

## Grade 9

### Writing Strategies and Behaviours

By the end of Grade 9, students performing at **appropriate achievement** will use the processes outlined below. They will be able to explain choices in terms of purpose and audience. In addition to this, students performing at **strong achievement** will also take risks and attempt techniques observed while reading/viewing.

#### Generating: planning and drafting

- select and develop a topic based on a purpose; demonstrate awareness of audience and competence crafting a variety of text forms (including hybrids)
- write/create with purpose and understand the influence of the writer/creator
- gather ideas from a variety of sources and use a framework (e.g. web, graphic organizer) to sort and classify the information/ideas, recognize different perspectives, and make new connections; apply knowledge of copyright/plagiarism
- draft a text making critical choices about ideas/content based on the purpose and intended audience

#### Reviewing: revising and editing

- independently reread to add to, delete from, or reorganize the text to clarify and strengthen content
- request, obtain, and make decisions about constructive criticism
- refine text to enhance impact
- select literary and print/visual/audio devices to influence audience
- reread aloud, review and listen for fluency; make changes to sentences and word/visual/audio choices to provide variety and ensure parallel structure
- use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions, and strengthen word/visual/audio choices

#### Publishing: preparing text for the public

- choose appropriate text and text features to suit purpose
- use a variety of publishing formats (e.g., pamphlets, posters, web sites, video) and technology tools
- reference all sources, in a bibliography, using a standard framework (e.g., MLA, APA) and available technology

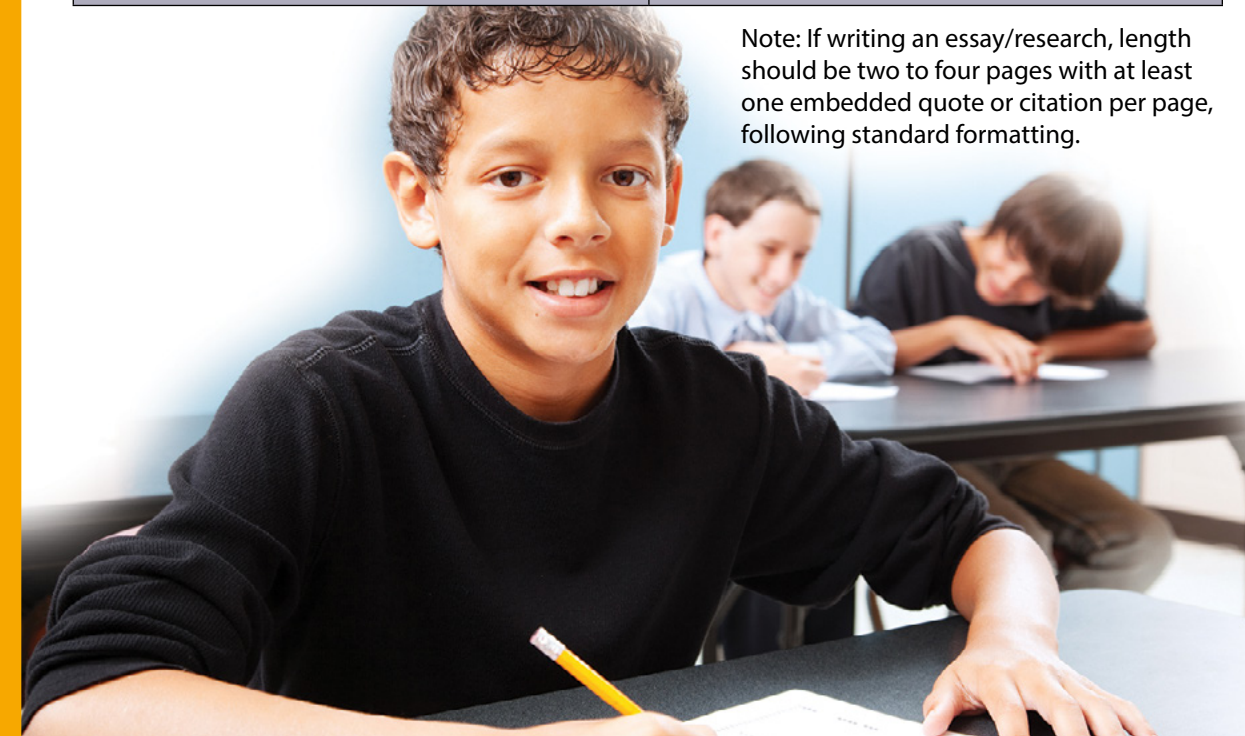


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### Writing Achievement Standards

