

3rd Edition

# SNAPSHOT

## Teacher's Guide and Answer Key


EXCERPT

### Complete teaching material for successful learning

The Teacher's Guide and Answer Key are available in print and digital formats.

The **print** version of the Teacher's Guide includes:

- Four-colour answer key and teacher's notes for the workbook
- Scope and sequence chart
- More than 150 pages of reproducible materials including:
  - Audio and video transcripts
  - Extra reading handouts
  - Extra listening handouts
  - Extra grammar activities
  - Grammar quizzes
  - Differentiation guidelines and handouts
  - General competency grids
  - Project evaluation grids
  - Observation grids
  - Evaluation situations

The **digital** resources on the  Interactif platform include:

- Interactive grammar workshops
- Interactive comprehension and vocabulary workshops
- Animations to model oral interactions
- Recorded model dialogues
- Recorded texts
- New authentic videos
- Numerous hyperlinks

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Model Dialogue

**GIRL:** Between pizza and pasta, I prefer pizza.

**BOY:** Why do you prefer pizza?

**GIRL:** I like the crust and the sauce. I like to eat with my hands!

**BOY:** Hmm, really? I disagree. I prefer pasta. Spaghetti with meat sauce is the best!

**GIRL:** I agree that spaghetti is delicious, but I still prefer pizza.

Extra Dialogue 1

**BOY:** I like popcorn better than chocolate.

**GIRL:** Not me! When I want a snack, I want it to be sweet.

**BOY:** I prefer salty snacks.

**GIRL:** Popcorn is definitely salty. I like to have it when I go to a movie, but the rest of the time I choose chocolate.

Extra Dialogue 2

**BOY:** Oranges are my favourite fruit so I prefer oranges to apples.

**GIRL:** Me too. They can be difficult to peel sometimes.

**BOY:** That's true, but I think they are worth it.

**GIRL:** I agree.

**BOY:** And they make good juice, too.



**CHANTALE:** We have to plan some fun snacks to sell. The money will help the food bank. What snacks do you like?

**FRED:** I am always hungry. I like so many snacks. Like ants on a log. It has raisins on top.

**JOEY:** Seriously? I don't like raisins so I will not put that snack on our list!

**CHANTALE:** You don't like raisins? What do you like, then?

**JOEY:** Rainbow popcorn is great! I buy it sometimes at the dépanneur.

**CHANTALE:** Do you like rainbow popcorn?

**FRED:** No, it is too sweet for me! I will not put that on our list.

**CHANTALE:** Well, we have to agree on four snacks.

I need to get my partners to cooperate so we can come to a consensus. We need to agree on our snacks. I will try this strategy.

Let's talk about some more ideas then.

**JOEY:** Let me think. What about little Hawaiian pizzas?

**FRED:** What is on a Hawaiian pizza?

**JOEY:** It has ham and pineapple on top. And regular pizza sauce and cheese.

**CHANTALE:** That sounds weird!

**FRED:** I think that sounds delicious!

**CHANTALE:** Well okay. The two of you agree on Hawaiian pizza. We will put that on the list.

**FRED:** Reaching a consensus means everyone agrees and accepts our decision.

**JOEY:** Great! I will bring the Hawaiian pizzas. How much should they cost?

**FRED:** If the pizzas are small, we will sell them for two dollars. Do you agree?

**JOEY:** I agree with you! That sounds good.

**CHANTALE:** Me too! What other snacks will we bring?

**JOEY:** What about carrot sticks? Do you like carrot sticks?

**CHANTALE:** Well, they're good but kind of boring. Fruit sticks are more fun! I will make those.

**FRED:** Hmmm. Actually, I think I will make some sushi granola bars...

**JOEY:** What? You like some really weird snacks! Who will buy sushi granola bars?

**CHANTALE:** No one will want that. We can't put those on our list!

**FRED:** Haha, don't worry, I was just joking. Sushi granola bars don't exist! Raisins sound pretty good now, don't they?

