

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
 - Writing and project evaluation grids
 - Observation grids
 - Evaluation situations

The **digital** resources on the *i* 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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Group:

Transcript Model Dialogue Unit 6

Task 2: I Saw It in the News Workbook page 102



Model Dialogue

BOY: I disagree with this first one. I prefer to read news online.

GIRL: I don't agree because I enjoy the Saturday newspaper.

BOY: But the Internet is more up to date.

GIRL: You are right about that, but I like to do the crossword puzzle with my parents. What about this one?

Extra Dialogue 1

BOY: I agree with this second one. I have a friend who believes almost everything he sees online.

GIRL: I agree because I read about people sending money to the wrong people.

BOY: But sometimes if you check the story, you can truly help someone.

GIRL: You are right about that, but I only trust reliable, official websites.

Extra Dialogue 2

BOY: I disagree with the third one. Journalists may report part of the facts and some lies.

GIRL: I agree with you because I read teen magazines and some stories are questionable.

BOY: Sometimes sensational cover stories sell more magazines. What do you think?

GIRL: I like to see pictures of the artists I like but I don't believe everything that is written about them.

Name:

Transcript Model Oral Interaction Unit 6

JOEY: Which story did you read, Chantale?

CHANTALE: I read the one about the mysterious monolith they found in Utah. The monolith just appeared one day in a canyon, and then it disappeared a few days later. It's so weird!

FRED: Whoa, that does seem weird. Do you think it could be true?

CHANTALE: It might be!

JOEY: Okay, we are supposed to complete the table with information first.

FRED: Right. Okay Chantale, tell us the important information. What did you write for who?

CHANTALE: For who I put "The researchers found the monolith." So, you need to write that in your workbook.

FRED: We are supposed to take notes. One of the strategies for this activity is: Take notes by writing just the key words. So, it's okay to write only the key words. We don't need complete sentences. I will just write researchers.

JOEY: Got it. I'll write that down. Now, what did you write for *what*?

CHANTALE: What is easy. Hmm, if I just write key words, it will be monolith. I also put appeared and *disappeared*, because that's important.

FRED: Perfect, got it. What's next?

CHANTALE: For where, I wrote Utah canyon. And when is easy: it's November. Did you get that?

JOEY: Yep, I wrote that down. That leaves why. Do you know why this happened?

CHANTALE: No! That's what makes this story interesting. It's a mystery. We don't have an answer for why, so let's leave that blank.

FRED: It sounds like a hoax to me...

JOEY: Why do you say that? That's no fun. It's more interesting to think it was put there by extraterrestrials!

FRED: You would believe anything!

JOEY: Not anything... I'm just having a little fun.

CHANTALE: Whoever put the monolith there and then took it away is the one having a little fun! I believe the story.

JOEY: Me, too! The photo looks so real.

CHANTALE: Okay, let's move on to the article about the skunk. Who read that one?

2

Date:

Group:

Task 4: Did You Hear the News? Workbook pages 105–107

Handout TMOI 6.1

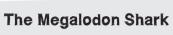
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Unit 6

Extra Listening

Date:

Handout



ALEXIS: Hey Beatrice, take a look at this picture.

BEATRICE: Hi Alexis. Let's see... oh my gosh, look at this shark! How big is it? It looks enormous. The diver next to it looks very, very small.

ALEXIS: It is enormous. It's a little bigger than the bus we take every morning. About fifteen metres long. And look at this picture of its jaws.

BEATRICE: Yikes, the mouth is so big that a person can stand inside it! That is one enormous mouth! And the teeth... they are HUGE!

ALEXIS: It's funny you should say that. The name megalodon actually means "giant tooth." I think megalodon sharks are fascinating.

BEATRICE: Interesting... as long as they stay far away from me! Are you sure these things are real? It's starting to sound like you're trying to fool me again... Mr. Fake News!

ALEXIS: Well, the Discovery Channel made a documentary about them, so they must be real.

BEATRICE: Hmm... that sounds credible. You can trust the Discovery Channel.

ALEXIS: Beatrice, don't you go sailing on the St. Lawrence River in the summers?

BEATRICE: Uhh, yes... why are you asking me that?

EL 6.1 ALEXIS: Well, did you see the news this week? Some scientists discovered that sharks are

starting to appear in the Gulf of St. Lawrence. It's because the water is getting warmer. You know, climate change...

