (e.g., "It was sick;" "just chilled").

When we arrived in Anaheim we checked in to our hotel and went to sleep. Then the time has come that we had our first day in Disneyland. We were so excited! When we arrived in Disneyland we saw Mascots at Disneyland main street. I begged my parents to see all of the Mascots. They said, "Later." So instead we got a feel for the place and went on some rides. So it was about 3:00 and we were all tired, BUT THEN we saw churros!!! After churros we went to an ANAHEIM DUCKS game, and it was sick.

The next day we went on more and more rides until 10:30 at night, because fireworks were at 10:30 and we all wanted to see them. We waited and waited and waited until a guy on the speakers that the fireworks were CANCELED!! We just went back to the hotel and just chilled.

2 of 3

- I am beginning to organize my sequential events into paragraphs.
- I am starting to use a variety of punctuation in my writing.
- I present voice in my writing (e.g., "It was sick;" "just chilled").

So for the rest of the days we just kept having lots and lots of fun until we had to leave!! So we went to the airport, got on the plane and left. But to this day and every other day of my life I will always remember the day I went to Disnaxland.

3 of 3

- I am beginning to organize my sequential events into paragraphs.
- I am starting to use a variety of punctuation in my writing.
- I present voice in my writing (e.g., "It was sick;" "just chilled").

One of the best moments of my life was probably when I went to Universal Studios. I've been to Disney Land and World but this is the one that stands out. Walking through the gates inside you feel a burst of excitement and energy. My favourite part was when I went to Harry Potter World, it was so realistic almost like you just jumped inside your TV! They had every single small detail! My favourite ride was a log ride it has a 100 foot drop! It was 4 people so me, my dad, my brother, and my mom all got to go on one log.

1 of 2

- My events are organized sequentially.
- My writing shows voice.
- I spell complex words correctly.

It was amazing and scary when
we hit the drop my heart stopped.
Water splashing. my mom screaming.
At the bottom I noticed something
my face hurt because I was smiling
so hard! When we looked at the
pictures of us on the ride all of
us had big smiles but for my mom
it looked like she just saw a murder.
I never wanted to leave! We
went from when it opened to
when it closed.

2 of 2

- My events are organized sequentially.
- My writing shows voice.
- I spell complex words correctly.

My Surprise Trip to Cuba

I, My dad, my mom, my brother
my cousins, my uncle, my auntie,
and me went to Cuba at
Christmas in 2013

On Christmas morning
I woke up and opened my
presents. My mom handed me
the last present under the
tree. (my brother also got the same
thing handed to him). We ripped
the wrapping paper and it was
a box. Then me and my brother
opened the box and inside

1 of 4

- I write a beginning, middle and end, which are organized into paragraphs.
- I pay attention to conventions most of the time.
- I use appropriate verb tense (e.g., I woke; we ripped; I got).

the box was swim trunks, goggles,
Sun Screen and a message. The
message that we were going to
Cuba at 3am in the morning
tomorrow! It was an amazing
day after that!

We got up at 1:30am to go
to the airport. When we got to the
airport, our cousins were there too.
It made me even more excited that
our cousins were coming with us.

It was amazing in Cuba.
It was so pretty I felt like

2 of 4

- I write a beginning, middle and end, which are organized into paragraphs.
- I pay attention to conventions most of the time.
- I use appropriate verb tense (e.g., I woke; we ripped; I got).

I was in a movie. In the mornings we went to a buffet that had delicious crepes. And you even got to watch them make it. Then after breakfast we would either go to the beach or the pool. After that we would go to another buffet for supper. But one day we went ^{on a} tour and it was crazy. I had the best time of my life in Cuba.

It was special to me

3 of 4

- I write a beginning, middle and end, which are organized into paragraphs.
- I pay attention to conventions most of the time.
- I use appropriate verb tense (e.g., I woke; we ripped; I got).

because it was my first time
ever going on a holiday with
my cousins. I had a blast!

4 of 4

- I write a beginning, middle and end, which are organized into paragraphs.
- I pay attention to conventions most of the time.
- I use appropriate verb tense (e.g., *I woke*; *we ripped*; *I got*).

My GG's 95th birthday: She Remembered Her Age!
It was September 2nd, 2016 and my mom asked us to get in the bigge SUV. We were going to my GG's house for her birthday! When we were all in the SUV, we started driving to Fort Saskatchewan. After what felt like long drive, we arrived to my GG's house and my grandma was there to greet us. My GG was in the living room in her old armchair with the matching footstool that had flowers all over it.

