



2023 Writing Assessment Exemplars and Scoring Rationale

Grade 7

August 2024

Note: This document does not reflect updates made to the year-end rubrics in Spring 2025.

Using this Resource

About the Process

In the Spring of 2023, teachers from across the division gathered for two days to participate in a writing calibration protocol. A calibration protocol is a collaborative process for bringing teachers together to discuss student work to reach consensus about how to score writing based on set criteria. The calibration process makes scoring student work more consistent among a group of teachers and more aligned to the outcomes upon which rubrics and scoring criteria are based. The purpose of calibration is to ensure that a group of educators evaluate student work consistently and in alignment with the scoring rubric. This increases the reliability of the assessment data.

About the Exemplars

- Exemplars are samples of student writing selected to represent a range of responses that illustrate the scoring criteria at each level of performance for Grade 7 (*meeting curricular outcomes with an enriched understanding, meeting curricular outcomes, approaching curricular outcomes, not yet meeting curricular outcomes*).
- These exemplars are just a small sampling of successful approaches to the writing task, and the students' edits, misspellings and other idiosyncrasies are retained in the scanned documents.
- In some exemplars the names of people, places or things have been removed to protect the identity of the writer.

Rationale for the Exemplars

- Teachers may use the rationale for exemplars to apply the scoring criteria consistently and impartially.
 - The rationale for each exemplar consists of "Scoring" and "Evidence of Graded Criteria." Each rationale serves to:
 - provide evidence as to why the writing sample is considered representative of a particular outcome.
 - provide evidence representative of a specific grade level.
 - demonstrate the use of criterion-referenced language to explain judgments of student writing.
 - demonstrate that a range of responses are possible within each outcome.
 - The rationale that accompanies each response may assist teachers to apply the scoring criteria consistently and impartially.
 - The rationale may include descriptors to describe the quality of the criteria shown in the student response.
 - Scoring rationale about each exemplar is provided by teachers involved in the selection of the student exemplars and serve to:
 - describe qualities of each student sample writing response as it relates to scoring criteria.
 - Allow for variation within an outcome.
 - Indicate whether the exemplar provided more or less evidence of each criterion and still be representative of the outcome.
 - Teachers should use their professional judgment and consider differing levels of evidence when assigning an overall score.
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Grade 7 Writing Prompt



**Consider this image. What does this image make you think of?
You can respond personally, critically, or creatively.**

DIRECTIONS

You have 15 minutes to plan **alone or with a partner or small group**.

You will have up to 45 minutes to write.

You may show changes and corrections on your writing, as it is a first draft.

Grade 7 Level 4: Enriched Understanding – Exemplar A

y
 p. 25th
 2.23

Kill or be killed

A lonesome howl. Piercing the night sky. Alone and afraid,
 but dark and fearful.

Alone.

Alone.

Alone.

Always alone. In the old skeleton of a house. Hiding.

shivering, hungry. And alone. ~~With~~ For ~~the~~ thin and stragly,

clinging to his back. Hungering for flesh. Hungering for
 meat. Starving and never satisfied.

★ ★ ★ ★ ★

"Be back by nine, and whatever you do, DON'T
 go into the old house. It's falling apart and
 dangerous." Mother called back to James.

"Yes Mother, I'm going to get my friends
 Ben and Sue. Maybe we'll find a fossil in the
 woods!" Sighing, James tugged on a jacket, slipped on
 some shoes, and gently closed the front door.

By the time James and his friends got
 together in the woods, Sue had a perky atmosphere
 around her. Beaming from ear to ear, she
 skipped into the thin forest of evergreen.

As Ben and James caught up, Ben

demanded, "Spill it! What are you so happy about?"

"Mother said I could go to the abandoned house!" Sue gleamed and sprinted through the trees and arrived at the house.

"GASP! No, Mother said I couldn't! You two go in, I will wait out here!" Exclaimed James. His heart raced, but his mind scolded it. There was no way in heck that he was going in there.

The door creaked open and a whirlwind of rust and dust met them. A Fearful howl jumped at them, Sue shrieked, and lept into Ben's arms.

"Wuss," he muttered under his breath. Glaring at him, Sue stood up and stepped on the dust laden floor board. As

cept

they ~~they~~ stepped in, the door stayed. Venturing deep into the house, a sound ~~kept~~ crept up behind them.