BEATRICE: Alexis, are you serious? Are you going to tell me that they found a megalodon shark in the Gulf of St. Lawrence?

ALEXIS: Don't you think it would be exciting to see such a giant shark? I would LOVE that...

BEATRICE: Exciting? To see an enormous shark from a tiny sailboat? NO!

ALEXIS: Beatrice?

BEATRICE: What?

ALEXIS: You can relax.

BEATRICE: How can I relax? Giant sharks are swimming in the St. Lawrence. I am never going to get on a sailboat again.

ALEXIS: There might be a few normal sharks in the St. Lawrence, but you don't have to worry about megalodons.

BEATRICE: Really?! Are you sure??

ALEXIS: Really. You can relax on your boat this summer. Megalodons went extinct more than three million years ago.

BEATRICE: Aaargh, Alexis... I can't believe you got me again!



Extra Listening Unit 6

The Megalodon Shark

- **1.** What sea creatures can be dangerous to humans?

Definition **a.** very big **b.** a person who goes underwater c. a boat that uses the wind to mov **d.** parts of a mouth e. does not exist anymore

are true or false.

Stat

- **a.** The megalodon is smaller than a **b.** A person can stand inside a mega c. Megalodon means "many teeth." d. There was a documentary on tele e. Beatrice would like to see a mega f. Beatrice goes diving in the summ g. There are megalodons in the Gulf
- h. Megalodons went extinct millions
- 4. Choose three of the false statements from Step 3 and correct them.
- Explain your answer.

Date:

Group:

Handout

EL 6.1 (cont.)

2. Write the words next to the correct definition. Some definitions match with more than one word

	Vocabulary	Vocabulary
		• diver
		enormous
		• extinct
		• giant
ve		• huge
		• jaws
		 sailboat
		• teeth

3. Read the statements, then listen to the conversation. As you listen, decide if the statements

ement	True	False
bus.		
alodon's jaws.		
evision about megalodons.		
alodon.		
ner.		
f of St. Lawrence.		
of years ago.		

5. Do you think the documentary about the megalodon was real news or fake news?

lame:			
Extra Reading			

Unit 6

Weird News Daily

Handout

ER 6.1

Group:

1. Read the vocabulary words below. Cross out the word that is not related to the vocabulary word of each line.

Date:

	Vocabulary	Definition			
a.	bin	container	box	punch	
b.	facility	inability	place	centre	
c.	grabbed	seized	ate	held	
d.	sort	organize	mix	classify	
e.	sticking out	protruding	coming through	persisting	
f.	thrashing	leaving	moving around	stirring	
g.	tipped	fell	tumbled	slipped	

2. While reading, circle all the past continuous verbs in the text.

Weird News Daily

My name is Andrea and I have a really weird story to tell. I was at work in a postal facility in Milwaukee, Wisconsin, one morning when I got the surprise of my life. My job is to sort the

5 mail. It was a typical day, and everything was happening as usual. There were several large piles for us to organize and send in the right directions. Milwaukee is a big city and we get packages from all over the world. That day we **encountered** 10 a very exotic **parcel**.

I was working at my station when suddenly I heard someone shout. I ran over to see what was happening. There was a large box and it was moving. I pushed the box with my foot.

15 It tipped over. There was a small hole on one side. A nose and some **sharp** teeth were sticking out of it. We weren't sure what it was but those teeth looked sharp. I had **gloves** on, so I tried to push the animal back inside and put tape over 20 the hole. It didn't work. It wasn't long before

the creature was out. It was an alligator about 1.2 metres long!