**ANGELIQUE:** Hi Alex, what are you doing? Do you want some help carrying all those grocery bags?

**ALEX:** Thanks, Angelique. Can you grab those two?

**ANGELIQUE:** Sure. Hey! That is a lot of bread! What’s up with that?

**ALEX:** This bread is for making sandwiches. Look, I have 12 loaves of bread, but also ham, turkey, cheese, mustard...

**ANGELIQUE:** But why so much food? Are you feeding the entire school?

**ALEX:** [laughs] No, but I probably could. These sandwiches will be for the homeless shelters downtown. My mother started a project to help them. Because of the pandemic, volunteers cannot go to prepare food in the shelters anymore, like they did before. The shelters don’t have enough food to feed the people who live on the streets. Plus, my mother stopped working because her store is closed, so she has lots of time right now. She decided to find a way to help! My mother likes to keep busy. And she wants to keep my brother and me busy, too, so...

**ANGELIQUE:** I know what you mean. My dad is working from home, and my stepmother also lost her job. They are home *all the time*. It’s cool that your mother found a way to help people.

**ALEX:** It’s fun to make the sandwiches. You know, when we started, we made about 250 sandwiches each week. Now we have a lot of people helping us, so we are making about 2000, every week.

**ANGELIQUE:** That’s a lot! Who is helping?

**ALEX:** People from the community, but also lots of teenagers from schools in Montréal.

**ANGELIQUE:** Wow! But how can you work together with the sanitary measures? I thought we weren’t allowed to be in groups.

**ALEX:** No, no, no... we don’t do it together. People make the sandwiches at their homes and then bring them to our house. Then my mother delivers them to the shelters. The shelters make sure that the people who need them the most get them.

**ANGELIQUE:** That’s a great idea! I would like to help, too! We have time at our house, that’s for sure. It would be nice to keep busy and help people at the same time.

**ALEX:** Tell your parents to call my mother tonight and she will explain what to do. We can always use more sandwiches. We are helping a lot of people, and it feels great!

**ANGELIQUE:** I will do that for sure! I’m so happy I saw you. Bye, Alex. Talk to you soon!

**ALEX:** Bye, Angie!

1.

During the pandemic, what are some things that people did to help others?
2.


What were some sanitary measures that existed during the pandemic?
3.

Match each vocabulary word with its definition. Write the letter on the line.

Vocabulary		Definition
1. volunteer	_____	a. the state of having no home
2. homelessness	_____	b. temporary refuge
3. shelter	_____	c. a person who helps without pay
4.

Complete the paragraph with the vocabulary words.  
People who live on the streets are often experiencing \_\_\_\_\_. They can go to \_\_\_\_\_ to sleep and to have meals. \_\_\_\_\_ help make meals for them.
5.

Read the statements before listening to the conversation. As you listen, circle the statements that are true.



a. Alex is making sandwiches for his entire school.

b. Alex’s mother started the project.

c. The project helps people experiencing homelessness.

d. Volunteers prepare food in the shelters.

e. People work in groups to make sandwiches.

f. Angelique wants to help Alex.

6.

Put the statements in the correct order.

\_\_\_\_\_ Alex’s mother takes the sandwiches to volunteers at the shelters.

\_\_\_\_\_ Volunteers distribute the sandwiches to people at the shelters.

\_\_\_\_\_ The volunteers take the sandwiches to Alex’s mother.

\_\_\_\_\_ Volunteers make the sandwiches at their homes.
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Snapshot Secondary 1 • Extra Listening

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1. Do you watch competition programs online or on television? Which ones?

2. What abilities does a good chef need to have?

3. **Read** about a talented young chef.