When we finished setting up, some of the guests started arriving. Cousins, Aunts, Uncles! The whole gang was there. Except for my

After everyone arrived, we started the party. There were scrumptious snacks, friendly family, and what felt like thousands of choices of party drinks. We played a complex game of chinese checkers.

My GG has Alchimers disease so she can't remember everything. Sometimes she can't remember my name or who I am. A kind of funny story about this is when my

1 of 2

- I intentionally use descriptive language (e.g., *There were scrumptious snacks, friendly family, and what felt like thousands of choices of party drinks.*).
- I organize my writing into paragraphs.
- I correctly use conventions (variety of punctuation, dialogue, commas, etc.).
- I create an ending that purposefully ties events of written piece together.

grandma was watching my sister, brothers, and I. My older brother was scootering on the sidewalk and then went up my GG's driveway. Since my GG has Alzhiemers, she didn't remember who he was, so she thought he was a random boy and yelled at him to get ^{off} her drive way.

After all the snacks and talking, we had cake! It was a beautiful lemon cake that my great-aunt made. We sang Happy Birthday to my GG and then we cut the cake. GG blew out the candles. My cousin asked her how old she was. "I beilive I'm," she paused, "I beilive I'm 95 this year!" It was amazing! Even though she has Alzhiemers, she remembered!

2 of 2

- I intentionally use descriptive language (e.g., *There were scrumptious snacks, friendly family, and what felt like thousands of choices of party drinks.*).
- I organize my writing into paragraphs.
- I correctly use conventions (variety of punctuation, dialogue, commas, etc.).
- I create an ending that purposefully ties events of written piece together.

Disney Land

In the year of 2012 my family and I were drinking lemonade by a pool in California. It was amazing! We would get up at 8:00 and walk over to Disney land. On our free time we would swim!

3 days before... I rolled out of bed like a walrus slipping off a rock at 12:30am. My hair in knots we loaded into the family car and drove to the

1 of 4

- I use figurative language to help readers create a picture in their minds (e.g., Simile: *I rolled out of bed like a walrus slipping off a rock...*).
- I can create a purposeful and interesting beginning that establishes the events of my writing.
- I can format my writing into sequential paragraphs.
- I use words and expressions that enhance my voice in my writing (e.g., *I sprang out of my shoes and smothered my parents in kisses and hugs.*).

airport. While driving my parents
told ^{me} that dad had a business trip
at Houston. So I just went with
the flow and enjoyed the ride.
As soon as we got there my
dad needed help with his luggage.
We went through security and
met once again at the CALIFORNIA
gate. I was very confused.

After I asked him what
was going on he told us that
we were going to DISNEY LAND!!!
I sprang out of my shoes and

2 of 4

- I use figurative language to help readers create a picture in their minds (e.g., Simile: *I rolled out of bed like a walrus slipping off a rock...*).
- I can create a purposeful and interesting beginning that establishes the events of my writing.
- I can format my writing into sequential paragraphs.
- I use words and expressions that enhance my voice in my writing (e.g., *I sprang out of my shoes and smothered my parents in kisses and hugs.*).

smothered my parents in kisses
and HUGS! We had a delicious
breakfast sandwich and boarded
the plane.

What felt like 10 hours we
got there. The hot, humid air
smothered my body. We couldn't
stop smelling the ocean air
and finally went into a taxi. What
felt like a 5 minute ride was
actually 30 minutes. The
scenery was beautiful. Palm trees,
fancy cars. Yes!

3 of 4

- I use figurative language to help readers create a picture in their minds (e.g., Simile: *I rolled out of bed like a walrus slipping off a rock...*).
- I can create a purposeful and interesting beginning that establishes the events of my writing.
- I can format my writing into sequential paragraphs.
- I use words and expressions that enhance my voice in my writing (e.g., *I sprang out of my shoes and smothered my parents in kisses and hugs.*).

When we were finally
^{in our notes}
settled we chilled then went for a
nice swim. The next day we got up at
8:00 to go to the awesome amusement
park. Mickey Mouse, Belle and other
Disney characters crowded the streets.
Did I mention I danced with
Belle in front of a crowd of girls
in dresses? Yikes! The beautiful
colours in the park was beautiful.
I will remember that 5 days
for the rest of my life. My
family and I bonding and laughing.

4 of 4

- I use figurative language to help readers create a picture in their minds (e.g., *Simile: I rolled out of bed like a walrus slipping off a rock...*).
- I can create a purposeful and interesting beginning that establishes the events of my writing.
- I can format my writing into sequential paragraphs.
- I use words and expressions that enhance my voice in my writing (e.g., *I sprang out of my shoes and smothered my parents in kisses and hugs.*).