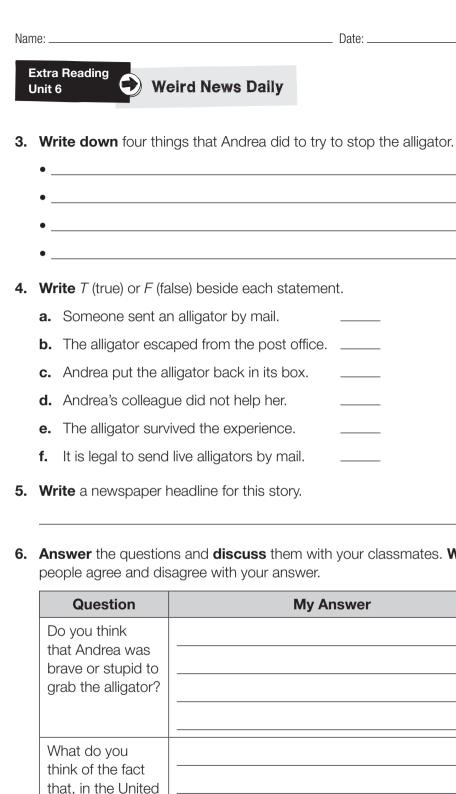
Everyone was panicking, but I knew I had to capture it. I grabbed it by its tail. It was fighting 25 and biting, and trying to get away, but I threw it into a mail container and my colleague guickly put on the cover. The alligator was thrashing around in the bin and making a lot of noise. Everybody stayed far back but I sat on the cover to make 30 sure it didn't come off. Then, we called animalcontrol officials to come and get the **beast**.

The animal-control officials sent the alligator to a sanctuary in northern Illinois, and later it went to Florida. When we were talking about it afterwards, 35 I discovered that the law says that you can send live alligators by mail if they measure less than 50 centimetres! Now that is weird!

Glossary

encountered: found **parcel**: package **sharp:** able to cut things easily

gloves: coverings for the hands **beast:** dangerous animal



7. Do you think this news story is true? Why or why not?

States, you can

in the mail?

send live animals

6

Date:	

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Group:	
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Handout

ER 6.1 (cont.)

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st office.			
box.			
er.			
ce.			
mail.			
tory.			

6. Answer the questions and discuss them with your classmates. Write down how many

My Answer	Agree	Disagree

me:	Date:	Group:	Name:	
Grammar Practice Unit 6 Could and Might,	Past Continuous	Handout GP 6.1	Grammar Practice Unit 6	Could and Mi
Choose prompts from the box to write ser and three negative sentences.	ntences using <i>could</i> and <i>mi</i>	ght. Write three affirmative	-	sentences with the pase of form when indicated
• go on a trip next summer • g		udy nuclear physics	1. Andie said l	(<i>talk,</i> negative)
	C.	to bed early	2. Luca said we the exercise.	e (pass, negative)
1			3. Laurie said s	she (<i>look,</i> negative)
2			(check)	the
3 4			4. Toni said he me a questic	<i>(bother,</i> negative) on.
5			5. Lita said the	y (<i>do,</i> negative)
6			(do)	Englis
Change the sentences to questions.			6. Malik said I (my grammar	<i>draw,</i> negative) r sheet!
 You could be getting a cold. The consert could be conselled 			E. Write questions	in the past continuous
 The concert could be cancelled. 				
3. Luc could help us.				n't working during the
4. Anya and Nick couldn't be in trouble.			2. Q:	
5. They couldn't get home before curfew	·		A: Yes, Jerer	my was making poutir
. Use the prompts. Write sentences using	the past continuous.		3. Q:	
1. at 7:00 p.m./l/relax in my room			A: No, I was	n't listening to the rad
2. at 7:05 p.m./my mother/take an onlin	e Zumba class in the next i	room		ching TV while you we
3. at 7:10 p.m./my brother and sister/pl	ay the drums			ding online when my p
				mother was babysittin
4. at 7:15 p.m./my dog/bark to go outs	de			inother was babysittin
				going to the store ear
5. at 7:20 p.m./my cat/meow to come i	nside			
				ting my fingernails bec
6. at 7:25 p.m./l/look for some ear plug	S			, <u>,</u>

8

	_ Date:	Group:
Could and Might, Pas	st Continuous	Handout GP 6.1 (cont.)
entences with the past contin e form when indicated.	uous of the verbs in pa	arentheses.
talk, negative)	I (listen)	·
e (pass, negative)	notes. We (do)
he (<i>look,</i> negative)	out the w	indow. She
the weathe	er.	
(<i>bother,</i> negative) n.	me. He (as	5 <i>k</i>)
/ (<i>do,</i> negative)	math homew	vork. They
English work.		
<i>draw,</i> negative) sheet!	pictures. I (de	0)
in the past continuous to fit the	e answers. Use questio	on words when appropriate.
n't working during the game.		
ny was making poutine.		
n't listening to the radio at wo	rk.	
ching TV while you were out.		
ling online when my pizza arri	ved.	
mother was babysitting my litt	le sister.	
going to the store earlier.		
ing my fingernails because the	ey were too long.	