Audrey's Triumph

A 12-year-old girl recently won a popular television cooking competition: *Junior Chef Showdown*. Audrey MacKinnon of Brantford, Ontario, was one of 14 young chefs who participated in the competition. The chefs were from 9 to 13 years old. During the eight weeks of the competition, the young cooks had to impress the judges with delicious **dishes**. They also had to participate in **skills** tests, like decorating cupcakes, cutting vegetables or making a perfectly cooked egg. Each week, one or two competitors were eliminated from the competition and sent home.

In the finale, Audrey made a delicious grilled steak, a peach and vegetable salad with garlic pesto, and potato crisps. She only had 40 minutes to complete it. The judges were impressed by her complex flavours and textures.

Audrey said it was one of the best experiences of her life. She enjoyed meeting so many new friends and getting to cook for a world-renowned chef. Even though it was sometimes stressful to complete the challenges and learn all the

new skills, her mother helped her **handle the pressure**. She loved being on the show, but one of the first things Audrey ate when she returned home after the competition was easy macaroni and cheese!

Audrey started cooking when she was young. She learned from her father and her grandmother. She even spent some time with a professional chef in the kitchen at Devlin's Country Bistro near her home. One of the first dishes she learned to make was pho, a delicious Vietnamese noodle soup.

The prizes included \$25 000, a vacation for her family and a trophy. Audrey wants to give some money to charity and save the rest for her education. She wants to become a chef, an engineer or a biochemist. Audrey likes to try new foods from all over the world. She thinks it's important to try new flavours.

Glossary

dishes: prepared foods

skills: abilities

handle the pressure: cope

4. What was Audrey's winning dish?

5. What two things do the young chefs have to do during the competition?

6. Who helped Audrey learn to cook?

7. What does Audrey plan to do with her prize money?

8. Why do you think Audrey ate macaroni and cheese when she got home?

9. How are cooking competitions and professional sports similar?

10. Which of the following are good ways to learn to cook?

- ☐ learn from family or friends
- ☐ read recipe books
- ☐ watch videos on the Internet
- ☐ go to a cooking school
- ☐ experiment in the kitchen

11. How could you improve your cooking skills? **Choose** two options from the previous step.

Grammar Practice  
Unit 4

➔

Imperative Sentences, Order of Adjectives,  
Future with *Be Going To* and *Will*

Handout  
GP 4.1

A. **Complete** the recipe with the imperative verbs. Some verbs can be used more than once.

- broil • chop • forget • grate • make • mix • put • spread • take • toast

How to Make a Tuna Melt

First, \_\_\_\_\_ some tuna salad. \_\_\_\_\_ one can of drained tuna with some mayonnaise.  
\_\_\_\_\_ some onion and celery and \_\_\_\_\_ it in.

Next, \_\_\_\_\_ a thick slice of bread. \_\_\_\_\_ the bread for a few minutes until it is golden.  
\_\_\_\_\_ some tuna salad on the bread. \_\_\_\_\_ some cheddar cheese and \_\_\_\_\_  
it on top of the tuna. Finally, \_\_\_\_\_ the sandwich on a baking sheet and \_\_\_\_\_ it  
in the oven until the cheese is melted. \_\_\_\_\_ (negative) to season with salt and pepper!

B. **Write** the adjectives in the correct categories in the table below. **Add** two more adjectives of your choice to each category.

- American • a dozen • giant • red • square • tiny  
• Chilean • four • oval • sour • sweet • yellow

Number	Size	Description	Shape	Colour	Origin
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

C. **Correct** the order of the adjectives in these phrases.

1. big, red, three apples
2. chocolate cookies, a dozen, tiny
3. Canadian, golden, sweet maple syrup
4. white, two, hungry, Arctic polar bears
5. flat, a hundred, salty anchovies
6. sweet, round, Moroccan, six clementines
7. red, Mexican, spicy, tiny peppers
8. teenagers, Albertan, hungry, 30

Grammar Practice  
Unit 4

➔

Imperative Sentences, Order of Adjectives,  
Future with *Be Going To* and *Will*

Handout  
GP 4.1 (cont.)