Silver Provincials

Provincials were coming up and all we had to do was win one more game. Our team had come so far from winning and losing and fun times and hard practices we deserved it.

I packed my stuff and loaded it into the car. Off to Calgary we went. I was so excited it was the first time I had ever gone to provincials. It was my dad who was giving me all the pep talks. It seemed like the whole car ride he

1 of 4

- I deliberately choose events for my writing.
- I order my ideas into sequential paragraphs.
- I confidently use complete sentences and have few spelling mistakes, allowing the quality of my writing to be sustained and easily readable.

was telling me what I need to do
and how I have to play my best.

We finally arrived. As we walked
in the hotel I saw lots of my
team swimming in the pool.

We headed up to our room and
had supper before we had to
make it to our first game, Friday
night.

Saturday we woke up early
and had breakfast and went to
the game. We always played in

2 of 4

- I deliberately choose events for my writing.
- I order my ideas into sequential paragraphs.
- I confidently use complete sentences and have few spelling mistakes, allowing the quality of my writing to be sustained and easily readable.

this one gym that was really hot! We were all sweating even before the game. Well that game was chaotic. It was a close game.

A girl on my team knocked out 2 of the other girls teeth but I was excited because I got player of the game.

Now everything that happened before didn't matter. It all came down to this. The gold medal game. We were up by 17 as I watched from the bench our

3 of 4

- I deliberately choose events for my writing.
- I order my ideas into sequential paragraphs.
- I confidently use complete sentences and have few spelling mistakes, allowing the quality of my writing to be sustained and easily readable.

lead slowly wasn't a lead any
more, now we were only up by
1. Then they got the ball and
scored after that it was over.
Everyone was so disappointed.

I will never forget that. My first
time to provincials. I had so
much fun. Even though we were
so upset we lost, we still got
silver.

4 of 4

- I deliberately choose events for my writing.
- I order my ideas into sequential paragraphs.
- I confidently use complete sentences and have few spelling mistakes, allowing the quality of my writing to be sustained and easily readable.

The Special Day

When I was 9 me and my father were so so so close. I wanted to do everything with him. And one day we had a day I can't forget.

My father recently got a shop ~~that day~~ and he wanted to take me there. I didn't really want to go though, but he convinced me to go anyway. The ride was actually nice. We sang to the radio, danced, made funny jokes - rolling down the long black road in the shiny, black truck. He told me we would have tons of fun at the shop. We pulled into the front with a big brown sign saying the company's name. I pulled open the large light door and entered.

The strong smell of cedar, fir, and lots more wood filled the air with wood chips everywhere on the floor. I couldn't stand it, so I clutched the closest red gleaming broom and got to work. Sweeping, dusting, and cleaning. My dad stood me and told me, "Come on wire doing something you'll enjoy." He gazed at

1 of 3

- I write confidently and capture/hold my reader's attention throughout.
- I use purposeful paragraphs.
- I use complex sentences and vary my sentence beginnings and lengths.
- I use proper conventions (spelling, grammar, punctuation), which help to convey meaning.
- I wrote a story and chose words that touch the reader's emotions.

a long slender plank of wood, grabbed it and waltzed over to the saw and asked, "How long do you want it to be?" I bathed my eyes in confusion. Yep - we were going to make something for me! He cut it since I well... can't. My dad set me up at the sand er, held my hand and helped me sand the now short plank. After we had a little lunch break.

Lunch was funny, we just had left over Tim Horton's donuts. They weren't a really that bad though! Ohh but we were on spinning chairs! We were spinning so quickly dad almost spilled his coffee all over himself. Then lunch was over.

We started staining the board a rich, chestnut brown color. It was lovely. We let it dry while dad was shuffling through the shelves finding silver shiny twisty hooks. Drilled them on, and voila, a short, rich chestnut colored silver twisted hooked coat rack all out of one day. And it was time to go.

2 of 3

- I write confidently and capture/hold my reader's attention throughout.
- I use purposeful paragraphs.
- I use complex sentences and vary my sentence beginnings and lengths.
- I use proper conventions (spelling, grammar, punctuation), which help to convey meaning.
- I wrote a story and chose words that touch the reader's emotions.

The drive home was all about how much fun we had singing songs again. Just rooling around. We got home and mom loved it. It was a big bonding experience for me and my father. From that day I've developed a love for building!