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Group:

C1 Support Unit 6

Task 1: Giving and Supporting an Opinion Workbook pages 100–101



To give and support your opinion, **follow** this formula:

Opinion	+	Reason
I think this is true	because	it comes from a credible news source.

Then **ask** your classmate a question about their opinion to continue the discussion.

1. Read the phrases below.

Opinion Phrases	-	+	Reason Phrases
 I think this is true This is probably fake This must be a hoax This didn't fool me This fooled me People would (never) believe this 	beca	ause	 it is from a credible news source. it doesn't sound credible at all. it is too strange to be true. I checked it online. it is a good clickbait story. it sounds like it could be true.
Opinion Questions			Reason Questions
Do you think this story is true?Do you think this story is a hoax?			hy do you believe that? hat are your reasons for thinking that?

2. Read the model dialogue on page 101 of your workbook. Underline the opinion phrases. Circle the reason phrase. Draw a box around the questions.

3. Choose one of the news stories from pages 100 and 101. Use the phrases in Step 1. Write a discussion about the news story. Use opinion phrases, reason phrases and questions from the table above.

Story:				
Student A:	Student B:			
Student A:	Student B:			
Student A:	Student B:			
Student A:	Student B:			

4. Practise your dialogue with another student. Discuss the news stories in Unit 6.



Planning Support Unit 6 Workbook pages 111–112

Headline	
Main Idea Explain what happened.	
Important Information Give the most important facts: where , when and why it happened.	
Quote From a Witness or Expert	
Write what they saw or thought about the event.	
Less Important Information Include other details about why or how this happened.	

- 2. Use the writing checklist on page 112 to verify your work.
- **3.** Follow Steps 5 and 6 on page 112.

_	Date:	

Group:

Your Weird News Story

Handout D 6.2

1. Write your news story using the graphic organizer. Refer to the notes you took on page 111.

	_
	_
	_
	_
	_
	_
	_
	_
said, "	_
	<u> </u>
	_
	_

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Name:	Date:
Enriched Project	

Produce a Satire Sketch

Handout
D 6.3

Group:

Pre-Production

Unit 6

- **1. Reread** the definition of satire on page 108.
- 2. Brainstorm ideas about situations that you could expose or criticize with humour. Consider stories in the news, events happening in your community or school, or real-life situations that you find funny or strange. Write them in the table below.
- **3. Think** about the message you could send by making a satire sketch.

Situation Ideas	Message You Could Send	

- 4. Put a checkmark beside the situation you choose.
- 5. Decide which characters and props you need to make your sketch.
- 6. Plan your sketch using the storyboard on the next page. Draw the scenes you want to include and write the dialogue below in them. Use the writing checklist on the next page to revise your text.
- 7. Find someone to film your sketch.

Production

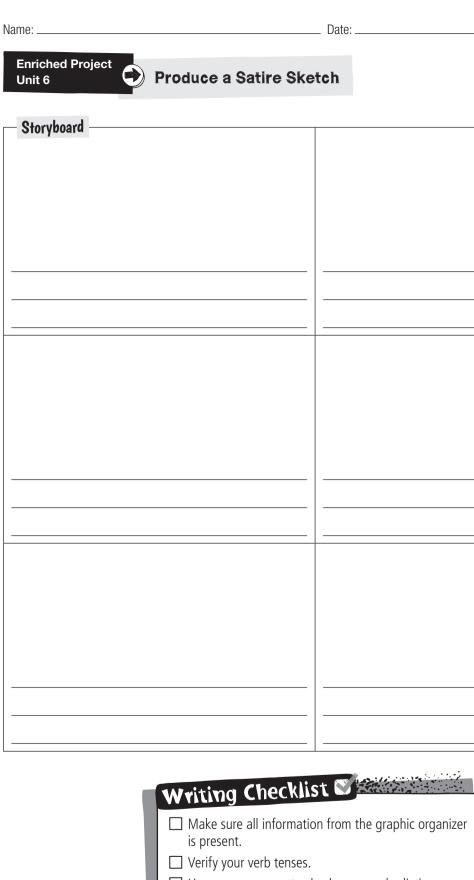
- 8. Film your sketch.
- 9. Edit your video and add music or effects if desired.