Pitter Pat, Pitter Pat, Pitter Pat.

A hungry snarl dripped behind them. Panic and fear froze these hearts and seized their limbs. A hollow claw gashed at them and Ben cried in agony. Whirling around they saw him. Empty and alone. Skin so thin that it showed his ribs.

Fur grey, thin, and patchy, he raised his limb and swiped. As it met Sue's forearm, she let out a blood curdling scream.

"WOLF!!!"

James ~~had~~ heard the ~~see~~ cry of pain, and the one word that must have belonged

Borping

disobey mother. ~~Borping~~ Burying ~~his~~ his fear, James burst through the door frame. Panting, he looked, eyes taking in his surroundings. Spotting a rusted knife block, he yanked the ~~rust~~ rusted chef's knife, and followed the screams.

Ben felt his shoulder blade, and the warmth dripping from it. He felt the three rips in his skin, deep and agonizing.

"James! You're here! Praise the Lord!" he dodged a lunge from the beast. Whimpering from hitting the wall, he saw the glint of rusted steel. He saw the three flesh bags. How ~~it~~ delicious it must taste. He knew when he was beat. He backed into a corner.

shaking, and howling, misery flooded his throat. The three flesh bags would end his suffering, his misery, his pain.

James gripped the handle, ready to strike, but he couldn't. It didn't come, he lost his courageous spirit. He couldn't end one's life. Not even a savage's life. ~~The~~ Pity infused his heart.

"Oh, don't be a baby James! Did you see what he ~~he~~ did to my shoulder?"

Snatching it from James, Ben lifted the blade, and crack of bone followed. Letting one last howl out, its head dropped to the floor. And that one last howl sounded different from all others. As if saying something.

Thank you.

Grade 7 Level 4: *Enriched Understanding Exemplar A* – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
4	<p>Purpose</p> <ul style="list-style-type: none"> • Skillfully engages the audience through use of a strong voice and purposeful form.
4	<p>Word Choice</p> <ul style="list-style-type: none"> • Innovatively experiments with playful uses of language for emphasis and to express emotion. • For example, “loansome howl”, “Hungering for flesh. Hungering for meat. Starving and never satisfied”, “...thin forest of evergreen”, “venturing deep into the house”, “Panick and fear froze there hearts and seized their limbs.”
4	<p>Research & Organization</p> <ul style="list-style-type: none"> • Skillfully organized plot with a purposeful ending. • Purposeful use of multiple narrators and key ideas.
4	<p>Capitalization</p> <ul style="list-style-type: none"> • Consistently uses capitalization appropriately.
4	<p>Punctuation</p> <ul style="list-style-type: none"> • Consistently uses a variety of correct punctuation. • Use of dialogue, contractions, exclamation points, and commas contribute to voice.
4	<p>Grammar</p> <ul style="list-style-type: none"> • Consistently uses correct grammatical structure to construct effective sentences. • Creates flow and engagement with varying sentences.
4	<p>Spelling Strategies</p> <ul style="list-style-type: none"> • Consistently applies correct spelling in own writing.

Additional Information:

- Scorers had consensus on awarding this piece of writing a 4 across all categories.
- Scorers did note that proportion of length to error should be considered as this is a long piece constructed during a timed task.

Grade 7 Level 3: *Meeting* – Exemplar B

Sample of Student Work

This photo reminds me of Jumanji. Just something about the little group of kids going into what seems like an abandoned rusty house, and the background being that of a jungle somewhat makes me think of the Jumanji movies.

The children's clothing looks like it's easy to move around a lot and it's pretty plain looking as well, the clothes of the kid on the far right especially reminds me of something a character from Jumanji would wear.

I can see them going into the house in search of an old grumpy man who has something they need in order to complete the game. The guy on the left of the picture is looking through the windows for the man, the kid in the middle is assigned to be ready in case of anything happening to the kid in front, the one at the back is keeping lookout in case of anybody catching sight of them. The kid is keeping lookout because they've wandered into a place where they are not allowed to be in while searching for the old man, and if they get caught they could be punished which would make it harder for them to complete the game.