When I was 9 me and my father were so so close. And I wish we still were. But I'm growing up. Something I can't control. Even so I will always be a father rocking, strong, loving little tom-boy. And dad will always be my rocking, strong, loving, best in the world always there for me father!

3 of 3

- I write confidently and capture/hold my reader's attention throughout.
- I use purposeful paragraphs.
- I use complex sentences and vary my sentence beginnings and lengths.
- I use proper conventions (spelling, grammar, punctuation), which help to convey meaning.
- I wrote a story and chose words that touch the reader's emotions.

Strength

Bam! My face hit the ground... Hard. Last month, as I stepped into the barn, I carefully looked to see which horse I would be riding. I was riding a horse named Niko. He was not my favourite horse but it was okay. Leading Niko into his stall I could sense something was off, kicking, tripping and throwing his head around. I pretended not to notice and started tacking up. The saddle I usually rode in for English riding was taken, but I had wanted to ride in a different new and fancy-looking brown saddle, so I did.

I led Niko into the arena cautiously, tightened the girth^{and} got on. As the lesson started, I began to forget about the situation in the barn. Niko walked, trotted, stopped^{alright} and then it was time to canter.

Cantering around the arena, hair blowing in the wind (because of the great speed we were at.) Niko's strong head and legs began throwing me forward. ^{But} Somehow, I ^{had} managed to get back in the saddle (that I ~~was definitely not used to~~). Niko continued cantering around the arena and ^{once more} threw his head so hard, that I was thrown onto his

1 of 2

- I use precise descriptive words to create strong images in my reader's mind.
- I use proper conventions (spelling, grammar, punctuation).
- I create a strong beginning that draws my reader into my story (Bam! My face hit the ground...Hard).
- I create a strong ending that ties my story together and leaves the reader feeling satisfied.

long black and white neck. ^{I could not stay on.} ~~was~~
Doing a forward flip in mid-air, time slowed
down. I thought about what was happening
but it did not register with me until ----
Bam! My face hit the ground... Hard.
Really Hard. I lay there worrying if I was
hurt badly. My whole face was bleeding,
my nose, my mouth pretty much everything.
My helmet had broke and was deffinetly
not able to continue riding.

I cleaned up my face and was
okay. Although it was not a great
experience, I feel like I am a much
better rider. Before this, I had never
fallen, even though I have been riding
since I was five or six. Now I am
more confident with riding and always
ready for a challenge. I feel like this
fall has made me a stronger person
and convinced me to never give up
just because things get tough.

Riding is my passion in life and
no-matter what happens, I will keep
getting back in the saddle."

Although I do not feel comfortable
riding Niko again just yet, I thank him
for helping me become stronger in many
ways, for making me a more; better, confident
and strong rider. I ☺

the
next
paragraph

2 of 2

- I use precise descriptive words to create strong images in my reader's mind.
- I use proper conventions (spelling, grammar, punctuation).
- I create a strong beginning that draws my reader into my story (Bam! My face hit the ground...Hard).
- I create a strong ending that ties my story together and leaves the reader feeling satisfied.

Coco Beach

I was 8 years old and my family was on a trip to Florida. We had spent the whole week in Disney World, but on the last day decided to do something different. We decided to go to coco beach and spend our last day on vacation basking in the sun and the waves.

When we got to the beach it was so cloudy that you couldn't even see the sun anywhere. Not to mention the wind that was so strong you could barely walk. Even though it was cold, nobody cared because we're from Canada ya'll! How bad can Florida be when you're used to -30 below?

Anyways, we changed into our swimsuits to go dive into the waves. Except for my Grandpa. He does not like swimming. For whatever reason, whenever he goes into any type of swimming

1 of 4

- I use transitional words and phrases naturally.
- I know when I could drift off topic and can pull the reader back to the main point using transitional words or phrases.
- I continue to use imagery and figurative language in my writing to make it more interesting to the reader.
- I use some longer sentences and short sentences on purpose.
- I am attempting to take risks with punctuation.

area, he sinks to the bottom like a rock.

Also, my Mom didn't change into a swimsuit because she was on crutches from braking her ankle. When she walked up to the edge of the water with her crutches, they sank deep into the wet sand and I had to help her pull them out.

Mostly only my grandma and I were the ones who swam all day long. My Mom had to almost carry me out of the water to have lunch. When I did get out of the water though, it was so cold because of the wind blowing on my wet skin. Lunch was mostly made up of picknick foods and sandwiches, and juice boxes. I ate it as fast as I could so I could splash back in the water.