Post-Production

- **10. Present** your sketch to an audience.
- 11. Ask for feedback from your audience and reflect on what you could do better next time.

Satire Writing Tips

- Be funny, but don't be hurtful.
- Present your sketch like a real event or situation but **make it** clear that it's humour.
- Some common satire techniques include exaggerating a situation, advising people to do the opposite of what is normal, and showing how a situation doesn't make sense.



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	_ Date:	Group:
re Ske	tch	Handout D 6.3 (cont.)

☐ Make sure all information from the graphic organizer

Use your resources to check your work: dictionary, grammar notes and classmates.

Name:		Date:	Group:
Gram Unit (6 Could and Might ,	, Past Continuous	Handout GQ 6.1
A. Us	e the prompts to write sentences us	sing could or might.	
1.	extraterrestrials/exist		
2.	the story/fake news		
3.	the team/win the game (negative)		
4.	rain tomorrow (negative)		
B. Co	mplete the sentences with verbs in	n the past continuous.	
1.	I (watch)	the news on TV last night.	
2.	You (look at)	the news on the comp	outer.
3.	Anne and Jean (read)	the newspap	er.
4.	My mother (<i>listen</i>)	to the radio.	
1.	 the full form or the contracted form The girls were walking in the rain. A strange spaceship was flying three The girls were staring up at the space 	ough the air.	
4.	Three weird creatures were waving	g at the girls.	
D. Us	e the prompt to write a yes/no que	estion in the past continuous.	
1.	you/listen to my story		
2.	he/talk to the guard		
3.	I/intimidate the witness		′
4.	Bob and I/investigate the case		

			C3 Writes a	1
Participation in the	writing and production processes*	A Independently uses the checklist to revise and improve the news story Seeks and integrates feedback from peers and teacher	B □ Uses the checklist to revise the news story □ Integrates feedback from peers and teacher	□ With sup the check revise the story □ Integrate feedback others wi prompted
he message	Accuracy of language repertoire	News story contains very few or no errors in the use of targeted or familiar language conventions	□ News story contains few errors in the use of targeted or familiar language conventions	□ News sto some erro use of tar familiar la conventio
Formulation of the message	Text components and features	□ Includes all required components/ features of a news story and uses them to write a well- organized text □ Meets all task requirements	 Includes all required components/ features of a news story and uses them to write a fairly well- organized text Meets all task requirements 	□ Includes of the rec compone features □ Text is so organized □ Meets mo requireme
			Targeted and fam	iliar langu
Тур	e of er	ror		Very fe
		nple past		
Use	e of pa	st continuous		
				Comments

(14)

ur Weird News Story

Handout WG 6.1

es and Produces Texts						
	С		C)		Е
list ws back	 □ With support, uses the checklist to revise the news story □ Integrates some feedback from others when prompted 		 Despite support, does not use the checklist to revise the news story Has difficulty integrating feedback 		 Does not revise the news story OR Does not complete the task 	
itains e or ie	News story con some errors in t use of targeted familiar languag conventions	he or	News sto contains r errors in t of targete familiar la conventio	many he use d or nguage	usii use fan	eat difficulty ng or does not e targeted or hiliar language hventions
uired ws them well-	 Includes most of the required components/ features Text is somewhat organized Meets most tas requirements 	ed of the required the task s/ components/ features, but news story lacks organization task Dets some or few		of the required components/ features, but news story lacks organization ☐ Meets some or few		
l fam	iliar language c	onve	entions			
	Very few	;	Some	Many	/	Too many

but it must not be considered when determining the student's mark on the report card.