Plot twist! The old man was never in the house to begin with, so the poor little kids are getting nowhere, they're just wasting their time. The old mean man is actually camouflage in the trees behind them, chuckling quietly at the sight of the naive children's stupidity.

The kids barge through the door, but are met with nothing but disappointment when they see an empty house with no living thing in it other than a few rats running around in circles. While the three kids are preoccupied with their sulking, the old man bolts past the house, not going unnoticed by the kids as they jerk their heads around towards the wicked laugh of the man. They chase after him only to lose him, but to their misfortune find a group of guards instead, standing tall in front of them with their arms crossed against their chest. They

each click their tongue before taking away the disobedient kids to the setting of their punishments, as the children cry and whine.

The old man watches maliciously from the side lines with a puzzle piece which they need in order to complete the game that lies in his hand. He smirks before walking away with a sinister cackle, pleased with himself at the trouble he caused those poor kids. All that merely for his own selfish entertainment.

Grade 7 Level 3: Meeting Exemplar B – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p>Purpose</p> <ul style="list-style-type: none"> Appropriate form of expression (personal response) was chosen however, it was not maintained throughout the piece.
4	<p>Word Choice</p> <ul style="list-style-type: none"> Innovatively experiments with language and word choice. Innovatively expresses emotion in a fun and clever way. For example, “...but to their misfortune”, “the old man watches maliciously...”, “...naïve children’s stupidity.”
3	<p>Research & Organization</p> <ul style="list-style-type: none"> Effectively organizes information with logically organized ideas. Writing is generally unified through the use of key ideas; however, plot gaps are present.
4	<p>Capitalization</p> <ul style="list-style-type: none"> Consistently uses capitalization appropriately.
4	<p>Punctuation</p> <ul style="list-style-type: none"> Consistently uses a variety of correct punctuation.
4	<p>Grammar</p> <ul style="list-style-type: none"> Consistently uses grammatical structure to construct effective sentences.
4	<p>Spelling Strategies</p> <ul style="list-style-type: none"> Consistently applies correct spelling in own writing.

Additional Information

- Scorers had consensus on awarding a 3 for purpose and research and organization and a 4 for capitalization and spelling. Consensus was reached on awarding a 4 in word choice, punctuation, and grammar.

Grade 7 Level 3: Meeting – Exemplar C

Sample of Student Work

The Creepy Cottage in the Forest

By: ~~XXXXXXXXXX~~

There were once 3 friends, who all lived in an apartment building, one on the 2nd floor, one on the 5th floor and one on the 6th floor. They all met each other because they go to the same school. Their names were Sarah, Charlie, and Eli.

Eli, Sarah and Charlie had Easter break off, so they decided to hang out, so they met at the main lobby of the apartment and talked about what they should do.

Sarah said "What do you think we should do?"

"I heard there's a forest nearby" said Charlie

"What do you think Eli?" asked Sarah

"I don't know, it's up to you guys, you won't want to do what I want to do so I just do what you guys want."

Sarah moaned and said "Ok, whatever", in a rude tone of voice.

Charlie said "We're going in the forest to look for something, ok? If you don't want to come, that's your fault!"

Eli and Sarah stayed silent and followed Charlie into the woods.

After they've walked around for awhile Sarah yelled

"OMG, THERE'S AN ABANDONED CABIN!!!!"

"Let's go see it then?"

Eli stayed quiet again because he didn't know what to think or say or do.

Charlie said "Let's go inside"

"Yes, Yes, Yes!"

Eli didn't budge to even answer that question.

As they walked in Eli stayed outside, terrified of his life if he stepped foot in there. Sarah wasn't scared but confident. Charlie just walked in. They didn't know what they were getting themselves into. Eli tried to run back home when

he heard Sarah screaming inside the cabin but it was just a spider that she saw
But Eli was long gone lost or found his way home. Then sarah yelled

"ELI, ELI, WHERE DID YOU GO"

"I think he ran away from your scream about the spider?"

"No he didn't!"

"We have to go find him?"

"Why?"

"Because he's our best friend?"

Sarah said in a discussed way "I never really liked him, so you can go look for him but i'm not, im seeing what else this cabin has"

Charlie said in his head "SHould i go look for him, might get lost, he might have found his way out, who knows, i'm staying here."

"Okay, fine, I'll stay!"