D. **Complete** the sentences using the future with *be going to*. Use the negative form when indicated.

1. Anil and I (*host*) a potluck dinner at my house.  
\_\_\_\_\_
2. Our friends (*choose*) recipes from different countries.  
\_\_\_\_\_
3. Alex (*make*) his famous vegetarian souvlaki recipe.  
\_\_\_\_\_
4. He (*demonstrate*) how to make the recipe.  
\_\_\_\_\_
5. He (*use*, negative) use meat.  
\_\_\_\_\_

E. **Complete** the message using the simple future with *will*.

Hi Anil!

I got your message about the supper, and I (*be*) \_\_\_\_\_ there to demonstrate my souvlaki recipe. I need to know how many portions I (*need*) \_\_\_\_\_ to prepare. Who (*get*) \_\_\_\_\_ the groceries? If you want to do it, I (*send*) \_\_\_\_\_ you the list of ingredients. You said you want to have the supper next Friday, but I (*know*, negative) \_\_\_\_\_ until tomorrow if I (*be*) \_\_\_\_\_ available that day. I (*let*) \_\_\_\_\_ you know as soon as possible.

Alex

F. **Complete** the message using the future with *be going to* or *will*.

Hi Alex!

I'm happy you (*demonstrate*) \_\_\_\_\_ your recipe. We (*confirm*) \_\_\_\_\_ the day of the supper and we (*tell*) \_\_\_\_\_ you as soon as we can. There (*be*) \_\_\_\_\_ six guests, plus you and me—our usual friends from art class. They (*bring*) \_\_\_\_\_ international recipes, but there (*be*, negative) \_\_\_\_\_ any meat dishes because three of us are vegetarian. It (*be*) \_\_\_\_\_ a good challenge for everybody to cook vegetarian food!

Anil

1. **Choose** a theme for your dinner party.

Theme: \_\_\_\_\_

2. **Write down** your guests. **Choose** a special diet to consider.

Guests: \_\_\_\_\_

Special Diet: \_\_\_\_\_

3. **Plan** your menu. **Refer** to the menus on pages 54 and 55 for help.

Dish	Words to Describe the Dish	Ingredients for Your Grocery List
Appetizer 1: _____	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li></ul>	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li><li>_____</li></ul>
Appetizer 2: _____	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li></ul>	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li><li>_____</li></ul>
Main Course: _____	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li></ul>	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li><li>_____</li></ul>
Dessert: _____	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li></ul>	<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li><li>_____</li></ul>

4. **Use** the information from the table in Step 3 to write your menu. **Refer** to the models on pages 54 and 55 for help.

Menu
Appetizer 1: _____ Description: _____ _____
Appetizer 2: _____ Description: _____ _____
Main Course: _____ Description: _____ _____
Dessert: _____ Description: _____ _____

5. **Write** an invitation to your dinner party. **Refer** to the model on page 58 for help.

You are invited to \_\_\_\_\_  
Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Place: \_\_\_\_\_  
Theme and Description: \_\_\_\_\_  
\_\_\_\_\_

6. **Write** the final versions of your menu, invitation and grocery list.
7. **Use** the writing checklist to revise your menu, invitation and grocery list.
8. **Create** your final menu, invitation and grocery list. **Present** the menu and invitation to your classmates.

Writing Checklist

☐ Refer to the graphic organizer as you write.

☐ Check your sentences to make sure your adjectives are in the right position.

☐ Use your resources: dictionary, grammar notes, model menus.

☐ \_\_\_\_\_



- 1. Choose** a recipe from your Host a Dinner Party project on pages 59 and 60.

--

## Pre-Production

- 2. Make** a production plan to film a cooking demonstration.

- a. Make** a list of the ingredients and kitchen tools (knives, spoons, stove, etc.) you will need.

[illegible]

- b. Write** a script for your demonstration. **Use** the space on the next page.