(15)

Name:			Date:	
Projec Unit 6	ct Evaluation Grid	Produce a W Workbook page	Veird News Pod 115	cast
		C1 Intera	acts Orally in English	ı
<u> </u>	Δ	B	С	D

<u> </u>	no	Α	В	C	D	E
Participation in oral interaction		Interacts in English throughout the planning of the project	Interacts in English throughout the planning of the project	□ Interacts in English some of the time during the planning	□ Interacts little in English during the planning of the project	□ Does not interact in English during the planning of
Parti	orali	□ Supports peers in their use of English		of the project		the project
			C3 Write	s and Produces Text	S	
	D	Α	В	С	D	E
	cood	Podcast is engaging, well structured	Podcast is well structured	Podcast is generally well structured	Podcast is not well structured	Does not complete the task
Content of the message		Contains all task requirements	Contains all task requirements	Contains most task requirements	□ Some task requirements missing	OR Does not respect task requirements OR Produces a podcast that is mostly unsuitable
Formulation of the message	Clarity of message	Podcast contains minor errors that do not affect understanding*	Podcast contains a few noticeable errors but they do not affect understanding	Podcast contains some significant errors or awkward structures that sometimes affect understanding	Podcast contains errors that repeatedly affect understanding	 Produces a podcast that is incomprehensible OR Does not complete the task
		-	Torgeted and for	miliar language conv	ontiono	

Targeted and familiar language conventions

Type of error	Very few	Some	Many	Too many		
Use of past continuous						
Use of simple past						
Comments						

Note: *Understanding is impeded when the listener has to stop to figure out what the student meant, or listen to the passage again.

Name	ə:	Date:		(Group):				
	ener omp	al etency Grid C1	(1) Interacts	Orally in En	glis	sh			Handout GG 1.1	
Participation in oral interaction		A B Interacts throughout the discussion, using a few techniques to help the discussion move forward (e.g. prompts peers, helps with words)		C Interacts sporadically or mostly when prompted		D Rarely expresses ideas or responds to peers OR Speaks but rarely interacts with peers, if at all			E	
Contract of the management	Content of the message	 Discusses the targeted topics by expressing relevant ideas and elaborating on them (e.g. refers to personal experience, gives details, asks questions) AND Brings up new ideas to enrich the discussion 	Expresses relevant ideas and elaborates on them (e.g. refers to personal experience, gives details, asks questions)	Expresses basic ideas. Elaborate somewhat wher prompted	s 1	that are in repetitive any topic good; It's OR □ Expresses	presses ideas icomplete, are or can apply to (e.g. I think it's true) s relevant ideas not interact with	n a ir ir tl	Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate	
	Fluency	□ Speaks with ease when interacting	Speaks with a certain degree of ease when interacting. Hesitations, although present, rarely interfere with interaction	□ Speaks with some difficulty when interacting (e.g. messages are sometimes choppy/incomp and/or pauses and hesitations sometimes him- interaction)	choppy/incomplete or made up of isolated words or pauses and hesitations often hinder interaction) OR		C C D F Ia tl C C C C I I I I I I I I I I I I I I I	to the task or context OR □ Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated		
Articulation of the message	Accuracy	When interacting, expresses messages that are clear and contain few errors, if any	 When interacting, makes errors that sometimes affect clarity of messages Expresses messages that are understood with little interpretation 	 When interacting makes errors that regularly affect clarity of message Expresses messages that at understood with some interpretation 	at ges are	errors tha clarity of r Expresses are mostly require a le OR	nteracting, makes hat regularly affect of messages ses messages that stly understood but a lot of interpretation with accuracy but ot interact with peers			
		Tupo of orror	-	language conv			Many		Too many	
		Type of error		Very few		Some	Many		Too many	
Use of	strategies and resources*	Selects and uses strategies and resources** autonomously	Uses strategies and resources somewhat autonomously	Uses strategies resources when guided		Uses stra resources and guide	when supported	s	Does not use trategies and esources	

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.

(16)

Group: _____

Handout PG 6.1

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I VI	а		15	

Date:

Group:



