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| **Traits of Writing** | | |
|  | **Strong Achievement** | **Conference Prompts** |
| **Content** | * define a specific topic with a main idea/thesis statement that captures the purpose and audience * remain focused on the main idea, with original, thoughtful and/or compelling ideas * provide relevant supportive reasoning and maintain focus throughout; create hybrid text skilfully | *Who is the intended audience?*  *Which topics are closest to your own experience; which will require the most research?*  *What specific details do you think would enhance this part for your audience?*  *What can be accomplished through this piece of writing?*  *How will this topic create interest for the reader?* |
| **Organization** | * introduce with a compelling statement that informs purpose; create focused and dynamic thesis statement * include smooth paragraphs with fluid transitions among all elements (ideas, sentences, paragraphs); take risks to create originality   • vary the organizational structures to enhance interest (e.g., hybrids, flashback, story within a story) and use a variety of ways to focus the topic (e.g., time structures, theme)  • include a dynamic and effective conclusion that extends  the reader’s thinking on the topic  See *Text Forms* for elements of literary and information text | *What did you do to help you organize your writing before you began?*  *Are there any inconsistencies in this piece of writing?*  *How can you show that this part connects to the part you wrote here?*  *How does your placement of the main idea/thesis statement create an effective introduction?*  How is this piece structured to maintain the writing’s purpose?  How does this piece of writing show that you know about this topic? |
| **Word Choice** | * effectively include vivid descriptive vocabulary/ precise domain-specific words and phrases (strong nouns and verbs, colourful modifiers) * use figurative language effectively * consistently use vocabulary that is varied and creates parallel structure | *Are there words that can be omitted?*  *What are some specific words you used to evoke an emotion/make a point?*  *What are some words, specific to the subject area, that help you write on this topic?*  *Where have you eliminated adverbs in favour of active verbs?* |
| **Voice** | * skillfully connect with the audience by * sharing thoughts, feelings, inner conflict, and convictions * demonstrate a strong commitment to the topic * develop ideas in a unique/distinct or unusual way, revealing the writer’s perspective as appropriate to the purpose, audience, and context (formal, informal, academic/scientific) | *Where did you make the reader agree with you? What devices did you use?*  *Is your voice appropriate for the writing task/context?*  *Will your reader feel your personal stand, as a writer, through your originality and sincerity?*  *What emotions did you create in the reader?*  *Is there bias in your writing?* |
| **Sentence Structure** | * include well-crafted sentences that enhance meaning and readability through sustained and coherent paragraphs; may take risks with incomplete sentences for impact * purposely vary sentence lengths and beginnings to enhance meaning and lyrical flow | *Where did you make the reader agree with you? What devices did you use?*  *Is your voice appropriate for the writing task/context?*  *Will your reader feel your personal stand, as a writer, through your originality and sincerity?*  *What emotions did you create in the reader?*  *Is there bias in your writing?* |
| **Conventions** | • use conventions skilfully to enhance meaning, voice, and readability  • make informed decisions about text layout and print characteristics to enhance meaning (e.g. headings, visuals, white space, italics, bold, font size, and style)   * consistently use appropriate format to cite sources (e.g. MLA, APA, or other recognized style manual) | *Are there grammar checker suggestions that you need help understanding?*  *Did you use a mentor text to help you with text layout?*  *Are citations in the correct format?*  **General Conference Prompts**  *Did you revise at least twice?*  *Have you satisfied the purpose of the writing?*  *Does your introduction relate to your conclusion?* |

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| **Text Forms** | | | | |
| **The following describe the specific elements of common text forms explored in grade ten. Refer to the Organization trait to distinguish between**  **appropriate and strong achievement.** | | | | |
| **Form: Persuasive**  **Purpose:** to discuss and/or debate ideas developing an argument to convince the reader to agree with the writer’s opinion  **Opening Statement** – provides an overview of the topic and states the  writer’s position or claim  **Arguments and Reasons** – provides evidence or assertions that have supporting statements drawn from facts or personal experience; addresses other points of view and counter-arguments  **Conclusion** –statement to reinforce or summarize position taken from the introduction  **Special Features**  - persuasive devices (quotes from experts, examples, anecdotes, flattery, authorial intrusion, irony, wit, humour) as appropriate to purpose  - linking words/phrases (*because, however, also*)  - point of view (1st/3rd) linked to tone (formal/informal) of argument  - persuasive adjectives/adverbs (*most, must, strongly*)  - structured ideas that strengthen the claim  **Form : Explanatory Report**  **Purpose:** to tell how/why something came to be or to explain how something works  **Statement or definition** – identifies topic with a statement, question or definition; opening shows creativity and is engaging  **Explanation or how or why** – to analyze a process (observed events in  meiosis and mitosis) showing the relationship among the parts including cause and effect connections  **Summary** – can