



Grade 3 ELL Writing Matrix and Anchor Papers

Burnaby School District #41

April, 2014

This document was developed through the collaborative efforts of educators in Burnaby.

We are grateful for the support and contributions of the following Burnaby ELL teachers:

Alicia James
Alicia Young
Angela Berto
Angie Kelly
Amy Ayisi-Nyarko
Amy Huang
Ann Thorup
Anna Fay
Caralyn Andersen
Carol Serge
Catherine Humphries
Christina Peterson
Christina Sutton
Christina Yee
Davida Wilson
Eileen Askew
Eva Ng
Fanny Lee
Farida Saleh
Giovanna DiFrancesco
Helen Erickson
Helen Koster
Isabel Chang-Joa
Jason Woo
Jennifer Liu
Jindy Sall
Jinny Sim
Joan Peddie

Jocelyn Singh
Joyce Tait
Joycelyn Chan
Kathie Stratton
Karen Andersen
Karen Lowe
Karen McKenzie
Karen Ravensbergen
Kathie Nakano
Kathie Stratton
Laura Englar
Laura Shorn
Lisa Girling
Lydia Legebokoff
Marianne Kavouras
Nabat Habib
Nadia Volpe
Nancy Kwan
Pilar Spratt
Rosanne Cook
Sandhya Krishna
Sandy Jones
Sarah Yip
Shupeng Wong
Sue Takeuchi
Tanis Wilkie
Teresa Veltri
Tracy Simmons
Winnie Lee

Grade 3 ELL Anchor Paper- Level 1

Context:

Direction to students:

Imagine that there is a big empty space in your schoolyard. There is nothing in this place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space. Use examples or reasons to explain your plan.

Students were given a time limit of 1 hour total (15 minutes- oral discussion, drawing, planning, 45 minutes- independent writing).

My idea is to have a playground that has a
lots of things. it has a big pool and five
trees and six swings and a big larg Tv.

My idea is to have a playground that has a lots of things. It has a big pool and five trees and six swings and a big larg tv and two sand box and lots of grass and a slid and a big zoo. And one dogsand cats.

Aspect	Level 1
Purpose/Meaning <ul style="list-style-type: none"> • knowledge of how ideas are organized and connected • depth of content • clarity of purpose 	<ul style="list-style-type: none"> - purpose is unclear - little awareness of audience - few details - simple listing of ideas - limited content due to lack of language
Organization /Structure <ul style="list-style-type: none"> • match of language to task • varied sentence structure • use of transition words/phrases 	<ul style="list-style-type: none"> -repetitive sentences/phrases - patterned sentences - few or no transition words - overuse of linking conjunctions (...and...and...) - no introduction or conclusion
Vocabulary/Word Choice <ul style="list-style-type: none"> • knowledge of words and their meaning 	<ul style="list-style-type: none"> - simple, concrete vocabulary - repetitive - limited output due to vocabulary restrictions - incorrect word choice - may rely on visual representation
Conventions <ul style="list-style-type: none"> • control of grammar and surface features 	<ul style="list-style-type: none"> - limited use of grammar conventions - frequent errors or omissions in punctuation/capitalization - use of phonetic/invented spelling - frequent errors in verb tense

