**Writing Strategies Checklist for Grade 9 ELA**

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| **Before Writing Checklist** | **During Writing Checklist** | **After Writing Checklist** |
| * consider **prompt or** find a **topic**
* activate **prior knowledge**
* consider the key components including:
* **purpose** (entertain, explain, surprise, persuade, describe, or narrate)
* **role**
* **audience** (how to engage intended audience and what response is wanted from them)
* **format**
* **topic**
* consider **timelines and deadlines**
* generate specific **ideas** and information that might be included
* from your own ideas
* or from others
* consider and choose/adapt a possible **form**
* What form is best to present your idea?
* **collect and focus ideas** and information (e.g., consider how much is already known about the subject, what additional information is available, and where it may be found)
* **plan and organize ideas** for drafting (mapping and • authoring) (e.g., state focus for communication in sentence and then map or outline a plan that might develop that focus)
* **consider** **language** to use
* formal or informal
* consider what to emphasize in the communication and what tone or voice could be used)
 | * + create draft(s) and experiment with possible product(s)
	+ develop a first draft that introduces the topic and gives the focus statement
	+ covers each part of the topic, uses details explaining the topic
	+ ends in a way that gives the viewer, listener, reader a final thought
	+ revise and edit draft with audience and purpose in mind
	+ experiment with communication features and techniques
	+ try creating in a different style for a different audience
	+ get feedback and suggestions from peers and others
	+ articulate hopes for composition
	+ solicit use language and its conventions to construct message
	+ use the right level of language for purpose and audience
	+ reflect, clarify, self-monitor, self-correct, and use a variety of “fix-up” strategies (e.g., check for active, forward-moving sentences; cut, clarify, and condense
	+ acknowledge sources (e.g., acknowledge and cite sources accurately)
 | * + revise for content and meaning by adding, deleting, substituting, and rethinking (e.g., cut information that does not support focus
	+ refine so ideas are interesting, colourful, and understood
	+ revise for organization
	+ review method of development
	+ consider if the opening and closing are appropriate
	+ consider if a written composition reads smoothly and clearly
	+ revise for sentence structure and flow
	+ revise sentences for variety, verb choice, and length
	+ revise for word choice, spelling, and usage (e.g., consider clarity and quality of words)
	+ proofread for mechanics and appearance (e.g., check for spelling, usage, and mechanics)
	+ confer with peers, teacher, or others (e.g., provide meaningful feedback based on specific observations)
	+ keep comments positive and constructive
	+ polish, practise, and decide how work will be shared and published (e.g., review purpose and consider if the communication succeeds)
	+ share final product, reflect, consider feedback, and celebrate learning (e.g., prepare a portfolio; submit a manuscript)
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