state unusual features of the phenomenon and/or reiterate the main points  **Special Features**  - may include a title, illustrations or diagrams  - connecting words to signal cause-effect (if, because, then) and/or sequence *(*next, then, when)  - present tense with some passive verbs (e.g. are splitting/duplicating)  - technical, subject-specific vocabulary  **Form: Memoir**  **Purpose:** to capture a defining personal memory  **Orientation** – begins with a purposeful lead, identifies the personal event  **Key Events –** has key events in logical order (e.g. single day, flashback)  with relevant details including the subjects feelings revealed through describing actions or using quotes   * sets scenes and incidents in specific times and places * describes with detail that communicates scenes and events to the audience and elicits emotion in the reader   **Conclusion –** communicate the larger meaning or reason for the writing  **Special Features**  - literary language (powerful nouns and verbs, figurative language)  - linking words and phrases (*later that afternoon, as I walked out*)  - past tense  **Form: Biography and Autobiography**  **Purpose:** to give a true or fictionalized account of a person’s life **Orientation:** identifies the subject, the important events in the subject’s life  **Events:** important events are described in a logical order (e.g., chronological, categories); provides reasons for omitting significant parts  of the subject’s life (e.g., only focusing on the childhood or adult years) Conclusion – includes a personal response, evaluative statement, or a  comment on the significance of the subject  **Special Features**  - subject’s feelings may be revealed in quotes  - supplemental texts (e.g., interviews, awards, newspaper clippings, foreword, afterword)  - dialogue; internal monologue | | **Form: Literary Essay Purpose:** to inform an audience of the writer’s interpretation, opinion, and analysis of a piece of literature and selected elements within it  **Introduction –** a thesis is stated, the work and author are  identified,  **Body-–** the sub-topics(author’s use of literary elements, discussion of genre, interpretation of craft and content) are presented, in paragraph form, in a logical order with appropriate transitions tying the sub-topics to each other and to the thesis  **Summary –** the thesis and supporting sub-topics are restated to persuade the audience to support the writer’s interpretation of the literary selection  **Special Features**  - third person point of view; formal voice  - connecting statements interrelating the sub-topics to the thesis  - formal language  - short embedded quotations and longer centre-indented quotations as proof/evidence  - avoid over-reliance on any one source  **Form: Instructions/Procedures**  **Purpose:** to tell how to do something  **Goal or aim –** identifies topic by title or opening statement(s)  **Materials/ingredients** – lists materials  **Method/process** – includes key steps in correct order with sequential details focusing on how/when  **Conclusion or Evaluation –** includes a closing statement or an evaluation which may be a photograph or drawing of the completed item; may make use of multi-media  **Special Features**  - may include headings, illustrations, diagrams or labels  - numbered-steps or words showing sequence (*first, next, then*)  - point form or full sentences starting with sequence words or verbs  - present tense often written as commands  - technical/ domain-specific language  **Form: Narrative (short story)**  **Purpose:** to entertain with an imaginative experience  **Orientation (time, place and characters) –**establishes an emotional response through the development of character, setting, plot and setting the mood or tone  **Events –** involve the main character development, including insights into their actions and feelings, and building the tension that leads to the climax  **Resolution –** the complication is generally resolved and the conclusion reflects on the events and characters presented in the narrative; conclusion extends the theme  **Special Features**  - use of literary devices to create imagery (metaphor, personification, idiom, hyperbole)  - connecting words related to time (later on, after that, )  - action verbs and verbs related to character’s thoughts and feelings  - include dialogue (with change in tense from past to present)  **Form: Poetry**  **Purpose:** to entertain, communicate deep meaning, evoke emotion or create a new perspective on a subject  **Organization –** a variety of forms with specific structures as well as free verse  **Ending**- has impact or sense of closure  **Special Features**  - title communicates the meaning of the poem or helps the reader anticipate the  poem’s subject  - lines of text vary in length, appropriate to form and purpose  - precise words evoke strong images, moods, and/or emotions  - poetic devices (e.g., repetition, refrain, rhyme, rhythm, sensory images)  - literary devices are used (e.g. alliteration, assonance, onomatopoeia, symbolism, personification, etc.)  - the line breaks and white space on the page can have meaning  - controls basic conventions of the form (e.g. sonnet with 14 lines and rhyme scheme)  - skillful but not contrived | | |
|  | **Form: Hybrid Texts (multigenre texts)** | |  | **Important Note: In all forms of writing, where appropriate, all research**  **references are cited.** |
| As writers become familiar with certain writing forms and as they read mentor texts that mix two or more genres, they begin to produce hybrid texts to communicate information in different ways (e.g. procedures and explanation, narrative and letters).  The different forms to be combined are chosen with a clear purpose and integrated into one harmonious text that communicates a message. These elements of different kinds of text produce more complex and dynamic writing. | | | |