As they adventures more into the cabin, in the basement they found a bathtub with blood on the sides and gross stuff but Sarah didn't want to leaveet, so they didn't. Then they saw one of their worst nightmares. They found a dead person on the floor decomposing and that made them both freak out and scream and leave the cabin. Sarah yells at Charlie

"Why did you take me here, what were you thinking?"

"Why are you yelling at me, you didn't have to come if you didn't want to"

Then Sarah stopped there and thought what she just said to Charlie wasn't his fault and what he said to Eli about not saying where he wanted to go.

Charlie said in a low tone about crying "Imleaveingand going to find my real friend, which isn't you. If you never cared about eli, why did you hang out with us."

Before Sarah could talk Charlie went running to find eli. Sarah realized she wasn't being a true or kind friend like should have. She went running after Charlie but lost him. She looked for him but he was nowhere in sight so she was just trying to find her way home.

Grade 7 Level 3: Meeting Exemplar C – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p>Purpose</p> <ul style="list-style-type: none"> • Uses an appropriate form of expression (narrative). • Effectively communicates and explores ideas to engage the audience.
3	<p>Word Choice</p> <ul style="list-style-type: none"> • Effectively experiments and explores playful uses of language to express emotion through dialogue. For example, “OMG, THERE’S AN ABANDONED CABIN!!”, “I think he ran away from your scream about the spider.”
3	<p>Research & Organization</p> <ul style="list-style-type: none"> • Logically organizes ideas and information with a clear beginning, middle, and end. • Supports ideas with appropriate character development.
2	<p>Capitalization</p> <ul style="list-style-type: none"> • Sometimes uses capitalization appropriately.
3	<p>Punctuation</p> <ul style="list-style-type: none"> • Frequently uses correct punctuation.
3	<p>Grammar</p> <ul style="list-style-type: none"> • Frequently uses grammar to provide build structured sentences.
3	<p>Spelling Strategies</p> <ul style="list-style-type: none"> • Frequently applies correct spelling of words in own writing.

Additional Information

- Scorers had consensus on awarding this piece a 3 in all categories with the exception of capitalization which they awarded a 2.

Grade 7: Level 2 Approaching – Exemplar D

Sample of Student Work

Consider this image. What does this image make you think of? You can respond personally, critically or creatively.

The dark**Chapter 1**

Camp Crystal was the camp I thought was going to be fun but I was totally wrong. When I got there I unloaded my suitcase and went to the front desk with my mom. When we got up to the desk I signed in and found out I was in a mountain lion cabin. I said bye to my mom. I walked to my cabin and was met with 3 other kids they introduced themselves a kid with glasses said his name was Jasper another kid in a blue hoodie said his name was Max and a kid with a beanie said his name was Oliver I said nice to meet you all my name is Tayo. I invited them to play in the lake.

Chapter 2**Journal entry 1**

This camp has been so much fun and I met tons of new friends, especially my new friends Oliver Jasper and Max, but I have been having this feeling of someone watching us.

Chapter 3

I couldn't believe it was already raining. It was only noon. Oliver said I reassured him that it would clear up but it didn't. I said that the lake would be the warmest when it was raining so we snuck out of the cabin later I would realize that was the worst idea ever!!!!

Last one in the lake is a rotten egg. I said of course Jasper was the last one but besides that the water was so warm. I wish the lake was always this warm, said Max. That's when I saw it was a tall bulky man in a hockey mask with a machete. I said everybody get out of the water somebody is watching us with a huge machete. Of course they didn't believe me until I said look behind that abandoned cabin but when I looked again he was gone and I heard a scream. It seemed to be a camper. Oliver said run so we did the scary part Jasper was no were to be seen we ran to the old abandoned cabin and hid

Chapter 4

Journal entry 2

*If you find this, get out of the camp now!!!! There is something that is chasing us just know that you need to get
on _____*

Chapter 5

In the cabin we hid and then we heard it thomp thomp thomp up the steps to the front door then oliver whispered look a trap door as soon as i heard the the last thomp me and max ran into the trapdoor and heard the door being kicked down

Chapter 6

We ran into what look like a cavern and hid behind a crystal i said i guess thats why they call it camp crystal. Thats when max started panicking yelling help and im pretty sure the guy heard that so i wrote in my journal for what i thought would be my last time. That when i saw jasper's severed head roll past us we all screamed and bolted but max tripped and i looked back to see him getting stabbed that just made me run even faster and then me and oliver found an exit so we ran and tried to block the exit behind us but it was no luck when we got out we saw everyones head hanging on a tree branch we screamed and stole a car and drove but of course we crashed the car.

