**A Quick Overview of the Writing Component of Grade 9 ELA**

**A. Writing Themes:**

 ***Identity Social Responsibility Efficacy***

**B. Purpose for Writing –**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Describe** | **Narrate** | **Expository, Informational, and Procedural**  | **Persuade** | **Respond** |
| **Create descriptive texts (e.g., profile of a character, describe a scene) as follows:**- present a clear and colourful picture - include sensory details and vivid words - use dialogue when appropriate- develop a logical order (e.g., background, physical description) | **Create narrative texts (e.g., narrative essay, personal essay, short story) as follows:**- describe with concrete sensory details (sights, sounds, and smells of the scene)- describe specific actions, movements, and feelings of the characters (use interior monologue to depict characters’ feelings)- use narrative and descriptive devices (e.g., relevant dialogue, specific action, physical description, comparison or contrast)- develop narrative systematically leading to a climax or conclusion- reveal the significance of and the subject’s attitude about the incident, event, or situation  | **Create expository, informational, and procedural texts** **(e.g. a research report, a consumer letter) as follows:**- pose relevant questions to limit scope of presentation- introduce the purpose and define a thesis - develop topic with important facts, details, examples, and explanations from multiple authoritative sources- include several paragraphs or sections organized in logical sequences- use transitionsorganize and display information on charts, maps, and graphsoffer conclusion(s)- anticipate and address viewer’s, listener’s and reader’s potential misunderstandings, biases, and expectations | **Create persuasive texts (e.g., letter to the editor, review) as follows:**- use persuasive language- include a well-defined thesis (i.e., make a clear and knowledgeable judgement)- state a position clearly and convincingly- provide support by fact, reasons, examples, explanations, and evidence to support position- differentiate fact from opinion - support argument with detailed reasoning and examples- structure ideas and arguments in a sustained and logical fashion- maintain a reasonable tone- address viewer’s, listener’s, or reader’s concerns, biases, expectations | Write response to texts to demonstrate a comprehensive grasp of the significant ideas of literary texts and support important ideas and viewpoints through accurate and detailed references to the text, and demonstrate awareness of the author’s use of language. |
| **Create original texts to communicate and demonstrate understanding of forms and techniques.** |
| e.g. different expectations for formal or informal contexts- experiment with tone, persona, point of view, imagery, dialogue, figurative language |

**C. Format for Writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Paragraph** | **Multi-paragraph** | **essays** |  |
|  | **- letter (letter to the editor)** | at least 1,500 words |  |

**Other Writing Formats to include**

|  |  |  |  |
| --- | --- | --- | --- |
| Poem | Story | Personal Essay | Explanation |
| Summary | Argument | Letter | Biography |
| Speech | Debate | Meeting | **Précis** |
| Script | Advice Column | Video Documentary | Comic Strip |

**D. Writing Process**

1. preparing (pre-writing, refer to *Before Writing* strategies)

2. creating drafts (refer to *During Writing* strategies)

3. editing and revising (refer to *After Writing* strategies)

 Peer conferencing

 Teacher conferencing

4. presentation or final copy or product

* covering page
* list of references
* uses legible cursive handwriting (legible and neat) when appropriate and printing when appropriate (labelling a map, etc.)
* handwriting shows appropriate speed and control
* balance words and visuals as well as fonts (typefaces/print) in order to send a coherent and clear message to specific audiences
* can use visuals, and multimedia aids to enhance presentation
* design and publish documents by using publishing software and graphics programs.

**E. Writing Qualities (6 + 1 traits)**

 - ideas

 - organization

 - conventions

 - sentence structure

 - word choice

 - voice

 - presentation

**F. Writing Strategies**

- Before

- During

- After

**G. Using Writing Workshop to Teach Writing**

- mini lesson

 - connect/practice

 - write/teacher conference

 - share

**H. Text Structures and Features**

|  |  |
| --- | --- |
| **Form/Genre** |  |
| **Artistic Devices** | e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism |
| **Elements** | e.g. point of view, conflict, theme, supporting arguments |
| **Text Features** | e.g., credits, headings, diagrams, columns, sidebars, pull-quotes |
| **Literary Techniques** | e.g., imagery, dialogue, figurative language, humour, tone |

**I. Use of Reference Tools**

Dictionaries Thesauri Handbooks

* determine meaning of words
* to check spelling
* to verify usage
* recognize and use words figuratively and for imagery
* spell most words correctly using Canadian spelling
* use a variety of strategies and resources to learn the correct spelling of words
* use knowledge of spelling generalizations