Competency Grid C2 🕑 😢 Reinvests Understanding of Texts

Handout GG 2.1

D	А	В	С	D	E
Evidence of understanding of texts through the response process	 Responses demonstrate solid understanding of texts Personal connections and generalizations consistently linked to texts 	 Responses demonstrate adequate understanding of texts Personal connections and generalizations mostly linked to texts 	 Responses demonstrate partial understanding of texts Personal connections and generalizations somewhat linked to texts 	 Responses demonstrate weak understanding of texts Personal connections and generalizations, if present, not linked to texts 	 Responses demonstrate little or no understanding of texts Personal connections and generalizations missing
Use of knowledge from texts in a reinvestment task	 Writes a superior text for the audience Content drawn from the source text(s) is always or mostly: accurate relevant to the task coherently organized developed in light of the task and target audience combined with own ideas and personal language repertoire AND Respects all task requirements 	 Writes a solid text for the audience Content drawn from the source text(s) is generally: accurate relevant to the task coherently organized developed in light of the task and target audience combined with own ideas and personal language repertoire AND Respects all task requirements 	 Writes an acceptable text for the audience Some content drawn from the source text(s) may: contain inaccuracies not be relevant to the task be repetitive or too general be contradictory not be well developed (e.g. list of ideas, insufficient information) present a very small amount of content that is copied AND Respects most task requirements 	 Writes a weak text for the audience Content drawn from the source text(s): contains significant inaccuracies is not relevant to the task is repetitive or too general is contradictory is not developed (e.g. list of ideas, insufficient information) contains some content that is copied OR Respects few task requirements 	 Includes little content drawn from the source texts OR Shows poor understanding of source texts OR Does not respect task requirements
Use of strategies and resources*	Selects and uses strategies and resources** autonomously	Uses strategies and resources somewhat autonomously	Uses strategies and resources when guided	Uses strategies and resources when supported and guided	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.

	denera Compe	l etency Grid C3	G Writes an
Participation in the	writing and production processes*	A Personalizes the process to plan and carry out the task Seeks and integrates feedback from peers and teacher 	B □ Uses the steps of t process to complet the task □ Integrates feedback from peers and teacher
	Content of the message	 Writes a text very suitable in terms of topic audience purpose Writes a very clearly organized text Provides highly pertinent ideas that support the text's purpose Provides well developed and supported ideas Meets all task requirements 	 Writes a text suitable in terms of topic audience purpose Writes an organized text Provides generally pertinent ideas that support the text's purpose Provides generally well developed and supported ideas Meets all task requirements
message	Accuracy of language repertoire	□ Text contains very few or no errors in the use of targeted or familiar language conventions	□ Text contains few errors in the use of targeted or familiar language conventions
ation of the message	Clarity of message	Produces some errors that do not affect readability or understanding*	Produces errors that may affect readability but not understanding

Name: _

Formulation of the message

nts

componen nd features

lext an

and

Use of strategies ar resources*

stra

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.

Snapshot Secondary 2 • General Competency Grids

(18)

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Includes all required

features and properly

components/

structures them

Meets all task

requirements

□ Selects and uses

strategies and

autonomously

resources***

s and Produces Texts

Handout GG 3.1

В	С	D	Е
 Uses the steps of the process to complete the task Integrates feedback from peers and teacher 	 With some support, uses the steps of the process to complete the task Integrates some feedback from others 	 Despite support, does not use the steps of the process to complete the task Has difficulty integrating feedback 	 Does not use the steps of the process OR Does not complete the task
 Writes a text suitable in terms of topic audience purpose Writes an organized text Provides generally pertinent ideas that support the text's purpose Provides generally well developed and supported ideas Meets all task requirements Text contains few errors in the use of targeted or familiar language conventions 	 Writes a text mostly suitable in terms of topic audience purpose Writes a somewhat organized text Provides ideas somewhat pertinent to the text's purpose Provides somewhat pertinent to the text's purpose Provides somewhat well developed and supported ideas Meets most task requirements Text contains some errors in the use of targeted or familiar language conventions 	 □ Writes a text somewhat unsuitable in terms of topic audience purpose □ Writes a somewhat disorganized text □ Provides ideas not clearly related to the text's purpose □ Provides underdeveloped or unsupported ideas □ Meets some or few task requirements □ Text contains many errors in the use of targeted or familiar language conventions 	 Does not complete the task OR Does not respect task requirements OR Produces a text that is mostly incomprehensible OR Copies most passages from elsewhere
Produces errors that may affect readability but not understanding	Produces errors or awkward structures that sometimes affect readability and understanding	Produces errors or awkward structures that repeatedly affect readability and understanding	eisemilere
 Includes all required components/features Meets all task requirements 	 Includes most of the required components/features Meets most task requirements 	 Includes some of the required components/features Meets some or few task requirements 	
Uses strategies and resources somewhat autonomously	Uses strategies and resources when guided	Uses strategies and resources when supported and guided	Does not use strategies and resources