- **Greet** the audience.
- **Explain** why you chose the recipe.
- **Explain** the steps of your recipe.

- 3. Find** someone to film you.

- 4. Gather** what you need.

- a. Prepare** your ingredients. **Measure**, **wash** or **chop** your ingredients so they are ready.

- b. Gather** your kitchen tools. **Preheat** the oven if necessary.

## Production

- 5. Record** your demonstration. **Follow** your script and recipe steps.

- 6. Edit** your video. **Add** text effects and music, if desired.

- 7. Get** feedback on your preliminary version. **Make** adjustments if necessary.



## Post-Production

- 8. Share** your video with your intended audience.

- 9. Evaluate** your work. **Decide** what you will do differently next time.

## Production Tips

- **Record** each step of the recipe in separate 10 to 15 second shots. It will make editing the video easier.
- You may **film** just your hands and work surface from above or film from the front in a more traditional style.
- **Make sure** your lighting is adequate.
- **Do a test** to make sure the audio and video are clear before starting the recipe.

## Script

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

A. Use the following imperatives to write instructions to make a chicken sandwich.

- add • place • put • spread • take

1.	_____ two slices of bread.
2.	_____ mayonnaise on the bread.
3.	_____ chicken on one slice of bread.
4.	_____ lettuce and tomato.
5.	_____ the other slice of bread on top.

B. Rewrite the adjectives in the correct order. Add commas where necessary.

1. red large two hot \_\_\_\_\_ peppers
2. white new small \_\_\_\_\_ potatoes
3. fresh ripe large \_\_\_\_\_ bananas
4. golden medium three \_\_\_\_\_ onions
5. green large seedless sweet \_\_\_\_\_ grapes

C. Rewrite the following sentences or questions in the simple future with *going to*.

1. Jenn travels to Regina. \_\_\_\_\_
2. They work at the stadium. \_\_\_\_\_
3. Do you work? \_\_\_\_\_
4. Where do we eat supper? \_\_\_\_\_
5. Why is Ludovic late? \_\_\_\_\_

D. Rewrite the following sentences or questions in the simple future with *will*.

1. We eat turkey for dinner. \_\_\_\_\_
2. They do not like that. \_\_\_\_\_
3. Does Marcus do the dishes? \_\_\_\_\_
4. Where do we eat lunch? \_\_\_\_\_
5. When is the cake ready? \_\_\_\_\_

	C2 Reinvests Understanding of Texts	C3 Writes and Produces Texts		
	Use of knowledge in a reinvestment task	Formulation of the message		
		Accuracy of language repertoire	Clarity of message	
A Exceeds expectations	<input type="checkbox"/> Menu, invitation and grocery list are highly appropriate for the task requirements and target audience, and show a superior understanding of notions from the unit	<input type="checkbox"/> Menu, invitation and grocery list contain very few or no errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Produces some errors that do not affect readability or understanding*	
B Meets expectations	<input type="checkbox"/> Menu, invitation and grocery list are appropriate for the task requirements and target audience, and show a solid understanding of notions from the unit	<input type="checkbox"/> Menu, invitation and grocery list contain few errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Produces errors that may affect readability but not understanding	
C Acceptable but needs improvement	<input type="checkbox"/> Menu, invitation and grocery list are mostly appropriate for the task requirements and target audience, and show a basic understanding of notions from the unit	<input type="checkbox"/> Menu, invitation and grocery list contain some errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Produces errors or awkward structures that sometimes affect readability and understanding	
D Does not meet all expectations	<input type="checkbox"/> Menu, invitation and grocery list are not appropriate for the task requirements and target audience, and show a limited understanding of notions from the unit	<input type="checkbox"/> Menu, invitation and grocery list contain many errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Produces errors or awkward structures that repeatedly affect readability and understanding	
E Serious difficulties	<input type="checkbox"/> Does not complete the task OR <input type="checkbox"/> Does not respect task requirements OR <input type="checkbox"/> Texts are mostly incomprehensible OR <input type="checkbox"/> Texts are copied from elsewhere			
Targeted and familiar language conventions				
Type of error	Very few	Some	Many	Too many
Position of adjectives				
Comments				

**Note:** \* *Readability* is impeded when the reader has to slow down to understand, but does not have to stop. *Understanding* is impeded when the reader has to stop to figure out what the student meant, or reread a passage.

