



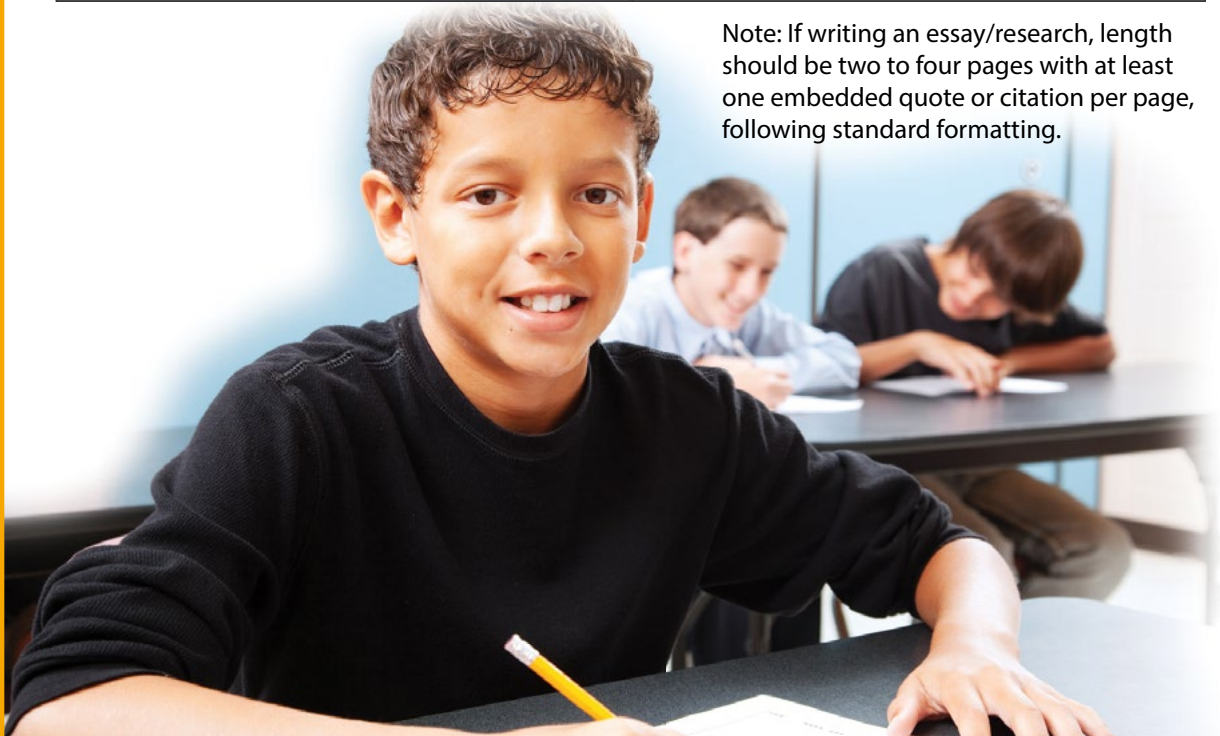
Grade 9

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





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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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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"> define a specific topic with a main idea that supports the purpose and audience develop ideas relevant to the topic elaborate on the main idea, add relevant details, and maintain focus with minimal distractions 	<ul style="list-style-type: none"> define a specific topic with a main idea that captures the purpose and audience remain focused on the main idea, with original, thoughtful and/or compelling ideas provide relevant supportive reasoning and maintain focus throughout

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"> select an appropriate form and use an engaging introduction that includes the purpose use an underlying structure to present ideas (e.g., temporal sequence, cause and effect, compare and contrast) has well-developed paragraphs/sections with smooth transitions has a definite conclusion 	<ul style="list-style-type: none"> introduce with a compelling statement that informs purpose include smooth paragraphs/sections with fluid transitions 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) include a supportive and effective conclusion

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?

All students should be supported to use technology to do the research and revision required to produce written texts at the Grade 9 level.