The following outlines published texts recommended over the Grade 9 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 and representing folder (completed, polished pieces expected in the portfolio for summative assessment). Additional writing and writing support is expected in all subject areas.

Genres/Forms	Quantity and Suggested Length
<b>Persuasive</b> Reflective essay, letter, editorial, media ad, argument, documentary, opinion piece, review, advice column	Minimum of one Length: dictated by form
<b>Expository/Informative</b> essay, report, factual account, setting descriptions, instructions, procedures, periodical article	Minimum of one Length: dictated by form
<b>Narrative Fiction</b> story, fable, legend, graphic fiction	Minimum of one Length: dictated by form
<b>Narrative Non-Fiction</b> narrative, memoir, biography, autobiography, blog, journal, anecdotes, graphic non-fiction, friendly letter	Minimum of one Length: maximum four pages (focus on skills, not length)
<b>Lyrical and Poetic</b> poetry, songs, rap	Minimum of one Length: dictated by form
<b>Visual/Multimedia</b> web page, presentation, collage, photo essay, model, script, drama	Minimum of one Length: dictated by form



Note: If writing an essay/research, length should be two to four pages with at least one embedded quote or citation per page, following standard formatting.

## Text Forms

Information in this list is not exhaustive. It can be applied to print, visual, or multimedia texts. As writers/creators become more experienced, they may mix two or more forms to communicate information in different ways. Combinations are chosen with a clear purpose and integrated into one harmonious text. Writing/creating like a reader/viewer is the focus.