Also because of the wind, the ocean

2 of 4

- I use transitional words and phrases naturally.
- I know when I could drift off topic and can pull the reader back to the main point using transitional words or phrases.
- I continue to use imagery and figurative language in my writing to make it more interesting to the reader.
- I use some longer sentences and short sentences on purpose.
- I am attempting to take risks with punctuation.

waves were taller than I was! All the better to play in of course! My Auntie and Uncle took advantage of the giant waves, and taught me how to body surf. Basically, all you have to do is wait for a huge wave to come up behind you and then fall backwards into it, and let it carry you back to shore. It was so much fun!

After a couple hours of body surfing my Grandma and I saw a little shack near the shore. We went to it and saw that you could rent a surf board! We got a blue one with yellow flowers on it and headed back out to sea. Surfing on a surf board was harder than I expected. I kept falling off and getting a big mouthfull of salty sea water. YUCK! Once I got the hang of it though, it was even more fun than body surfing.

3 of 4

- I use transitional words and phrases naturally.
- I know when I could drift off topic and can pull the reader back to the main point using transitional words or phrases.
- I continue to use imagery and figurative language in my writing to make it more interesting to the reader.
- I use some longer sentences and short sentences on purpose.
- I am attempting to take risks with punctuation.

(if that's even possible!)

Once we saw the sun starting to set, we knew it was time to go. We dried off in our warm, fluffy towels, and then changed back into our clothes. We packed up all our stuff and headed back to the car.

Even though I was almost in tears because we had to go, I can truthfully say that that was one of the best days of my life!

The end.

4 of 4

- I use transitional words and phrases naturally.
- I know when I could drift off topic and can pull the reader back to the main point using transitional words or phrases.
- I continue to use imagery and figurative language in my writing to make it more interesting to the reader.
- I use some longer sentences and short sentences on purpose.
- I am attempting to take risks with punctuation.

Caught up in the fun

One day, 9 years ago at calaway park

My uncle Navaz was on the cosmic spinner with my parents. I wanted to go to

the Swinging Ship ride. So I walked away

(I was 4 so I didn't know any 'better'). When

my Uncle Navaz, my mom and my dad got off

the Cosmic Spinner, my mom noticed I

was gone.

"That was awesome!" yelled Navaz, having

no idea I was gone. Noticing, my

mom snapped, "Forget the stupid ride

Navaz! Where is my son?!" She went

directly to the guards.

When she got to the office, she snapped

the same to them that she did to Navaz.

One of the guards said "Alright, alright

calm down maaa. We'll put them park on

lock down so no one can run off

1 of 3

- I have an interesting title that is related to my writing (not just the title from prompt).
- I explore my topic from more than just my perspective.
- The details I choose to write about help my story to move forward.
- The reader has a clear picture of my characters because of my use of realistic dialogue.
- I use a variety of transition words and phrases.
- I sometimes use words and phrases that are hold or catch the attention of the reader.

with your son" One of the guards
ran to the owner and said "Sir, a woman
blotted into our office and started
screaming about her son lost in the
park, I recommend a lockdown to keep
this off our permanent
this off our permanent record" The
owner replied, "Good idea. Go lock the
gates and I'll announce the lockdown
on the intercom" As the guard left,
the owner grabbed a microphone and
shouted, "Attention, Attention everyone!

We are now on lockdown. Officer Simons
is locking up all exits as we speak. No one is
allowed out until further notice.

Meanwhile near the bathrooms I was wandering
around at random for what felt like hours.
I thought about where they would be and
remembered that it was lunch time so I

2 of 3

- I have an interesting title that is related to my writing (not just the title from prompt).
- I explore my topic from more than just my perspective.
- The details I choose to write about help my story to move forward.
- The reader has a clear picture of my characters because of my use of realistic dialogue.
- I use a variety of transition words and phrases.
- I sometimes use words and phrases that are hold or catch the attention of the reader.

followed my nose to find food.
Eventually I found Barbique booth,
knowing that everyone loves Barbique,
I had found my family. The one who
was most excited to see my face again
was my mom. So much that she yelled,
"Son! Where have you been?" I said "Long
story. I'll tell you later but long story
short I was looking for the swinging ship ride
and I got lost" "Then it's a good thing
you had your watch then, otherwise you
wouldn't know where to look"

3 of 3

- I have an interesting title that is related to my writing (not just the title from prompt).
- I explore my topic from more than just my perspective.
- The details I choose to write about help my story to move forward.
- The reader has a clear picture of my characters because of my use of realistic dialogue.
- I use a variety of transition words and phrases.
- I sometimes use words and phrases that are hold or catch the attention of the reader.

