

Grade 9 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance

**E2a:** The student produces a report that:

**E2a.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

**E2a.2** develops a controlling idea that conveys a perspective on the subject;

**E2a.3** creates an organizing structure appropriate to purpose, audience, and context;

**E2a.4** includes appropriate facts and details;

**E2a.5** excludes extraneous and inappropriate information;

**E2a.6** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;

**E2a.7** provides a sense of closure to the writing.

*Examples of reports include:*

- ❑ *An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means, e.g. interviews, observation, internet, as well as traditional library research).*
- ❑ *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time.)*
- ❑ *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- ❑ *An informal research paper.*
- ❑ *An investigative report.*
- ❑ *A report of information on an item of personal interest or experience.*

**E2b:** The student produces a response to literature that:

**E2b.1** engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

**E2b.2** advances a judgment that is interpretive, analytic, evaluative, or reflective;

**E2b.3** supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

**E2b.4** demonstrates understanding of the literary work through suggesting an interpretation;

**E2b.5** anticipates and answers a reader's questions;

**E2b.6** recognizes possible ambiguities, nuances, and complexities;

**E2b.7** provides a sense of closure to the writing.

*Examples of responses to literature include:*

- ❑ *An evaluation of a piece of literature or several pieces of literature.*
- ❑ *A comparison of a piece of literature with its media (video, tape, radio, television, ballet, artistic) presentation.*
- ❑ *A personal response to a literary work.*
- ❑ *An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole.*
- ❑ *An evaluation of the role played by setting or character in novel.*
- ❑ *An analysis of the effect of a minor character on the plot of a novel.*
- ❑ *An explanation or interpretation of a recurring motif in a novel, short story, or a play.*
- ❑ *A comparison of two literary works.*

**E2c:** The student produces a narrative (fictional or autobiographical) account that:

**E2c.1** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

**E2c.2** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);

**E2c.3** creates an organizing structure;

**E2c.4** includes sensory details and concrete language to develop plot and character;

**E2c.5** excludes extraneous details and inconsistencies;

**E2c.6** develops complex characters;

**E2c.7** uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;

**E2c.8** provides a sense of closure to the writing.

*Examples of narrative accounts include:*

- ❑ *A biographical account.*

- ❑ *A fiction or non-fiction story.*
- ❑ *A personal narrative.*
- ❑ *A narrative poem or song based on a hero.*
- ❑ *An historical account.*
- ❑ *A parody of a particular narrative style; e.g. fable, soap opera.*
- ❑ *A response to an autobiographical incident prompt.*

**E2d:** The student produces a narrative that:

**E2d.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

**E2d.2** provides a guide to action to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;

**E2d.3** makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

**E2d.4** includes relevant information;

**E2d.5** excludes extraneous information;

**E2d.6** anticipates problems, mistakes, and misunderstandings that might arise for the reader;

**E2d.7** provides a sense of closure to the writing.

*Examples of narrative procedures include:*

- ❑ *A set of rules for organizing a class meeting.*
- ❑ *A set of instructions for playing computer games.*
- ❑ *A set of instructions for using media technology.*
- ❑ *A report of a mathematical investigation.*
- ❑ *A set of instructions for evaluating searches on the web.*

**E2e:** The student produces a persuasive essay that:

**E2e.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

**E2e.2** develops a controlling idea that makes a clear and knowledgeable judgment;

**E2e.3** creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;

**E2e.4** includes appropriate information and arguments;

**E2e.5** excludes information and arguments that are irrelevant;

**E2e.6** anticipates and addresses reader concerns and counter-arguments;

**E2e.7** supports arguments with detailed evidence, citing sources of information as appropriate;

**E2e.8** uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;

**E2e.9** provides a sense of closure to the writing.

*Examples of persuasive essays include:*

- ❑ *A position paper.*
- ❑ *A problem-solution paper.*
- ❑ *An opening statement for a debate.*
- ❑ *An evaluation of a product or a policy.*
- ❑ *A critique of a public policy.*
- ❑ *An editorial on a current issue that uses reasoned arguments to support an opinion.*

**E2f:** The student produces a reflective essay that:

**E2f.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

**E2f.2** analyzes a condition or situation of significance;

**E2f.3** develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;

**E2f.4** creates an organizing structure appropriate to purpose and audience;

**E2f.5** uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;

**E2f.6** provides a sense of closure to the writing.

*Examples of reflective essays include:*

- ❑ *An analysis of the significance of a proverb or quotation.*
- ❑ *A report about a concrete occasion and its implications over time.*
- ❑ *An essay comparing a school issue to broader societal concerns.*
- ❑ *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- ❑ *A self-reflective essay evaluating a portfolio to be submitted.*
- ❑ *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- ❑ *A paper about a common childhood experience from a more adult perspective.*