Chapter 7 the finale

When i woke up i was in a hospital bed and beside me was another two bed and i looked over to see max and oliver just waking up too and then i remembered what happened and then i heard something i looked to the door way to see him.

Grade 7 Level 2 Approaching Exemplar D– Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p>Purpose</p> <ul style="list-style-type: none"> • Uses an appropriate form of expression (journal entries) with the use of chapters. • Effectively communicates and explores ideas to engage the audience.
3	<p>Word Choice</p> <ul style="list-style-type: none"> • Effectively explores playful uses of language through word choice. For example, “...Jasper’s severed head...” and “...a tall balky man...”.
2	<p>Research & Organization</p> <ul style="list-style-type: none"> • Adequately organizes information into paragraphs. • Sometimes organizes ideas and information for a specific topic.
2	<p>Capitalization</p> <ul style="list-style-type: none"> • Sometimes uses capitalization appropriately.
1	<p>Punctuation</p> <ul style="list-style-type: none"> • Rarely uses correct punctuation.
2	<p>Grammar</p> <ul style="list-style-type: none"> • Sometimes uses grammar to provide structure for building sentences.
4	<p>Spelling Strategies</p> <ul style="list-style-type: none"> • Consistently applies correct spelling of words in their own writing.

Additional Information

- Scorers awarded a 1 in punctuation as the frequent errors impact the readability.

Grade 7: Level 2 Approaching – Exemplar E

Sample of Student Work

Once upon a time Joe and his friends were out camping. They were having a ton of fun, but later in the week they found an old abandoned cabin they were so excited about. Joe and his friends asked their parents if they could explore it but they said no. Their parents said that the structure's integrity was questionable. Joe's parents were scientists which explains the smart answer.

Joe and his friends went to bed that night and all they thought about was that cabin. Later in the night Joe went to relieve himself when suddenly he saw a light in the distance. He rushed to wake up his friends and they all crept slowly and quietly towards the light. They realized that the light was coming from the cabin! And just like that as they entered the clearing the light flicked off.

They slowly went to enter the cabin all three of them stepped inside as the door closed slowly behind them the cabin let out a defining CRACK. The thing began to crumble. Joe and his friends made a break for the door but it was too late.

Joe died gruesomely by being impaled by a piece of broken glass. The same cannot be said of his friends, they were buried under a massive pile of rubble. Nobody ever found them they died of starvation.

Grade 7 Level 2: Approaching Exemplar E – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	Purpose <ul style="list-style-type: none"> • Uses a simplistic form of expression – simple and predictable beginning.
3	Word Choice <ul style="list-style-type: none"> • Adequately experiments and explores uses of language and form to express emotion. For example, “...the structures integrity”, “...slowly crept...”, and “Joe died gruesomely.” • Adequate word choice.
2	Research & Organization <ul style="list-style-type: none"> • Adequately organizes information in paragraphs. • Writing is occasionally unified through the use of key ideas; however, supporting ideas and details are sometimes lacking.
4	Capitalization <ul style="list-style-type: none"> • Consistently uses capitalization.
2	Punctuation <ul style="list-style-type: none"> • Sometimes uses correct punctuation.
2	Grammar <ul style="list-style-type: none"> • Sometimes uses grammar to provide structure for building sentences.
4	Spelling Strategies <ul style="list-style-type: none"> • Consistently applies correct spelling in own writing.

Additional Information:

- An overall score of 2 was awarded to this piece despite the occasional 4 in some areas. Overall, the writing is approaching curricular.

Grade 7 Level 2: Approaching – Exemplar F

Sample of Student Work

Stickman

Written by [REDACTED]

Okay so, once upon a time there's three little children named: Randy, Ally, and Marshy. Marshy was the smartest kid in the family and she has found out that dad has disappeared, so she knows what to do, PLAYING GAMES!