Every Friday I'd walk. Then I would wait outside the arena, he would come. Unlock the door, And I would go inside. I always prided myself to be the first one on the ice. Even though I could barely skate, I still tried my best to play hockey. I couldn't really shoot and my stick was too long. I was the youngest there and ironically also the tallest. I towered over 13 year olds and I was only 9. My parents would come and watch I was never passed too but I can see why, I'd never pass to my old self I sucked. I tried hard, but all I ever did was sweep the ice with my ankles. I wish I would of had some tape. Over the years I progressed and got better.

1 of 2

- I explore my topic in an introspective/thoughtful way; The details I use are accompanied by a reflective thought.
- I link my introduction and conclusion by using the same image. My connection is not repetitive.
- I create a recurring image.
- I use words and expressions to create a distinct mood.
- I am use a variety of sentence beginnings.

My biggest turning point was 2016, in the last 2 months of 2016 I changed into a way better hockey player. It's almost hard to compare my old self to now. Over a couple years there was a tremendous change in my size, skating, equipment, accuracy and speed. I hope to play hockey next year and become a legend. My dream is too make it to the NHL. Even though I marvel over my hockey skills now some part of me wants to go back and learn it again. Hopefully I didn't miss anything besides the puck. I am gonna remember that memory for ever and hopefully I can make even more. I always enjoyed walking in the dark to the arena. I always enjoyed that old stick a titan same kind from the mighty ducks. There was only one thing I hated from hockey was getting snow in my fricken shoes. Other than that I loved it the walking the skating it was all fun.

2 of 2

- I explore my topic in an introspective/thoughtful way; The details I use are accompanied by a reflective thought.
- I link my introduction and conclusion by using the same image. My connection is not repetitive.
- I create a recurring image.
- I use words and expressions to create a distinct mood.
- I am use a variety of sentence beginnings.

If I had to describe one of the most special times in my life, my mind would drift to basketball. One moment that wasn't as big as it is in my mind, but it was a culmination of so much effort and pain and growth. This is that story.

It was the gold medal game, last quarter. We had been winning, by nearly twenty points, but the other team had slowly crept up on us. It was all tied up with a foul shot. Last thirty seconds. Time out after time out, complex plays and . . . no luck. The buzzer went, the referee informed us that there would be a five-minute overtime. The gym was packed with parents and teams waiting to play. It was loud. I was scared.

We reentered the court to cheers and screams, but all of us were deaf

1 of 4

- I explore my topic by connecting my personal experience to a specific event; I understand the complexity of the topic.
- I add specific details that allow the reader to understand my topic, even if they are unfamiliar with the topic.
- I use varied punctuation in a confident way that adds to the tension of the piece; I have confident control of writing conventions.
- I use transitions to develop the plot.
- I confidently use a variety of sentence types.

to it. Our own heartbeats were loud enough to drown out the noise. Both teams were at five fouls, meaning a single foul would lead to shots and possibly a loss. And then, one minute into the overtime, it happened.

I stole the ball, somehow. I dribbled down, just me and the girl covering me on defence. I sped up and slowed down, testing, testing. She had me.

Before I continue, let me give you some history. Last year, I was a mess. I was scared. I never shot, never trusted myself. This year, my coaches had helped me and I had also gotten professional help for my anxiety.

I had been doing much better, taking shots and learning a lot. And all that was sitting on my shoulders as I dribbled up in this gold medal game.

I realized that I couldn't beat

2 of 4

- I explore my topic by connecting my personal experience to a specific event; I understand the complexity of the topic.
- I add specific details that allow the reader to understand my topic, even if they are unfamiliar with the topic.
- I use varied punctuation in a confident way that adds to the tension of the piece; I have confident control of writing conventions.
- I use transitions to develop the plot.
- I confidently use a variety of sentence types

this girl with speed, and my chance was disappearing. Last year, I would have stopped, passed, thrown away my shot. Now I couldn't.

My team needed this.

So, I went. Sped up, simple crossover, dribble again, first step, second step, up, and...

it sunk. There was screaming from the benches, from the bleachers, from my teammates on the court. We were winning. But I didn't have a chance to even crack a smile.

We had a game to finish.

In that five minutes, we went on to win by six points. The pride I had for my team mates outweighed any gold medal, and though I was exhausted, I couldn't stop grinning. We did it. I beat my anxiety. We all fought through the pressure and won together.

I couldn't have been more proud.