General Competency Grid C1

C1 Interacts Orally in English

Handout GG 1.1

Participation in oral interaction	A	B	C	D	E
	<input type="checkbox"/> Interacts throughout the discussion, using a few techniques to help the discussion move forward (e.g. prompts peers, helps with words)	<input type="checkbox"/> Interacts throughout the discussion	<input type="checkbox"/> Interacts sporadically or mostly when prompted	<input type="checkbox"/> Rarely expresses ideas or responds to peers OR <input type="checkbox"/> Speaks but rarely interacts with peers, if at all	
Content of the message	<input type="checkbox"/> Discusses the targeted topics by expressing relevant ideas and elaborating on them (e.g. refers to personal experience, gives details, asks questions) AND <input type="checkbox"/> Brings up new ideas to enrich the discussion	<input type="checkbox"/> Expresses relevant ideas and elaborates on them (e.g. refers to personal experience, gives details, asks questions)	<input type="checkbox"/> Expresses basic ideas. Elaborates somewhat when prompted	<input type="checkbox"/> Mostly expresses ideas that are incomplete, are repetitive or can apply to any topic (e.g. I think it's good; It's true) OR <input type="checkbox"/> Expresses relevant ideas but does not interact with peers	<input type="checkbox"/> Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context OR <input type="checkbox"/> Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated
Articulation of the message	Fluency	<input type="checkbox"/> Speaks with ease when interacting	<input type="checkbox"/> Speaks with a certain degree of ease when interacting. Hesitations, although present, <b>rarely</b> interfere with interaction	<input type="checkbox"/> Speaks with <b>some</b> difficulty when interacting (e.g. messages are <b>sometimes</b> choppy/incomplete and/or pauses and hesitations <b>sometimes</b> hinder interaction)	<input type="checkbox"/> Speaks with <b>much</b> difficulty when interacting (e.g. messages are <b>often</b> choppy/incomplete or made up of isolated words, or pauses and hesitations <b>often</b> hinder interaction) OR <input type="checkbox"/> Speaks with fluency but does not interact with peers
	Accuracy	<input type="checkbox"/> When interacting, expresses messages that are clear and contain few errors, if any	<input type="checkbox"/> When interacting, makes errors that <b>sometimes</b> affect clarity of messages <input type="checkbox"/> Expresses messages that are understood with little interpretation	<input type="checkbox"/> When interacting, makes errors that <b>regularly</b> affect clarity of messages <input type="checkbox"/> Expresses messages that are understood with some interpretation	<input type="checkbox"/> When interacting, makes errors that <b>regularly</b> affect clarity of messages <input type="checkbox"/> Expresses messages that are mostly understood but require a lot of interpretation OR <input type="checkbox"/> Speaks with accuracy but does not interact with peers
Targeted Language Conventions					
Type of error		Very few	Some	Many	Too many
Use of strategies and resources*	<input type="checkbox"/> Selects and uses strategies and resources** autonomously	<input type="checkbox"/> Uses strategies and resources somewhat autonomously	<input type="checkbox"/> Uses strategies and resources when guided	<input type="checkbox"/> Uses strategies and resources when supported and guided	<input type="checkbox"/> Does not use strategies and resources

Notes: \* The student must be provided with feedback on this criterion, but it must not be considered when determining the student's mark on the report card.  
\*\* Resources can include provided functional language, word banks, the student's own notes, etc.

