**Writing Qualities Checklist for Grade 8 ELA**

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| **Ideas Checklist** | **Organization/Form Checklist** | **Conventions Checklist** |
| * focuses on main ideas and information * provides relevant details, examples, and explanations * is accurate, complete * uses own words * shows individuality or originality * ideas and images that create an impact * varied sentence beginnings * uses effective conclusions | * introduces the topic and purpose * provides some context * sticks to the topic * easy to follow * related ideas grouped together * logical sequence * uses appropriate connecting words * creates a logical ending * includes text features (e.g., titles, headings, diagrams, illustrations) * correctly constructed * use common organizational patterns within texts (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast) * creates strong leads * effective conclusions * uses transition words | * uses clear purpose and language * good sense of audience * uses a variety of sentence lengths * uses of several different conjunctions * formulates complete, simple, compound, and complex sentences correctly * avoids run-ons and fragments * uses correct punctuation including: * Colon * Dash * Hyphen * Capitalization * Periods * Commas and Semicolons * Quotation marks * rules of usage follows Canadian English * use appropriate register, role, tone, and usage for different purposes (e.g. understanding formal communication - avoid the personal “I/you” ) * use specific words and synonyms for variety * use common homonyms (e.g., whose/who’s) * use often confused words (e.g., lend/borrow) correctly * spell most words correctly using Canadian spelling (e.g. use a variety of strategies and resources to learn the correct spelling of words; use spelling rules, range of spelling patterns; sound-symbol relationships and rules, to help identify, analyze, and correct spelling errors) |

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| **Sentence Structure Checklist** | **Word Choice Checklist** | **Voice/Point of View Checklist** |
| * uses appropriate connecting words * correctly constructed * interesting sentences and on topic * clear sentence structures that contain a verb and its subject (average length of sentences in free writing – 10.2; in rewriting – 9.8) * combine sentences to form compound and complex sentences for variety, interest, and effect * use complete sentences with appropriate subordination and modification * *use subordination to show more precisely the relationship between ideas* (e.g., because, although, when) and to avoid a string of compound sentences * make sentences more precise (e.g. by reducing a main idea (clause) to a subordinate idea (clause)reduce, when appropriate subordinate clause to a phrase or single word * vary sentence beginnings * ensure agreement of subject, verbs, and pronouns and use correct forms including pronouns acting as subjects and objects (e.g., “Him and his brother …”) * correctly place qualifiers | uses own words  individuality or originality  - ideas and images that create an impact  - avoid the personal “I/you” in formal communication  *artistic devices* (e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism)   * use transition words * use specific words and synonyms for variety | * personal viewpoints * use language that demonstrates respect for others (including people of different ages * abilities, genders, cultures) * ensure voice/tone is appropriate to audience and text type * *artistic devices* (e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism) * Use words that are appropriate for audience, purpose, and context and *capture a particular aspect of intended meaning* |