Writing Achievement Standards

The following outlines Published Texts expected over the Grade 12 year in English Language Arts. This list does not reflect the amount of drafting, nor the kinds of writing-to-learn experiences expected to form the collection within a student's writing folder. The following outlines the completed, polished pieces expected in the portfolio for summative assessment.

Genres/Forms	Quantity and Suggested Length
Transactional persuasive, explanatory, procedural, descriptive (e.g., letter, editorial, review, blog)	Minimum of one Length: dictated by form
Expressive memoir, biography or autobiography, narrative (short story, includes short graphic texts)	Optional as part of the multi-genre study Length: varies according to purpose and content (four pages is reasonable)
Transactional with a research focus research paper (literary essay or explanatory report)	Minimum of one (students should have a choice) Length: four to six pages with minimum of five sources, at least to three found by students through a research search engine, with citations following standard formatting regulations (e.g., APA, MLA, as decided by school faculty)
Lyrical and poetic poetry, prose poems, songs, rap	Encouraged Length: dictated by form
Visual/multi-media web page, model, collage, photo essay, drama	Encouraged Length: dictated by form
Multi-genre study choose and develop an issue, theme, or question using a variety of sources	Minimum of one Minimum of five pieces (as there is limited time, the text forms outlined above may be explored through the multi-genre approach)

Writing Strategies and Behaviours

By the end of Grade 12, students performing at **appropriate** achievement will demonstrate confidence about writing and commitment to their writing goals by employing the writing process as outlined below. Students performing at **strong** achievement are motivated to produce multiple drafts, are committed to revision, and aspire to create original work. The depth and breadth of the strong writer's reading life is evident in written work and in their contributions to class discussions and collaborative work.

Generating: planning and drafting
- select and develop topics for a variety of purposes and audiences
- refine ideas by creating hypotheses, generating questions and conducting research
- choose organization frameworks (graphic organizers, note-making) to manage content, collect ideas and generate new knowledge and perspectives
- draft a cohesive text, making critical choices about what to include or exclude according to purpose and audience

Reviewing: revising and editing
- clarify, strengthen and refine by adding, deleting, substituting and rearranging text
- request and evaluate constructive criticism
- refine text with literary devices and text features
- attend to fluency, often by reading aloud; adjust sentences, words and phrases
- proofread and use reference and technology tools to support correction process

Publishing: preparing text for the public
- finish and present using a variety of formats (e.g., written text, short films, web sites) and technology tools
- reference all sources, within and in a bibliography, using a standard framework (e.g., MLA, APA) and available technology

Traits of Writing

Below are descriptors of the expectations for achievement in each of the traits. Overall, writing considered **strong** often shows sophistication as reflective of the writer's capacity to make connections and integrate their world knowledge gained through a commitment to continuous reading and learning

Content Overall topic, degree of focus, related details

Appropriate Achievement	Strong Achievement
• define a specific topic with a main idea or thesis statement that supports an identifiable purpose and a specific audience • maintain focus to support the topic • elaborate on the main idea with relevant details	**In addition to** Appropriate Achievement indicators, Strong Achievement includes: • define a specific topic with a main idea or thesis statement that captures the purpose and audience • remain focused on the main idea, with original, thoughtful and/or compelling ideas • develop ideas with supportive details and sustain focus throughout

Sample Prompts

• Who is your audience? What would your audience know about this topic? How can you interest the reader in this topic?
• What is your main idea? Is it clear and well developed?
• Which topics are closest to your own experience? Which ideas require more research?
• What specific details do you think would enhance your reader's understanding?
• What can be accomplished through this piece of writing? What kind of information would influence the reader?

Word Choice Vocabulary, language and phrasing

Appropriate Achievement	Strong Achievement
• purposefully choose precise or interesting words and phrases to effectively convey meaning • choose literary devices; demonstrate effort to go beyond the ordinary • use vocabulary that is varied; attend to parallel structure	**In addition to** Appropriate Achievement indicators, Strong Achievement includes: • include rich, domain-specific vocabulary and phrases • employ literary devices • use language judiciously; maintain parallel structures

Sample Prompts

• What are some specific words you used to evoke an emotion or make a point?
• How would dialect or terms from another language enhance this writing?
• What word revisions have you made to clarify your ideas and to make your writing more concise?
• Do all of the verbs in this series follow the same pattern?

All writers should be supported to use technology to do the research and revision required to produce written texts at the Grade 12 level.

Grade 12

Organization Overall topic, degree of focus, related details

Appropriate Achievement	Strong Achievement
• select an appropriate form (see Text Forms) and provide an engaging introduction that reveals the purpose; if appropriate, include a thesis statement • create smooth transitions between elements (ideas, sentences, paragraphs) to clarify complex ideas and relations • craft a purposeful structure to present details that support the main idea or thesis • Impact the reader with an effective conclusion	**In addition to** Appropriate Achievement indicators, Strong Achievement includes: • introduce with a compelling statement that informs purpose; create a focused and dynamic thesis statement • include smooth paragraphs with fluid transitions between all elements • vary internal structures to enhance interest • impact the reader with a dynamic and effective conclusion

Sample Prompts

- What did you do to help you organize your writing before you began?
- Are there inconsistencies in this piece of writing? How can consistency be created?
- How can you show that this part connects to the part you wrote here?
- How does your placement of the main idea or thesis statement create an effective introduction?
- How is this piece structured to maintain or support the purpose?
- Will your conclusion change or impress your reader? How?