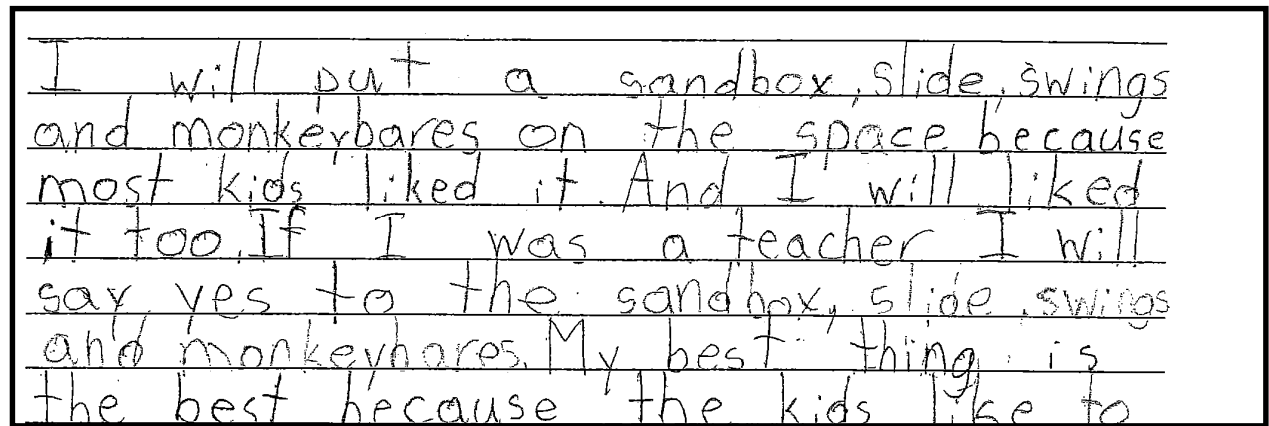
Grade 3 ELL Anchor Paper- Level 2

Context:

Direction to students:

Imagine that there is a big empty space in your schoolyard. There is nothing in this place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space. Use examples or reasons to explain your plan.

Students were given a time limit of 1 hour total (15 minutes- oral discussion, drawing, planning, 45 minutes- independent writing).



I will put a sandbox, slide, swings and monkeybares on the space because most kids liked it. And I will liked it too. If I was a teacher I will say yes to the sandbox, slide, swings and monkeybares. My best thing is the best because the kids like to

I will put a sandbox, slide, swings and monkeybares on the space because most kids liked it. And I will liked it too. If I was a teacher I will say yes to the sandbox, slide, swings and monkeybares. My best thing is the best because the kids like to play with they and they can play tag or hide and go seeke or gronders or rockiller.

Aspect	Level 2
Purpose/Meaning <ul style="list-style-type: none"> • knowledge of how ideas are organized and connected • depth of content • clarity of purpose 	<ul style="list-style-type: none"> - purpose may not be clear - limited awareness of audience - includes some details and/or examples - may be a listing of ideas with simple reasons - may end abruptly
Organization /Structure <ul style="list-style-type: none"> • match of language to task • varied sentence structure • use of transition words/phrases 	<ul style="list-style-type: none"> - repetitive - some sentence variety, some evidence of compound sentences - limited use of transition words - may attempt introduction and conclusion - writing is similar to spoken language
Vocabulary/Word Choice <ul style="list-style-type: none"> • knowledge of words and their meaning 	<ul style="list-style-type: none"> - mostly high frequency vocabulary but may include some content-specific words - repetitive - errors in word choice - evidence of circumlocution- the use of more words than necessary to express an idea- due to restricted vocabulary
Conventions <ul style="list-style-type: none"> • control of grammar and surface features 	<ul style="list-style-type: none"> - frequent grammar errors - inconsistent use of punctuation and capitalization - mix of conventional and invented spelling - attempts a variety of verb tenses but continues to demonstrate errors in subject/verb agreement, tense, form