General Competency Grid C2

C2 Reinvests Understanding of Texts

Handout GG 2.1

Evidence of understanding of texts through the response process	A	B	C	D	E
	<input type="checkbox"/> Responses demonstrate solid understanding of texts <input type="checkbox"/> Personal connections and generalizations consistently linked to texts	<input type="checkbox"/> Responses demonstrate adequate understanding of texts <input type="checkbox"/> Personal connections and generalizations mostly linked to texts	<input type="checkbox"/> Responses demonstrate partial understanding of texts <input type="checkbox"/> Personal connections and generalizations somewhat linked to texts	<input type="checkbox"/> Responses demonstrate weak understanding of texts <input type="checkbox"/> Personal connections and generalizations, if present, not linked to texts	<input type="checkbox"/> Responses demonstrate little or no understanding of texts <input type="checkbox"/> Personal connections and generalizations missing
Use of knowledge from texts in a reinvestment task	<input type="checkbox"/> Writes a superior text for the audience <input type="checkbox"/> Content drawn from the source text(s) is always or mostly: <ul style="list-style-type: none"><li>• accurate</li><li>• relevant to the task</li><li>• coherently organized</li><li>• developed in light of the task and target audience</li><li>• combined with own ideas and personal language repertoire</li></ul> AND <input type="checkbox"/> Respects all task requirements	<input type="checkbox"/> Writes a solid text for the audience <input type="checkbox"/> Content drawn from the source text(s) is generally: <ul style="list-style-type: none"><li>• accurate</li><li>• relevant to the task</li><li>• coherently organized</li><li>• developed in light of the task and target audience</li><li>• combined with own ideas and personal language repertoire</li></ul> AND <input type="checkbox"/> Respects all task requirements	<input type="checkbox"/> Writes an acceptable text for the audience <input type="checkbox"/> Some content drawn from the source text(s) may: <ul style="list-style-type: none"><li>• contain inaccuracies</li><li>• not be relevant to the task</li><li>• be repetitive or too general</li><li>• be contradictory</li><li>• not be well developed (e.g. list of ideas, insufficient information)</li><li>• present a very small amount of content that is copied</li></ul> AND <input type="checkbox"/> Respects most task requirements	<input type="checkbox"/> Writes a weak text for the audience <input type="checkbox"/> Content drawn from the source text(s): <ul style="list-style-type: none"><li>• contains significant inaccuracies</li><li>• is not relevant to the task</li><li>• is repetitive or too general</li><li>• is contradictory</li><li>• is not developed (e.g. list of ideas, insufficient information)</li><li>• contains some content that is copied</li></ul> OR <input type="checkbox"/> Respects few task requirements	<input type="checkbox"/> Includes little content drawn from the source texts OR <input type="checkbox"/> Shows poor understanding of source texts OR <input type="checkbox"/> Does not respect task requirements
Use of strategies and resources*	<input type="checkbox"/> Selects and uses strategies and resources** autonomously	<input type="checkbox"/> Uses strategies and resources somewhat autonomously	<input type="checkbox"/> Uses strategies and resources when guided	<input type="checkbox"/> Uses strategies and resources when supported and guided	<input type="checkbox"/> Does not use strategies and resources

Notes: \* The student must be provided with feedback on this criterion, but it must not be considered when determining the student's mark on the report card.  
\*\* Resources can include provided functional language, word banks, graphic organizers, the student's own notes, etc.

