A C A D E M I C   S T A N D A R D S   G R A D E   9

DOMAINS
Writes effectively in various domains, separately and in combination:

Personal/Narrative
- Creates original narrative and descriptive passages based on models.
- Writes coherent and logical prologues, epilogues, sequels, dialogues, or alternative endings for fiction and nonfiction.
- Incorporates effective narrative techniques into a short story or autobiographical incident focusing on the following:
  - Point of view (first person, third person omniscient and third person limited).
  - Setting to include time and place.
  - Character development (both direct and indirect) to include motivation, realistic dialogue and/or interior monologue.
  - Elements of plot structure.
- Observes and reflects upon an incident, experiment, or process.
- Keeps a journal for varied purposes (e.g., science log, learning log, quickwrite, dialectical journal, reading log).

Descriptive
- Imitates descriptive models from literature, progressing from sentences to paragraphs.
- Uses "show don't tell" techniques to describe appearance, shifting writing perspectives, and sensory detail.
- Extends descriptive writing into a well-focused passage on one of the following: person, place, object, incident, or observation.
- Uses sensory imagery and figurative language (i.e., simile, metaphor, personification, allusion).

Persuasive
- Develops and logically supports a position in response to a reading or prompt, addressing reader concerns and counterarguments.

Analytical/Expository
- Writes a response to literature demonstrating a comprehensive understanding of the text and task.
- Begins to explore the connections among characters, incident, setting, symbol, and conflict.
- Uses comparison/contrast techniques across content areas.
- Develops a thesis.
- Writes a character analysis.
- Paraphrases and/or summarizes to create a research report.

Practical
- Develops note-taking skills using both written and oral sources.
- Completes various business forms giving clear, purposeful information (e.g., registration, test forms).
- Writes user-friendly directions for a process in a content area.
- Writes business letters.

Creative
- Produces creative responses that follow the conventions of a specific genre and uses appropriate literary devices for that genre.

PROCESS
Develops and organizes ideas in a logical sequence appropriate to the final written product:

Prewrites/Develops
- Practices and uses a variety of prewriting techniques (e.g., clustering, webbing, mapping, listing, outlining, graphic organizers, and quickwrites).
- Develops a thesis statement or central idea that expresses the writer's purpose.
- Implements a plan to guide the development of the essay.
- Establishes tone and focus.

Drafts/Organizes
- Selects a topic sentence in a paragraph. L1, C
- Practices a variety of organizational patterns: spatial order, chronological order, order of importance, and comparison/contrast.
- Experiments with a variety of introductory techniques (e.g., question, quote, dialogue, anecdote, current event, startling statement, general to specific commentary).
- Includes concrete detail and commentary.
- Drafts body paragraphs with concrete details (e.g., reasons, examples, facts, expert statistics, quotations, commentary) supporting the topic sentence.
- Uses appropriate transitions to connect ideas within and across paragraphs.
- Experiments with a variety of concluding techniques including one or more of the following: the writer's opinion, the significance of an incident or event, an appeal directly to the reader, a new insight or prediction, a satisfying or dramatic closing.
- Maintains consistent tone and focus.

Revises
- Corrects a sentence fragment by using sentence combining techniques within a writing sample. L1, GC
- Revises writing to improve the logic and coherence of the organization and thesis; the precision of word choice; the writer's voice and tone appropriate to the audience, purpose, and formality.
- Revises drafts using a rubric.
- Participates in guided peer evaluation.

Applies standard conventions of English: capitalization, spelling, usage, punctuation, and grammar.
- Edits for fragments and run-on sentences.
- Uses semicolon to indicate a relationship between closely related independent clauses.
- Corrects run-on sentences by using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample. L2, GC
- Uses capitals, underlining, italics, and quotation marks appropriately for titles.
- Uses an apostrophe to show the possessive case of plural nouns that do not end in s or es.
- Identifies and uses commas within appositives and introductory words, phrases, or clauses. L1, GC
- Edits for these and previously targeted common usage problems: well/good, try to (not "try and"), your/you're, its/its, there/their/they're.
- Selects from the following pairs of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too (CVS). L2, WC
- Edits for parallel construction.
- Uses consistent verb tense, point of view, tone, and/or pronoun usage.
- Edits for appropriate use of the eight parts of speech.
- Edits for correct spelling, capitalization, and punctuation.
- Selects correct pronoun case usage in a sentence (e.g., compound elements such as "between you and me") (CVS). L2, GC
- Edits for pronoun case and pronoun antecedent.
- Selects correct pronoun/antecedent agreement using collective nouns or indefinite pronouns. L3, GC
- Uses editing skills to correct singular and plural possessive pronouns. L1, GC
- Uses verbs correctly.
- Uses editing skills to correct comparative and superlative forms of adjectives of adverbs. L1, GC
- Recognizes reflexive pronouns, the possessive pronouns its and yours, and the relative pronouns who and whom.
- Recognizes correct subject/verb agreement with confusing intervening elements within a writing sample. L2, GC
- Edits for subject-verb agreement with indefinite and collective pronouns.
- Correctly punctuates quotations.
- Recognizes the correct placement of end marks with quotation marks. L2, GC
- Recognizes the correct usage of quotation marks in direct and indirect quotations. L2, GC
- Uses editing skills to correct comparative and superlative forms of adjectives or adverbs. L1, GC
- Applies MLA standards for documentation.