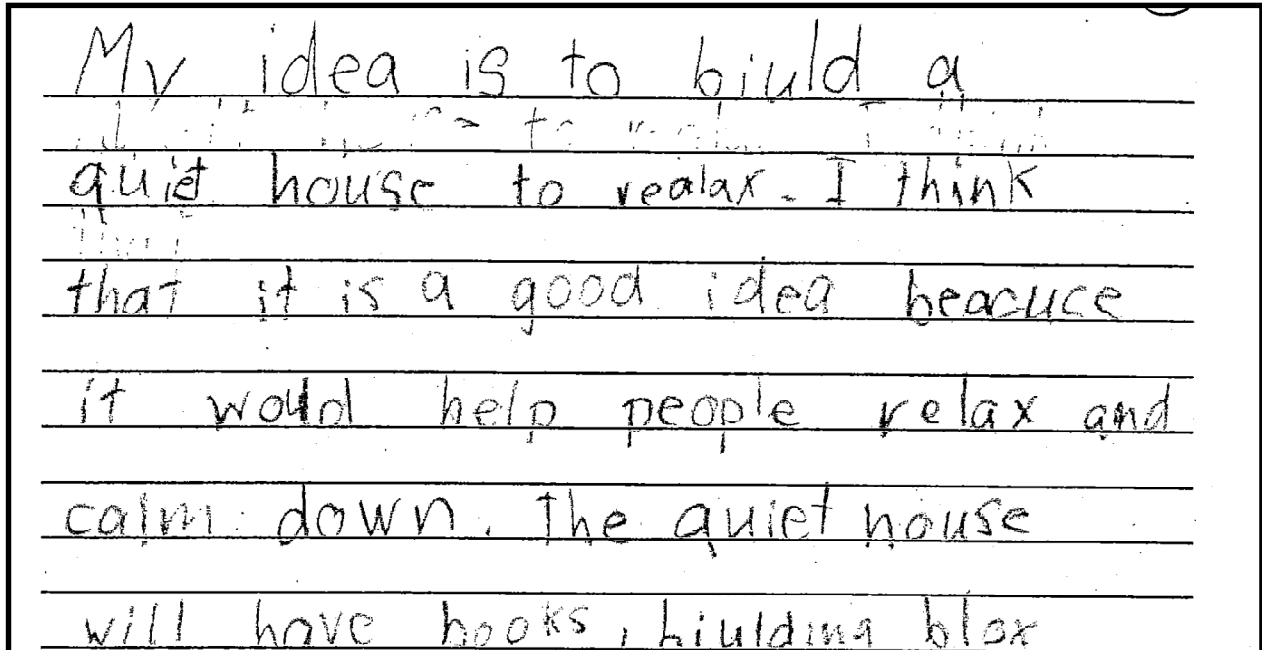
Grade 3 ELL Anchor Paper- Level 3

Context:

Direction to students:

Imagine that there is a big empty space in your schoolyard. There is nothing in this place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space. Use examples or reasons to explain your plan.

Students were given a time limit of 1 hour total (15 minutes- oral discussion, drawing, planning, 45 minutes- independent writing).



My idea is to build a
quiet house to relax. I think
that it is a good idea beacuce
it would help people relax and
calm down. The quiet house
will have books, building blox

My idea is to build a quiet house to relax. I think that it is a good idea because it would help people relax and calm down. The quiet house will have books, building blocks and a couch. It is also good if teachers have lots of work to do they can go to the quiet house. The quiet house is good to do quiet activities.

Aspect	Level 3
<p>Purpose/Meaning</p> <ul style="list-style-type: none"> • knowledge of how ideas are organized and connected • depth of content • clarity of purpose 	<ul style="list-style-type: none"> - purpose clear but focus waivers - some awareness of audience and purpose - several details and/or examples - logical order of ideas but not fully developed or supported
<p>Organization /Structure</p> <ul style="list-style-type: none"> • match of language to task • varied sentence structure • use of transition words/phrases 	<ul style="list-style-type: none"> - attempts a variety of sentence structures, simple, compound, complex with errors - beginning to use transitions words/phrases - May include an introduction and often a conclusion
<p>Vocabulary/Word Choice</p> <ul style="list-style-type: none"> • knowledge of words and their meaning 	<ul style="list-style-type: none"> -wider range of vocabulary - some errors in word choice - attempts to include higher level vocabulary appropriate to topic -some use of academic , content-specific words
<p>Conventions</p> <ul style="list-style-type: none"> • control of grammar and surface features 	<ul style="list-style-type: none"> - some errors in grammar- do not interfere with meaning - more consistent use of punctuation and capitalization - mostly correct spelling, some errors in low frequency vocabulary - demonstrates more consistent control over verb tense/form

