

A Composition About a New Canadian Level 4, Sample 1

Cristiana

Cristiana was born in Romania in February 3, 1985. She came to Canada as an immigrant on March 14, 1988. She came to Canada because she wanted to have a better future. Cristiana grew up in Kitchener, Ontario. Actually she is 15 years old, she goes to Forest Heights C.I. and in the future she wants to become a doctor. She can speak three languages, English, French and Romanian.

Cristiana has a big influence on my life because she is very intelligent and ambitious. Hanging out with this kind of people makes you want to compete with them and also enjoy studying. She's been here since she was three years old and she still can talk her language perfect and this makes me want to keep and learn more about my background. Cristiana is also a very kind person and she helps me with everything I need.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates knowledge of verb tenses by using almost all verbs accurately, as illustrated by the following:
 - uses verbs correctly in past, present, and future tenses
 - uses more than ten different verbs
 - uses some complex verb patterns (e.g., “She came to Canada because she wanted to have ...” ; “She’s been here since she was three years old and she still can talk ...”)

Thinking/Inquiry

- The student uses chronological order with a high degree of accuracy and includes connecting words to enhance the flow of the composition (e.g., “since”, “still”, “in the future”).

Communication

- All of the student's sentences are complete and correctly formed, as illustrated by the following:
 - The composition contains simple, compound, and complex sentences.
 - A range of vocabulary is used (e.g., “influence”, “intelligent”, “ambitious”).
 - Problems with word forms stem from structures that exceed expectations for ESL Level 1 (e.g., “this kind of people”, “she still can talk her language perfect”).
- The student communicates the personal relevance of the story with a high degree of effectiveness, as illustrated by the following:
 - The subject's personal strengths are stated (e.g., “intelligent”, “ambitious”, “kind”) and examples of these strengths are incorporated into the composition (e.g., “she still can talk her language perfect”, “she wants to become a doctor”).
 - Appreciation of the role model is acknowledged (e.g., “Hanging out with this kind of people makes you want to compete with them and also enjoy studying.”).

Application

- The student uses language conventions with a high degree of accuracy, displaying correct use of capitals (e.g., “Ontario”, “English”, “Forest Heights C.I.”) and of punctuation, and making only one spelling error (e.g., “studing”).

Comments/Next Steps

- The student should continue to use a variety of sentence patterns and vocabulary.
- To avoid run-on sentences, the student should practise sentence-combining exercises.

A Composition About a New Canadian Level 4, Sample 2**My Mother**

Kiffah is a great Canadian. She's my mother. She was born in Baghdad on July 27, 1965. Her favourite colors are blue, red, and yellow. She moved to EL-Basra when she was 3years old. In 1970 she moved to Baghdad again. Then she went to school in 1971. She gets married in 1983. Then I was born in 1985, and then my sister in 1986. She finished the collage in 1994. She grew up in Baghdad too. She went AL-Kudus Secondary School. She doesn't have a job now. In my opinion she is a great Canadian, because she left her friends and her family and her country, and she pushed my father to come here in Canada, and all that was for my sister and me.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates knowledge of verb tenses by using almost all verbs correctly in the past and present tenses (e.g., the only error is “She gets married in 1983.”).

Thinking/Inquiry

- The student orders information chronologically with a high degree of accuracy, as illustrated by the following:
 - places only one item out of chronological order (e.g., “She grew up in Baghdad too. She went AL-Kudus Secondary School.”)
 - uses an excellent variety of connecting words to enhance the chronological flow (e.g., “when she was”, “then”, “now”)

Communication

- The composition contains simple, compound, and complex sentences, all of which are complete and correctly formed.
- The student communicates the personal relevance of the story with a high degree of effectiveness, as illustrated by the following:
 - The relationship between the student and the subject is identified (e.g., “She's my mother.”).
 - At the end of the composition, the significance of the subject's story is made explicit (e.g., “she left her friends and her family ... for my sister and me.”).
 - An appreciation of the role model is acknowledged (e.g., “and all that was for my sister and me”).

Application

- The student uses language conventions with a high degree of accuracy, as illustrated by the following:
 - uses capitals correctly (e.g., “Baghdad”, “Canadian”)
 - makes punctuation errors only in complex structures (e.g., “In my opinion she is a great Canadian, because...”)
 - misspells only one word (e.g., “collage”)

Comments/Next Steps

- The student should continue to proofread carefully.
- The student should attempt to use a broader range of vocabulary, sentence patterns, and verb tenses.
- The student should edit his or her writing for correct chronological order.