	Purpose	Framework	Features
<b>Persuasive</b>	To discuss and/or debate ideas developing an argument to convince the reader to agree with the writer's premise	<ul style="list-style-type: none"> <li>introduction provides an overview of the topic and states the writer's position</li> <li>three or more arguments that have supporting statements drawn from facts or personal experience, identifies other points of view and counterarguments</li> <li>conclusion reinforces or summarizes position</li> </ul>	<ul style="list-style-type: none"> <li>persuasive devices</li> <li>linking words/phrases</li> <li>informal: first person</li> <li>formal: third person</li> </ul>
<b>Explanatory</b>	Explain how or why something came to be or how something works	<ul style="list-style-type: none"> <li>introduction identifies topic with a statement, question or definition</li> <li>analysis of the process showing the relationships between the parts and cause-and-effect connections</li> <li>conclusion states unusual features of the phenomenon and/or reiterates the main points</li> </ul>	<ul style="list-style-type: none"> <li>may include title, illustrations or diagrams</li> <li>present tense with some passive verbs</li> <li>technical, subject-specific vocabulary</li> </ul>
<b>Descriptive Report</b>	To describe a topic or subject	<ul style="list-style-type: none"> <li>introduction identifies the topic and provides background that may include a definition or a classification</li> <li>description includes details supported by formal or informal research</li> <li>conclusion summarizes, or restates, key ideas; may include an impersonal evaluative comment</li> </ul>	<ul style="list-style-type: none"> <li>may include figures and tables to enhance text</li> <li>includes comparisons and contrasts</li> </ul>
<b>Memoir</b>	To capture a defining personal memory	<ul style="list-style-type: none"> <li>introduction identifies the personal event</li> <li>events are in logical order and capture the subject's feelings and experiences</li> <li>conclusion reinforces why this was a defining personal moment</li> </ul>	<ul style="list-style-type: none"> <li>may include flashbacks, quotes</li> <li>language and literary devices create sensory images</li> </ul>
<b>Biography, Historical Recount or Current Event</b>	To provide a factual account of a life, or a current or historical event	<ul style="list-style-type: none"> <li>introduction establishes the person or event</li> <li>key events describe people and experiences in chronological order</li> <li>conclusion restates reasons for fame or significance</li> </ul>	<ul style="list-style-type: none"> <li>may include quotes</li> <li>may present information through a variety of text (e.g., diary entries, photo captions)</li> <li>third-person point of view</li> </ul>
<b>Literary Essay</b>	To present the writer's interpretation or analysis of a text	<ul style="list-style-type: none"> <li>introduction states a thesis and establishes its subject</li> <li>analysis directly supports the thesis</li> <li>conclusion reinforces the thesis</li> </ul>	<ul style="list-style-type: none"> <li>third-person voice</li> <li>formal tone</li> <li>quotations as proof or evidence</li> </ul>
<b>Instructions or Procedures</b>	To tell how to do something	<ul style="list-style-type: none"> <li>purpose is introduced by the title and/or opening statement(s)</li> <li>subsections may include:                             <ul style="list-style-type: none"> <li>materials or ingredients (list materials)</li> <li>method or process (key steps in correct order with sequential details)</li> </ul> </li> <li>conclusion: a closing statement or summation</li> </ul>	<ul style="list-style-type: none"> <li>headings, illustrations, diagrams, labels, technical or domain-specific language</li> <li>point form or full sentences</li> <li>numbers or sequence words</li> <li>present tense, often in the imperative form</li> </ul>
<b>Narrative</b>	To convey an imaginative or personal experience	<ul style="list-style-type: none"> <li>introduction evokes an emotional response and reveals one or more story elements</li> <li>plot includes character development and creates the tension that leads to the climax</li> <li>conclusion generally resolves the conflict and brings closure</li> </ul>	<ul style="list-style-type: none"> <li>language and literary devices create sensory images</li> <li>may include flashbacks</li> <li>internal and external dialogue</li> </ul>
<b>Poetry</b>	To entertain, express deep meaning, evoke emotion, create images, or introduce a perspective	<ul style="list-style-type: none"> <li>organized according to a specific structure or free verse</li> </ul>	<ul style="list-style-type: none"> <li>lines usually short and concise</li> <li>evocative language</li> <li>poetic and literary devices</li> <li>purposeful use of line breaks and white space</li> </ul>



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### Traits of Writing

Most aspects of the traits can be applied to visual and multimedia texts with some adjustments/ additions. For example, choice of images and audio and how these are grouped and combined replace/ augment indicators in word choice and sentence structure.

Overall, writing/creations considered **strong** include indicators in addition to those defined as **appropriate**, and they often show sophistication as reflective of the writer/creator's capacity to make connections and integrate world knowledge gained through reading and learning in and beyond school.

#### Content Overall topic, degree of focus, related details

Appropriate Achievement	Strong Achievement
<ul style="list-style-type: none"> <li>define a specific topic with a main idea that supports the purpose and audience</li> <li>develop ideas relevant to the topic</li> <li>elaborate on the main idea, add relevant details, and maintain focus with minimal distractions</li> </ul>	<p><b>Along with</b> indicators outlined in Appropriate Achievement, writers performing at Strong:</p> <ul style="list-style-type: none"> <li>define a specific topic with a main idea that captures the purpose and audience</li> <li>remain focused on the main idea, with original, thoughtful and/or compelling ideas</li> <li>provide relevant supportive reasoning and maintain focus throughout</li> </ul>

#### Sample Prompts

- What specific details do you think would enhance this part for your audience?
- What can be accomplished through this text?

#### Organization Structure and form, dependent on purpose and audience

Appropriate Achievement	Strong Achievement
<ul style="list-style-type: none"> <li>select an appropriate form and use an engaging introduction that includes the purpose</li> <li>use an underlying structure to present ideas (e.g., temporal sequence, cause and effect, compare and contrast)</li> <li>has well-developed paragraphs/sections with smooth transitions</li> <li>has a definite conclusion</li> </ul>	<p><b>Along with</b> indicators outlined in Appropriate Achievement, writers performing at Strong:</p> <ul style="list-style-type: none"> <li>introduce with a compelling statement that informs purpose</li> <li>include smooth paragraphs/sections with fluid transitions</li> <li>vary the organizational structures to enhance interest (e.g., hybrids, flashback, story within a story) and use a variety of ways to focus the topic (e.g., time structures, theme)</li> <li>include a supportive and effective conclusion</li> </ul>

#### Sample Prompts

- What did you do to help you organize your writing/project before you began?
- Here's where I got confused
- How can you show that this part connects to this previous/subsequent part?