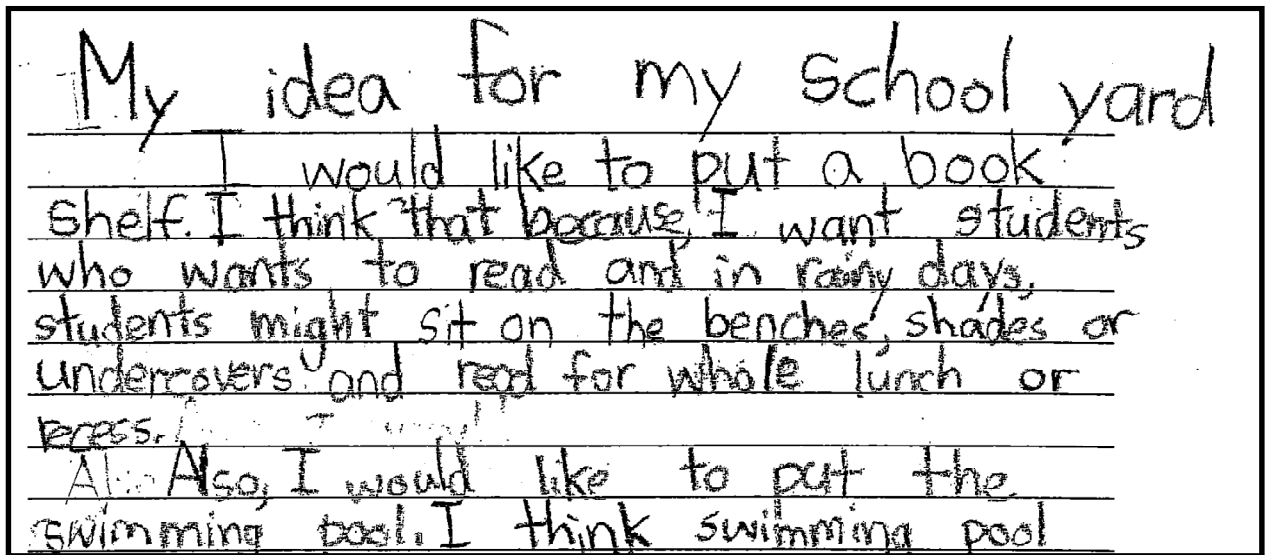
Grade 3 ELL Anchor Paper- Level 4

Context:

Direction to students:

Imagine that there is a big empty space in your schoolyard. There is nothing in this place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space. Use examples or reasons to explain your plan.

Students were given a time limit of 1 hour total (15 minutes- oral discussion, drawing, planning, 45 minutes- independent writing).



My idea for my school yard

I would like to put a book shelf. I think that because, I want students who wants to read and in rainy days, students might sit on the benches, shades or undercovers and read for whole lunch or recess.

Also, I would like to put the swimming pool. I think swimming pool is good because in gym class, they will have swimming lessons. Teachers will put huge covers on the top in rainy days. We will put heaters on the bottom so it doesn't get cold.

Lastly, I think Canada flags will be nice because, in assembly, we will face to our flag. And then, we will sing our national anthom. Having assembly at the yard would be fun.

I wish my opinion will be on the backyard.

Aspect	Level 4
Purpose/Meaning <ul style="list-style-type: none"> • knowledge of how ideas are organized and connected • depth of content • clarity of purpose 	<ul style="list-style-type: none"> - purpose is clear - demonstrates an increased awareness of audience - logical order of ideas - focus may shift abruptly; may lack cohesion - provides relevant details to support main idea
Organization /Structure <ul style="list-style-type: none"> • match of language to task • varied sentence structure • use of transition words/phrases 	<ul style="list-style-type: none"> - constructs simple, compound and complex sentences, with minimal errors - incorporates a variety of transition words/phrases - may include both introduction and conclusion
Vocabulary/Word Choice <ul style="list-style-type: none"> • knowledge of words and their meaning 	<ul style="list-style-type: none"> - variety of higher level vocabulary related to topic - minimal errors in word choice- do not interfere with meaning - word choice is more precise - some use of academic , content-specific words
Conventions <ul style="list-style-type: none"> • control of grammar and surface features 	<ul style="list-style-type: none"> - minimal errors with basic grammar and conventions- do not interfere with meaning - minimal errors in spelling - varied verb tenses and form, s with some errors