Grade 9

Word Choice Vocabulary, language and phrasing

Appropriate Achievement

- include interesting words and/or technical/ subject-specific language to enhance meaning
- use figurative language (e.g., metaphor, analogy, symbolism)

Strong Achievement

- effectively include vivid descriptive vocabulary/ precise technical words
- use figurative language effectively

Sample Prompts

- Find a place in your writing where you wrote so the reader could visualize.
- Show me the thesaurus words that you used to replace some of your ordinary words.
- What are some words we've been learning in (subject area) that would help you tell about this topic?

Voice Evidence of author's style, personality and experience

Appropriate Achievement

- skillfully connect the audience to the topic
- show care and commitment to the topic
- generate strong feeling, energy and individuality

Strong Achievement

- skillfully connect with the audience by sharing thoughts, feelings, inner conflict and convictions
- demonstrate a strong commitment to the topic
- develop ideas in a unique or unusual way, revealing the writer's perspective

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 _____.



Grade9

Sentence Structure Variety and complexity of sentences

Appropriate Achievement

- include well-crafted sentences (pronoun references, expanding and contracting sentence elements) to support meaning and readability through coherent paragraphs
- vary sentence length for rhythmic flow

Strong Achievement

- include well-crafted sentences that enhance meaning and readability through sustained and coherent paragraphs
- vary sentence length to further ideas and create a lyrical flow

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

- include internal punctuation (e.g., commas, semi-colons, colons, dash, hyphen, parentheses, apostrophes) and paragraphing of dialogue
- apply correct grammatical structures that make the text readable (numbers, apostrophe, contractions, plurals, conjunctions, all parts of speech, etc.)
- correctly spell almost all words; use spelling support (e.g., dictionary, spell checker); correctly use homophones
- use a range of print characteristics and layout to enhance the meaning (e.g., headings, visuals, white space, italics, bold, font size, and style)

Strong Achievement

- use conventions skillfully to enhance meaning and voice
- make informed decisions about text layout and print characteristics to enhance meaning (e.g. headings, visuals, white space, italics, bold, font size, and style)

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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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
Persuasive	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"> introduction provides an overview of the topic and states the writer's position three or more arguments that have supporting statements drawn from facts or personal experience, identifies other points of view and counterarguments conclusion reinforces or summarizes position 	<ul style="list-style-type: none"> persuasive devices linking words/phrases informal: first person formal: third person
Explanatory	Explain how or why something came to be or how something works	<ul style="list-style-type: none"> introduction identifies topic with a statement, question or definition analysis of the process showing the relationships between the parts and cause-and-effect connections conclusion states unusual features of the phenomenon and/or reiterates the main points 	<ul style="list-style-type: none"> may include title, illustrations or diagrams present tense with some passive verbs technical, subject-specific vocabulary
Descriptive Report	To describe a topic or subject	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> may include figures and tables to enhance text includes comparisons and contrasts
Memoir	To capture a defining personal memory	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> introduction establishes the person or event key events describe people and experiences in chronological order conclusion restates reasons for fame or significance 	<ul style="list-style-type: none"> may include quotes may present information through a variety of text (e.g., diary entries, photo captions) third-person point of view
Literary Essay	To present the writer's interpretation or analysis of a text	<ul style="list-style-type: none"> introduction states a thesis and establishes its subject analysis directly supports the thesis conclusion reinforces the thesis 	<ul style="list-style-type: none"> third-person voice formal tone quotations as proof or evidence
Instructions or Procedures	To tell how to do something	<ul style="list-style-type: none"> purpose is introduced by the title and/or opening statement(s) subsections may include: <ul style="list-style-type: none"> materials or ingredients (list materials) method or process (key steps in correct order with sequential details) conclusion: a closing statement or summation 	<ul style="list-style-type: none"> headings, illustrations, diagrams, labels, technical or domain-specific language point form or full sentences numbers or sequence words present tense, often in the imperative form
Narrative	To convey an imaginative or personal experience	<ul style="list-style-type: none"> introduction attempts to evoke 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> organized according to a specific structure or free verse 	<ul style="list-style-type: none"> lines usually short and concise evocative language poetic and literary devices purposeful use of line breaks and white space