Voice Evidence of author's style, personality and experience

Appropriate Achievement	Strong Achievement
• skilfully engage the audience • show care and commitment to the topic, theme and purpose • generate strong feeling, energy, individuality and sincerity • choose appropriate tone for the purpose and audience	**In addition to** Appropriate Achievement indicators, Strong Achievement includes: • skilfully connect with the audience (e.g., communicate conflict and/or convictions • convey dedication to the topic, theme and purpose, often through unique or original choices • reveal writer's perspective as appropriate to the purpose, audience and context

Sample Prompts

- What devices did you use to manipulate the reader? What emotions will your writing create?
- What are your biases? What evidence is there of these?
- Is your tone appropriate for the writing task, audience and context?
- Will your reader feel your personal stand? Will it seem original and sincere?
- Will your reader agree with you? What techniques have you used to engage your reader?
- Will your reader "hear" your voice?
- How will your writing influence or impact the reader, the culture or the world?

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Grade 12

Sentence Structure — Variety and complexity of sentences

Appropriate Achievement	Strong Achievement
• include well-crafted sentences (pronoun references, expanding and contracting sentence elements) to support meaning and readability • use coherent paragraphs; vary paragraph lengths to create interest; attend to transitions • vary sentence lengths and beginnings to create rhythm and flow	**In addition to** Appropriate Achievement indicators, Strong Achievement includes: • include well-crafted sentences that enhance meaning and readability • sustain readability and interest with unified and coherent paragraphs • deliberately vary sentence lengths and beginnings to enhance meaning and create lyrical flow

Sample Prompts

- What is the purpose of your writing? How can the sentence lengths help you achieve your purpose?
- Reread this part and see if it is easy to read aloud.
- What is the topic of this paragraph? Are there sentences that wander or create confusion?
- This is a fairly long sentence. Does it seem awkward? How can we fix it?

Conventions — Spelling, punctuation, capitalization, usage and citation

Appropriate Achievement	Strong Achievement
• include internal punctuation and paragraphing of dialogue • use correct grammatical structures; occasional errors created by risk-taking • use capitals correctly to identify proper nouns, titles, words used as names, and abbreviations • use reference tools to ensure standard spelling • use a range of print characteristics and layout to enhance meaning • use appropriate format to cite sources	**In addition to** Appropriate Achievement indicators, Strong Achievement includes: • consistently and skilfully use conventions to communicate effectively, enhance meaning, realize voice and demonstrate creativity

Sample Prompts

- Do you need help understanding any grammar checker suggestions?
- Did you use a mentor text to help you with text layout?
- Are citations in the correct format?
- Are these words used as proper nouns in this sentence? Should they be capitalized?

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Text Forms

The following is not an exhaustive list. As writers become more experienced, they may mix two or more genres to communicate information in different ways. Combinations are chosen with a clear purpose and integrated into one harmonious text. Writing like a reader is the focus.

	Purpose	Framework	Features
Persuasive	To discuss and/or debate ideas that develop an argument and convince the reader to agree with the writer's opinion	• introduction provides an overview of the topic and states position or claim (thesis) • evidence with supporting statements is drawn from facts and/or personal experience; acknowledges other points of view and counter-arguments • conclusion reinforces or summarizes position	• persuasive devices • informal: first person formal: third person
Explanatory	To explain how or why something came to be or how something works	• introduction identifies topic with a statement, question or definition • analysis of the process of how or why demonstrates the relationships between the parts and reveals cause-and-effect connections • conclusion states unusual features of the phenomenon and/or reiterates the main points	• may include figures and tables to enhance written text • literary devices to clarify ideas • technical, subject-specific vocabulary
Descriptive Report	To describe a topic or subject	• Introduction identifies the topic and provides background that may include a definition or a classification • Description includes details supported by formal or informal research • Conclusion summarizes, or restates, key ideas; may include an impersonal evaluative comment	• may include figures and tables to enhance written text • includes comparisons and contrasts
Memoir	To capture a defining personal memory	• Introduction identifies the personal event • events are in logical order and capture the subject's feelings and experiences • conclusion reinforces why this was a defining personal moment	• may include flashbacks, quotes • language and literary devices create sensory images
Biography, Historical Recount or Current Event	To provide a factual account of a life, or a current or historical event	• introduction establishes the person or event • key events describe people and experiences in chronological order • conclusion restates reasons for fame or significance	• third-person point of view
Literary Essay	To present the writer's interpretation or analysis of a text	• introduction states a thesis and establishes its subject • analysis directly supports the thesis • conclusion reinforces the thesis	• third-person voice • formal tone • quotations as proof or evidence

Instructions or Procedures	To tell how to do something	• purpose is introduced by the title and/or opening statement(s)
		• subsections may include:
		  • materials or ingredients (list materials)
		  • method or process (key steps in correct order with sequential details)
		  • data
		  • analysis of results
		• conclusion: a closing statement or summation
			• headings, illustrations, diagrams, photographs, labels, multimedia, technical or domain-specific language
			• point form or full sentences starting with numbers or sequence words
			• present tense, often in the imperative form

Narrative	To convey an imaginative or personal experience	• introduction evokes an emotional response and reveals one or more story elements • plot includes character development and creates the tension that leads to the climax • conclusion generally resolves the conflict and brings closure	• language and literary devices create sensory images • may include flashbacks • internal and external dialogue
Poetry	To entertain, express deep meaning, evoke emotion, create images, or introduce a perspective	• organized according to a specific structure or free verse	• lines usually short and concise • evocative language • poetic and literary devices • purposeful use of line breaks and white space