**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) |