General  
Competency Grid C3

## C3 Writes and Produces Texts

Handout  
GG 3.1

Participation in the writing and production processes*		A	B	C	D	E
		<input type="checkbox"/> Personalizes the process to plan and carry out the task <input type="checkbox"/> Seeks and integrates feedback from peers and teacher	<input type="checkbox"/> Uses the steps of the process to complete the task <input type="checkbox"/> Integrates feedback from peers and teacher	<input type="checkbox"/> With some support, uses the steps of the process to complete the task <input type="checkbox"/> Integrates some feedback from others	<input type="checkbox"/> Despite support, does not use the steps of the process to complete the task <input type="checkbox"/> Has difficulty integrating feedback	<input type="checkbox"/> Does not use the steps of the process OR <input type="checkbox"/> Does not complete the task
Content of the message		<input type="checkbox"/> Writes a text very suitable in terms of <ul style="list-style-type: none"> <li>• topic</li> <li>• audience</li> <li>• purpose</li> </ul> <input type="checkbox"/> Writes a very clearly organized text <input type="checkbox"/> Provides highly pertinent ideas that support the text's purpose <input type="checkbox"/> Provides well developed and supported ideas <input type="checkbox"/> Meets all task requirements	<input type="checkbox"/> Writes a text suitable in terms of <ul style="list-style-type: none"> <li>• topic</li> <li>• audience</li> <li>• purpose</li> </ul> <input type="checkbox"/> Writes an organized text <input type="checkbox"/> Provides generally pertinent ideas that support the text's purpose <input type="checkbox"/> Provides generally well developed and supported ideas <input type="checkbox"/> Meets all task requirements	<input type="checkbox"/> Writes a text mostly suitable in terms of <ul style="list-style-type: none"> <li>• topic</li> <li>• audience</li> <li>• purpose</li> </ul> <input type="checkbox"/> Writes a somewhat organized text <input type="checkbox"/> Provides ideas somewhat pertinent to the text's purpose <input type="checkbox"/> Provides somewhat well developed and supported ideas <input type="checkbox"/> Meets most task requirements	<input type="checkbox"/> Writes a text somewhat unsuitable in terms of <ul style="list-style-type: none"> <li>• topic</li> <li>• audience</li> <li>• purpose</li> </ul> <input type="checkbox"/> Writes a somewhat disorganized text <input type="checkbox"/> Provides ideas not clearly related to text's purpose <input type="checkbox"/> Provides underdeveloped or unsupported ideas <input type="checkbox"/> Meets some or few task requirements	<input type="checkbox"/> Does not complete the task OR <input type="checkbox"/> Does not respect task requirements OR <input type="checkbox"/> Produces a text that is mostly incomprehensible OR <input type="checkbox"/> Copies most passages from elsewhere
Formulation of the message	Accuracy of language repertoire	<input type="checkbox"/> Text contains very few or no errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Text contains few errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Text contains some errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Text contains many errors in the use of targeted or familiar language conventions	
	Clarity of message	<input type="checkbox"/> Produces some errors that do not affect readability or understanding*	<input type="checkbox"/> Produces errors that may affect readability but not understanding	<input type="checkbox"/> Produces errors or awkward structures that sometimes affect readability and understanding	<input type="checkbox"/> Produces errors or awkward structures that repeatedly affect readability and understanding	
Text components and features		<input type="checkbox"/> Includes all required components/features and properly structures them <input type="checkbox"/> Meets all task requirements	<input type="checkbox"/> Includes all required components/features <input type="checkbox"/> Meets all task requirements	<input type="checkbox"/> Includes most of the required components/features <input type="checkbox"/> Meets most task requirements	<input type="checkbox"/> Includes some of the required components/features <input type="checkbox"/> Meets some or few task requirements	
Use of strategies and resources**		<input type="checkbox"/> Selects and uses strategies and resources*** autonomously	<input type="checkbox"/> Uses strategies and resources somewhat autonomously	<input type="checkbox"/> Uses strategies and resources when guided	<input type="checkbox"/> Uses strategies and resources when supported and guided	<input type="checkbox"/> Does not use strategies and resources

Notes: \* *Readability* is impeded when the reader has to slow down to understand, but does not have to stop. *Understanding* is impeded when the reader has to stop to figure out what the student meant, or reread a passage.

\*\* The student must be provided with feedback on this criterion, but it must not be considered when determining the student's mark on the report card.

\*\*\* Resources can include provided model texts, graphic organizers, word banks, the student's own notes, etc.