Publishes
- Uses entire process to produce final draft.
- Uses final form appropriate to the task: indentation, margins, pagination, and spacing.
- Selects the most appropriate title for a passage. L1, C

Learns and practices strategies to meet time constraints and deadlines.
- Writes frequently in all content areas.
- Practices timed writings: proficiency tests, journals, and essay tests.
- Completes incremental steps in a long-term project.
- Meets deadlines.

Applies knowledge of effective writing elements in order to evaluate the work of self and others.
- Evaluates published and student models against a rubric.
- Uses editing skills to recognize and/or correct errors in standard conventions of English.
- Rearranges the order of supporting paragraphs within a writing sample according to a specified organizational pattern (e.g., strongest to weakest, time/order, cause/effect, comparison/contrast, chronological). L3, O
- Identifies (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, first draft, revision, editing, publishing). L1, O
- Determines the most effective order of sentences in a writing sample or passage.
- Evaluates the relevance of supporting sentences by deleting irrelevant sentences in a writing passage. L2, O
- Chooses the most effective thesis statement for a passage, given several options.
- Distinguishes the strongest or weakest point of an argument within a passage. L2, O
- Selects a sentence that relates a writer's purpose in a selected passage (e.g., to persuade, to inform).
- Selects sentences to strengthen an argument within either a writing sample or passage.

STYLE
Varies writing style according to audience and purpose:
- Identifies the targeted audience for a selected passage. L1, C
- Determines the writer's purpose in a non-fiction writing sample (i.e., narration, description, persuasion, exposition, personal, creative expression). L2, C
- Distinguishes between formal and informal writing style.
  - Limits use of second-person pronouns to informal writing and business letters.
  - Avoids slang and inappropriate language in formal writing.

Establishes clear voice and appropriate tone.
- Explores a variety of voices.
- Writes sentences illustrating a particular tone.

Uses techniques that give writing power, impact, and clarity:

Word Choice
- Distinguishes between active and passive voice and the effect of each.
- Limits use of "to be" verbs and replaces them with action verbs.
- Selects vivid words to strengthen a description (verb, adjective, or adverb) within a writing sample or passage. L2, WC
- Avoids use of clichés.
- Recognizes connotative/denotative meaning of words.

Sentence Structure
- Uses a variety of sentence structures and sentence beginnings.
- Avoids use of "there is/are" sentence beginnings.
- Combines simple sentences into compound, complex, and compound-complex by imitating models.
- Recognizes and uses appropriate subordination and coordination of ideas.

Details/Elaboration
- Uses "show don't tell" techniques to elaborate.
- Avoids reliance on listing for elaboration.
- Begins to balance details with sufficient elaboration.

Transitions
- Uses the appropriate transitional word or phrase for a given sentence within a paragraph.

Figurative Language
- Uses similes, metaphors, and personification in writing to create sensory imagery.
- Uses sound devices such as onomatopoeia, alliteration, assonance, consonance, and rhyme.

RESEARCH/ TECHNOLOGY
Incorporates research and technology in a final written product:

Locates information
- Uses a systematic process to gather information.
- Develops questions to guide research.

Analyzes, evaluates and synthesizes information from multiple sources.
- Uses note-taking techniques (e.g., paraphrasing, summarizing, quoting) in the research process.
- Recognizes discrepancies in the information.

Properly credits sources using MLA format
- Understands and avoids plagiarism.
- Uses quotations and anecdotes from sources, citing them properly.
- Avoids plagiarism by properly crediting the words and ideas of others.
- Distinguishes the appropriate use of paraphrasing, summarizing, and quoting the work of other writers.
- Includes information from multiple sources, credits the sources (refers to them by name) and creates a Works Cited page, MLA style, in a research report.

Uses multimedia resources
- Includes visual aids by using appropriate technology to organize and record information on charts, maps, and graphs.