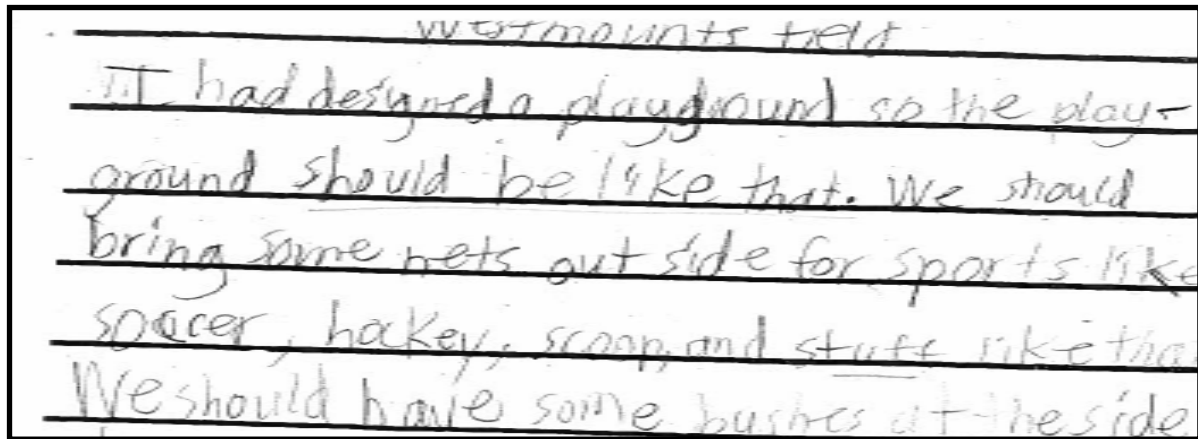
Grade 3 Writing Sample- First Draft- Fully Meets Expectation

Context

Direction to students:

Imagine that there is a big empty space in your schoolyard. There is nothing in this place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space. Use examples or reasons to explain your plan.

Students were given a time limit of 1 hour total (15 minutes- oral discussion, drawing, planning, 45 minutes- independent writing).



Westmounts Field.

I had designed a playground so the playground should be like that. We should bring some nets outside for sports like soccer, hockey, soccer and stuff like that. We should have some bushes at the side to play hide and seek in or watch the life cycle of the bushes like the berries. In the spring the honeysuckles are about to bloom. In the summer the honeysuckles are bloomed and in the fall they start to fall off and in the winter they completely fell of and in the late winter berries start to appear. We should put a butterfly yard because we could watch the lifecycle and look how they fly and how they make cocoons and what the eggs look like. We can sketch them as well. We should also have a greenhouse to learn what plants need to grow healthy and watch how they grow and you can also sketch them. We should have a storage to keep the butterflies eating and the plants healthy. We should have some free space to play tag, throw paper airplanes, track and field, etc. We should have a baseball diamond because playing baseball can improve your aiming when you are pitching, catching, batting, strength when you are hitting the ball, and your speed when you are running bases. We should also have a basketball court because basketball can improve your defence, aiming, dribbling, concentration, speed and jumping.

Aspect	Fully Meets Expectations
SNAPSHOT	<i>The writing is clear and easy to follow, with relevant and logical ideas about the topic or issue.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • connects to opinions, experiences, feelings • some explanations, details, examples
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is clear and shows some variety • some variety in sentence length and pattern
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • logically sequenced • introduces and generally sticks to topic; conclusion may be abrupt • variety of connecting words
CONVENTIONS • complete sentences • spelling • capitals • end of sentence punctuation • correct pronouns	<ul style="list-style-type: none"> • basic grammar, spelling, punctuation, and sentence structure are generally correct; minor errors do not interfere with meaning • may include errors with commas, quotation marks, or agreement