So if I had to choose one

3 of 4

- I explore my topic by connecting my personal experience to a specific event; I understand the complexity of the topic.
- I add specific details that allow the reader to understand my topic, even if they are unfamiliar with the topic.
- I use varied punctuation in a confident way that adds to the tension of the piece; I have confident control of writing conventions.
- I use transitions to develop the plot.
- I confidently use a variety of sentence types

of the most special times in my life,
I would have to say that five minute
overtime, the five minutes that showed me that
anyone, even a kid with anxiety on a
stressed out team, can do anything.

4 of 4

- I explore my topic by connecting my personal experience to a specific event; I understand the complexity of the topic.
- I add specific details that allow the reader to understand my topic, even if they are unfamiliar with the topic.
- I use varied punctuation in a confident way that adds to the tension of the piece; I have confident control of writing conventions.
- I use transitions to develop the plot.
- I confidently use a variety of sentence types

It was the day everyone had been anticipating for what felt like ages. It was tradition, of course. Everyone in my family's done it since it started, when my cousin and I were only babies. The Seba Beach regatta days happen every summer, and since my Nana has a permanent site at the Seba Beach camping grounds, we go every time!

My day started by walking to my cousins trailer to wake them up. They're almost the *opposite* of morning people. "Dexter! Ben! Aunty Erin!" I shouted outside their door. Of course, nobody woke up. But I wasn't giving up. We rarely see our cousins, my brother and I, because our entire family (except us) lives in Edmonton, so that made regatta days an uncommon event. I was going to shout again, but I was interrupted by my brother opening their door. "You shouldn't just barge into their trailer like that," I hissed. He shrugged and continued towards their bedrooms. "Do you want to be late or not?" He replied smugly.

About an hour later, we were all ready to leave into town. "Got everything?" My dad asked. The four of us chanted a resounding "Yup!" Arriving at the Seba Beach high school's field where they host the festival every year, my dad noticed one small problem: *parking*.

"We already looked over there, dad, that place is full too," my brother complained as we circled the parking lots. It took almost 20 minutes to find a spot, and it was already inconvenient since it was so far away. We entered the field through a back entrance in the fence, and were standing on a large, steep hill overlooking the running races. The races were never my favourite part of regatta days, because a girl only needs so many boring participation ribbons. But my brother and I both won our baby crawls, and we still have the tiny camping chairs they gave to the winner. So when we heard the announcer blare "Girls 12 to 13" on the speakers below us, I was only a little bit disappointed. Not only that I missed my race, but that all of my other family members (that aren't adults; they don't get to run) missed their races.

My mom checked the itinerary. "It says here that we can still catch the obstacle course, that could be fun," she said. We never went to the obstacle course, it was usually too crowded with kids waiting to race each other. "Good idea! We'll go line up while everyone is running!" I chirped. We all ran down the hill excitedly, shouting and laughing.

"I'm sorry, everyone, but we can't open the obstacle course until 3," a man at the obstacle course said. It was 2:30 pm. It wasn't really that bad, but my little cousin and brother who were not exactly patient were growing tired of waiting. They complained for almost the full thirty minutes we had to wait.

Kids started to line up beside us, and that was when I realized that I was running *against* people. There was a woman holding ribbons at the finish line! I was determined to win now, even though I probably had at least two years on all of my opponents, which

1 of 2

- I explore the topic with details that build anticipation with the reader.
- I have used a motif to showcase the growth in character.
- I use narration and dialogue as transitions.
- I purposely create a distinct voice.
- I use language to develop tone.

might not've been completely fair, but nobody told us about an age limit, so we were all set!

The referee blew his whistle for my turn, and I bolted to the obstacles. It rained the night before our regatta races, so the ground was slightly slippery still. But I slid down the slide, and the referee gave me my ribbon. A beautiful, blue first place ribbon, too! I had won!!

Of course it was a small victory because I was against two eight year olds, but I had still won, and so did my cousins and my brother! We were ecstatic. Waving our ribbons coming home, pinning them up in our bunk beds, we made quite a show of our not-so mighty victory. Although we missed the races, I could easily say that was the most fun regatta day I ever had.

2 of 2

- I explore the topic with details that build anticipation with the reader.
- I have used a motif to showcase the growth in character.
- I use narration and dialogue as transitions.
- I purposely create a distinct voice.
- I use language to develop tone.

