**Writing Qualities Checklist for Grade 9 ELA**

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| **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
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| **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
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