Someday later she finally noticed that the snacks were running out, and she was too lazy to buy them, so she said "let's go find dad". But her siblings did not want to go find their dad because of the tv, and because it's their favorite channel.

" Oh you guys, come on we got to find dad, he will buy us chips, yogurt, chicken wings, delicious cake and pepsi. "OKAY fine". So they begin their journey to the back of their house.

Why back of the house, well it's because of a story that their father has told. Which was about a World of Wonder. Where you have to go to the back of the house and go down to the river and find a rock, and you need to turn right and turn left and right, left and then they find an old, smelly, disgusting house.

When they finally arrived, it was almost afternoon, where they saw an old, smelly, disgusting house and realized that there was a road next to it. So they thought, why don't they just call a taxi.

They went inside the house. But saw nothing, no bed, no food, no drink and nothing so they went out of the house, but when they got out they saw the world of wonder. And saw a stickman crying and keep yelling "Randy, Ally, Marshy where are you guys, I am scared". So marshy walked up to the stickman and yelled "why did you just disappear and left us alone at the house playing video games".

I am sorry Marshy, I am sorry, I went here because one day I found out that I magically become a stickman. So I went inside and got trapped.

"Oh I know how to get out of this world" said Randy, "there is a door next to Ally, we can go out that way. And they wake up in a hospital and notice that they eat some poisoned food, which means that all of that was just imagination.

Grade 7: Level 2 Approaching Exemplar F – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<p>Purpose</p> <ul style="list-style-type: none"> • Uses a simplistic form of expression (fairytale, ending in a dream). • Follows a simplistic storyline that is inconsistently engaging.
2	<p>Word Choice</p> <ul style="list-style-type: none"> • Adequately explores uses of language and form. For example, “disappeared”, “delicious”, “journey.”
2	<p>Research & Organization</p> <ul style="list-style-type: none"> • Sometimes organizes information into paragraphs. • Sometimes organizes ideas for a specific purpose. • Writing is occasionally unified with some evidence of supporting ideas and events.
3	<p>Capitalization</p> <ul style="list-style-type: none"> • Frequently uses capitalization appropriately.
3	<p>Punctuation</p> <ul style="list-style-type: none"> • Frequently uses correct punctuation.
2	<p>Grammar</p> <ul style="list-style-type: none"> • Sometimes uses grammar to provide structure for building sentences.
4	<p>Spelling Strategies</p> <ul style="list-style-type: none"> • Consistently applies correct spelling in own writing.

Additional Information:

- Scorers had consensus on the punctuation category during the initial round of scoring. Through calibration, consensus was reached with this piece as an overall 2, approaching grade level.

Grade 7 Level 1: Not Yet Meeting – Exemplar G

Sample of Student Work

"Time to come eat kids bring it on home" "dad we can't find kiara, we were riding our bikes on the road when these men just grabbed her off her bike and threw her in a van" sam says " ok lets stay calm these men could be armed so let's just stay and eat and then will call the police but I don't want you looking for her". As the girls sit and eat, all they can think about is kiaras safety. "After dinner we are stealing my dads quad to go fund Kiara" Sam whispers into Veronica's ear. As soon as kiara and veronica are done eating they throw out their plates and rush to the quad, " where are you guys going?" their dad asks "uhh just going for a bike ride we will be back before sundown" sam replies. As they push the quad out of the driveway in effort not to alert their dad they worry about their safety

Grade 7: Level 1 Not Yet Meeting Exemplar G – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
1	<p>Purpose</p> <ul style="list-style-type: none"> • Ineffective form of expression to communicate and explore ideas. • Does not engage the audience.
1	<p>Word Choice</p> <ul style="list-style-type: none"> • Rarely explores uses of language and form.
1	<p>Research & Organization</p> <ul style="list-style-type: none"> • Ideas are ineffectively supported. • Writing is not unified.
1	<p>Capitalization</p> <ul style="list-style-type: none"> • Rarely uses capitalization appropriately.
1	<p>Punctuation</p> <ul style="list-style-type: none"> • Rarely uses correct punctuation
1	<p>Grammar</p> <ul style="list-style-type: none"> • Rarely uses correct grammar to provide structure for building sentences.
3	<p>Spelling Strategies</p> <ul style="list-style-type: none"> • Frequently applies correct spelling in own writing.

Additional Information: