**Writing Qualities Checklist for Grade 9 ELA**

|  |  |  |
| --- | --- | --- |
| **Ideas Checklist** | **Organization/Form Checklist** | **Conventions Checklist** |
| * Focuses on main ideas and information for audience and purpose ( formal or informal) * provides relevant details, examples, and explanations * is accurate, complete * uses own words * shows some individuality or originality in literary texts * contains ideas and images that create an impact.   use language and techniques to create a dominant impression, mood, tone, and style. | * introduces the topic and purpose * provides context * sticks to the topic * easy to follow with related ideas grouped together (sequence is logical) * uses a variety of connecting words * creates a logical ending * includes appropriate, and required text features (e.g., titles, headings, diagrams, illustrations) * is correctly constructed * uses paragraphs that have main ideas and supporting details * use organizational patterns within texts (chronological, enumerative, procedural, problem/solution, cause/effect, comparison/contrast) * craft strong leads, coherent bodies, and effective conclusions *(new to Grade 9)* * maintains focus and ensure unity and coherence in text from beginning to end * uses effective transition words | * uses clear purpose and language * shows a good sense of audience * contains description and variety * contains a variety of sentence lengths and varied sentence beginning * uses several different conjunctions * formulates simple, compound, and complex sentences * 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” ) * 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) * ensure agreement of subjects, verbs, and pronouns * use correct pronouns acting as subjects or objects (e.g., “Him and his brother…”) * correctly place qualifiers * correctly punctuate various titles |

**Writing Qualities Checklist for Grade 9 ELA**

|  |  |  |
| --- | --- | --- |
| **Sentence Structure Checklist** | **Word Choice Checklist** | **Voice/Point of View Checklist** |
| * use effective transition words * use complete sentences that are interesting and on topic * use sentence structures with a verb and its subject * average spoken sentence length – 10.5 words * average length freewriting – 10.2 * average length in rewriting – 9.8 * combine sentences to form compound and complex sentences * combine 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 by reducing a main idea (clause) to a subordinate idea (clause) * reduce, when appropriate, a subordinate clause to a phrase or single word * recognize that effective co-ordination, subordination, and apposition of ideas make sentences clear and varied * recognize and use parallel structure or balanced sentences for parallel ideas * use active versus passive verbs * vary sentence beginnings | * use appropriate register, role, tone, and usage * use effective transition words * use language and techniques to create a dominant impression, mood, tone, and style. * Use words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning * use specific words and synonyms for variety * use common homonyms (e.g., through/threw) and often confused words (e.g., affect/effect) correctly * avoid overused and misused words (e.g., irregardless, anyways, among/between) * consider both the denotative and connotative meaning of words; avoid wordiness, mixed metaphors, or “fancy” words *(new to Grade 9)* * demonstrate and use new vocabulary appropriately. | * ensure voice/tone is appropriate to audience and text type * use appropriate point of view (including third person) for purpose * experiment with different personas |