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## Grade 9

### Word Choice Vocabulary, language and phrasing

Appropriate Achievement	Strong Achievement
<ul style="list-style-type: none"> <li>include interesting words and/or technical/ subject-specific language to enhance meaning</li> <li>use figurative language (e.g., metaphor, analogy, symbolism)</li> </ul>	<p><b>Along with</b> indicators outlined in Appropriate Achievement, writers performing at Strong:</p> <ul style="list-style-type: none"> <li>effectively include vivid descriptive vocabulary/ precise technical words</li> <li>use figurative language effectively</li> </ul>

#### Sample Prompts

- What did you do to help you organize your writing before you began?
- Are there any 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 the writing's purpose?
- Will your conclusion change or impress your reader? How?

### Voice Evidence of author's style, personality and experience

Appropriate Achievement	Strong Achievement
<ul style="list-style-type: none"> <li>skilfully connect the audience to the topic</li> <li>show care and commitment to the topic</li> <li>generate strong feeling, energy and individuality</li> </ul>	<p><b>Along with</b> indicators outlined in Appropriate Achievement, writers performing at Strong:</p> <ul style="list-style-type: none"> <li>skilfully connect with the audience by sharing thoughts, feelings, inner conflict and convictions</li> <li>demonstrate a strong commitment to the topic</li> <li>develop ideas in a unique or unusual way, revealing the writer's perspective</li> </ul>

#### Sample Prompts

- How did you influence the reader to agree with you? What devices did you use?
- Will your reader/viewer/listener be able to tell that you know and care about?
- This part made me feel.

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### Sentence Structure Variety and complexity of sentences

Appropriate Achievement	Strong Achievement
<ul style="list-style-type: none"> <li>include well-crafted sentences (pronoun references, expanding and contracting sentence elements) to support meaning and readability</li> <li>vary sentence length for rhythmic flow</li> </ul>	<p><b>Along with</b> indicators outlined in Appropriate Achievement, writers performing at Strong:</p> <ul style="list-style-type: none"> <li>include well-crafted sentences that enhance meaning and readability through sustained and coherent paragraphs</li> <li>vary sentence length to further ideas and create a lyrical flow</li> </ul>

#### Sample Prompts

- What is the strongest sentence in your piece and what makes it strong?
- How can we make this sentence (longer, shorter, etc.)?
- Reread this part and see if it is easy to read aloud.

### Conventions Spelling, punctuation, capitalization, usage and citation

Appropriate Achievement	Strong Achievement
<ul style="list-style-type: none"> <li>include internal punctuation (e.g., commas, semi-colons, colons, dash, hyphen, parentheses, apostrophes) and paragraphing of dialogue</li> <li>apply correct grammatical structures that make the text readable (numbers, apostrophe, contractions, plurals, conjunctions, all parts of speech, etc.)</li> <li>correctly spell almost all words; use spelling support (e.g., dictionary, spell checker); correctly use homophones</li> <li>use a range of print characteristics and layout to enhance the meaning (e.g., headings, visuals, white space, italics, bold, font size, and style)</li> </ul>	<p><b>Along with</b> indicators outlined in Appropriate Achievement, writers performing at Strong:</p> <ul style="list-style-type: none"> <li>use conventions skillfully to enhance meaning and voice</li> <li>make informed decisions about text layout and print characteristics to enhance meaning (e.g. headings, visuals, white space, italics, bold, font size, and style)</li> </ul>

#### Sample Prompts

- Are there grammar checker suggestions that you need help understanding?
- Did you use a mentor text to help you with text layout?

#### General Conference Prompts

- What did you decide to revise after you shared your draft with a peer?
- What is the best way to publish this text?

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