Jose-Manuel

One of the most special days of my life happened to me on August 3, 2015. It was on that day, during my first ever missions trip to Mexico that I first met Jose-Manuel. To fully understand the importance of this particular day, this particular child, you would have to know more about my family, myself, and my life than I can possibly convey during this short sample but I will do my best. You see 2014/15 had been a difficult year for both me personally as well as my family. We had just had a falling out with some of our best friends in the world, ones who we had considered family. They year only worsened as it went along, or so it seemed at the time, as my Grandpa got sick and passed away right after christmas. Weeks earlier my sister had fallen extremely ill while we were all in Mexico and stressed my mom and our family almost to the breaking point. Just a week or so after those hard weeks I suffered a seizure and was diagnosed with epilepsy. (knowing what we do now this type of epilepsy was really not too bad at all but at the time it was earth shattering to us, especially me.) As a result of the epilepsy I had to drop two of my most favourite things in the world in hockey and soccer, because there was too great a danger of hurting my brain and worsening the epilepsy. Our family was taking a beating it seemed as we adjusted to life without sports for me, without a dad and grandpa, and without good friends who had become our family. There was a missions trip that summer that our church was going on and before things had started to go south for our family we had all signed up, thinking it would be a nice family thing for us to do, and it was. In the weeks and months leading up to it we were able to forget our troubles and look forward to the good work we would be doing down in Vicente Guerrero in Mexico. However, just a few weeks before we were to leave, one of the members of our team just didn't wake up one morning. It was discovered that a tumour the size of a small wooden block had lodged itself in her brain undetected and had killed her as she slept. It was just one more hit it seemed to our family and to the missions team we had become so close to. We questioned whether we would all go still or if some of us would have to stay behind, but in the end our entire team, including the lady's husband, decided to finish what we had started. It was the best decision any of us could ever have made. It was my first missions trip and I was nervous. I was coming off of a confidence shattering year and I thought a missions trip was the last thing I needed. The thing was though, while we came to Mexico to help the kids and families down there, they ended up helping me more than I could ever help them. This is where Jose-Manuel comes in. It was the second day of the trip and I was still scared, it was the day of our first outreach program into the true slums of Vicente Guerrero, we were going to be playing with and feeding the children who were living in less than desirable places. Everybody I talked to had told me about how much the outreach projects changed you but I didn't believe them, what they said only scared me even more because I was sure that that kind of change wouldn't happen to me, I didn't feel ready. I didn't feel that I would be good enough with the kids or I wouldn't know what to do once we got there that that kind of change just wouldn't happen. But then Jose-Manuel came up to me. I was walking with little to no confidence towards the tiny town with the rest of the team when all these kids started running up to us and surrounding us. Some of the more experienced members of the team knew just what to do and within minutes they had a horde of followers of their own that they were talking with and playing with while I just stood there. That is until a little kid ran up to me with the

1 of 2

- I explore this topic using a memoir style.
- I develop ideas by giving fully explained examples.
- I develop ideas insightfully and personally.
- I develop a theme that begins in the introduction and that is revisited in the conclusion.
- I use sentence length for effect. My sentences are consistently controlled.

biggest smile on his face I had ever seen. It was like he knew that I didn't know what to do and had taken the effort of including me in his fun. He just ran up with infectious joy and I didn't know what to do, but then, all of a sudden I did know. I just had to have fun! I let him climb up on my back and we ran around like that for the whole time. Other kids joined us and they took turns riding on my back. I suddenly didn't care about doing the right thing I was just having fun with my friends, and it felt great! It didn't matter that we had lost friends, family, that year, or that I had epilepsy, these kids liked me no matter what. In that moment I knew that everything was going to be O.K, God hadn't abandoned us or me. He was still there, running up to me like Jose-Manuel and pulling me into the fun, the celebration around me, that I hadn't been able to join in on my own. A few days later, on the day we were to leave to go back to Canada, I was sitting on a bench thinking while the rest of the team handed out shoes to kids. It was amazing seeing all of them walk back from the van so happy with what seemed like so little to me. I was by now accustomed to this environment, and I had picked up a few words in spanish so I would smile at the kids as they walked away and maybe exchange a few words. It was during one of these exchanges that I saw Jose-Manuel for the second time. He was over standing by someone I presumed was his mother, and when he saw me his face broke out into that familiar smile and he ran up to me. I was happy already and this just made me even more happy, the perfect send off. I took him to the park that was a few yards away for a bit before I had to go. He had so little but was always happy, and that was the biggest lesson I learned in Mexico, I learned to quit feeling sorry for myself because of what had transpired in the year leading up to our trip, because if Jose-Manuel could be so full of joy and life in the conditions he was living in I could definitely be happy with my lot in life, and I am so thankful that I got to meet him.

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- I explore this topic using a memoir style.
- I develop ideas by giving fully explained examples.
- I develop ideas insightfully and personally.
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