Writing Achievement Standards

The following outlines published texts recommended over the Grade 11 year in English Language Arts. This list does not reflect the amount of drafting, nor the kinds of writing-to-learn experiences expected to form the collection within a student's writing folder (completed, polished pieces expected in the portfolio for summative assessment). Additional writing and writing support is expected in all subject areas.

Genres/Forms	Quantity and Suggested Length
Transactional persuasive, explanatory, procedural, descriptive (e.g., letter, editorial, review, blog)	Minimum of two Length: dictated by form
Expressive memoir, biography or autobiography, narrative (short story, includes short graphic texts)	Minimum of one Length: maximum four pages (focus on skills, not length)
Transactional with a research focus research paper (literary, persuasive, or explanatory)	Minimum of one (students should have a choice) Length: three to five pages with four sources, at least two found by students through a research search engine with citations following standard formatting regulations (e.g., APA, MLA, as decided by entire school faculty)
Lyrical and poetic poetry, prose poems, songs, rap	Minimum of one Length: dictated by form
Visual/multi-media web page, model, collage, photo essay, drama	Minimum of one Length: dictated by form
Multi-genre study choose and develop an issue, theme, or question using a variety of sources	Minimum of one Minimum of five pieces (some or all text forms can be explored through the multi-genre study)

Grade 11

Writing Strategies and Behaviours

By the end of Grade 11, students performing at **appropriate** achievement will demonstrate commitment to their writing goals by employing the writing process as outlined below. They will be able to explain writing choices in terms of purpose and audience. Students performing at **strong** achievement will also take risks, apply techniques observed while reading, revise for overall consistency, and demonstrate a desire to reach beyond expectations.

Generating: planning and drafting
- select and develop a topic; define purpose; consider audience
- refine ideas by creating hypotheses, generating questions and conducting research
- choose organization frameworks (graphic organizers, note-making) to manage content, collect ideas and generate new knowledge and perspectives
- draft a cohesive text, making critical choices about what to include or exclude according to purpose and audience

Reviewing: revising and editing
- clarify, strengthen and refine by adding, deleting, substituting and rearranging text
- request and evaluate constructive criticism
- refine text with literary devices and text features
- attend to fluency, often by reading aloud; adjust sentences, words and phrases
- proofread and use reference and technology tools to support correction process

Publishing: preparing text for the public
- finish and present using a variety of formats (e.g., books, pamphlets, posters, web sites) and technology tools
- reference all sources, within and in a bibliography, using a standard framework (e.g., MLA, APA) and available technology

Traits of Writing

Overall, writing considered **strong** often shows sophistication as reflective of the writer's capacity to make connections and integrate their world knowledge gained through a commitment to continuous reading and learning.

Content   Overall topic, degree of focus, related details

Appropriate Achievement	Strong Achievement
• define a specific topic with a main idea or thesis statement that supports an identifiable purpose and a specific audience • maintain focus to support the topic with minimal distractions • elaborate on the main idea, add relevant details and maintain focus	**Along with** the indicators outlined in Appropriate Achievement, writers performing at Strong: • define a specific topic with a main idea or thesis statement that captures the purpose and audience • remain focused on the main idea, with original, thoughtful and/or compelling ideas • develop ideas with supportive details and sustain focus throughout

Sample Prompts

- Who is your audience? What would your audience know about this topic? How can you interest the reader in this topic?
- Which topics are closest to your own experience? Which ideas require more research?
- What specific details do you think would enhance your reader's understanding?
- What can be accomplished through this piece of writing? What kind of information would influence the reader?

Organization   Structure and form, dependent on purpose and audience

Appropriate Achievement	Strong Achievement
• select an appropriate form (see Text Forms) and provide an effective introduction; if appropriate, include a thesis statement • create smooth transitions between elements (ideas, sentences, paragraphs) to clarify complex ideas and relationships • craft a purposeful structure to present details that support the main idea • include a purposeful conclusion	**Along with** the indicators outlined in Appropriate Achievement, writers performing at Strong: • introduce with a compelling statement that informs purpose • include smooth paragraphs with fluid transitions between all elements • vary internal structures to enhance interest; maintain control • impact the reader with a dynamic and effective conclusion

All writers should be supported to use technology to do the research and revision required to produce written texts at the Grade 11 level.

Sample Prompts

- What did you do to help you organize your writing before you began?
- Are there any inconsistencies in this piece of writing? How can consistency be created?
- How can you show that this part connects to the part you wrote here?
- How does your placement of the main idea or thesis statement create an effective introduction?
- How is this piece structured to maintain the writing's purpose?
- Will your conclusion change or impress your reader? How?

Grade 11

Word Choice   Vocabulary, language and phrasing

Appropriate Achievement	Strong Achievement
• purposefully choose precise, interesting words and phrases • use literary devices; demonstrate effort to go beyond the ordinary • include vocabulary that is varied; attend to parallel structure	**Along with** the indicators outlined in Appropriate Achievement, writers performing at Strong: • use vivid and varied vocabulary; make effective use of words and phrases • employ literary devices • begin to use language judiciously; maintain parallel structures

Sample Prompts

- Are there words that can be omitted? Are you unsure about certain words?
- What are some specific words you used to evoke an emotion or make a point?
- What are some words, specific to the subject area, that help you write on this topic?
- What word revisions have you made to clarify your ideas and to make your writing more concise?

Voice   Evidence of author's style, personality and experience

Appropriate Achievement	Strong Achievement
• skilfully connect the audience to the topic • show care and commitment to the topic • generate strong feeling, energy, individuality and sincerity • choose appropriate tone for the writing task (formal or informal, academic or scientific)	**Along with** the indicators outlined in Appropriate Achievement, writers performing at Strong: • skilfully connect with the audience (e.g., communicate feelings and/or convictions) • demonstrate strong commitment, sometimes by organizing content in a distinctive or unique way • reveal writer's perspective as appropriate to the purpose, audience and context

Sample Prompts

- What devices did you use to manipulate the reader?
- What are your biases? What evidence is there of these?
- Is your tone appropriate for the writing task, audience and context?
- Will your reader feel your personal stand? Will it seem original and sincere?
- How will your writing influence or impact the reader, the culture or the world?

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Grade 11

Sentence Structure Variety and complexity of sentences

Appropriate Achievement	Strong Achievement
• include well-crafted sentences (pronoun references, expanding and contracting sentence elements) to support meaning and readability • arrange sentences into coherent paragraphs; vary paragraph lengths to create interest • vary sentence lengths and beginnings to create flow	**Along with** the indicators outlined in Appropriate Achievement, writers performing at Strong: • include well-crafted sentences that enhance meaning and readability • sustain readability with transitions between unified and coherent paragraphs • deliberately create a rhythmic flow with varied sentence lengths and beginnings

Sample Prompts

- What is the strongest sentence in your piece? What makes it strong?
- How can you make this sentence longer, shorter or start without using the subject?
- Reread this part and see if it is easy to read aloud.
- What is the topic of this paragraph? Are there sentences that wander or create confusions?

Conventions Spelling, punctuation, capitalization, usage and citation

Appropriate Achievement	Strong Achievement
• include internal punctuation and paragraphing of dialogue • apply correct grammatical structures that make the text readable • use capitals correctly to identify proper nouns, titles, words used as names and abbreviations • correctly spell almost all words; use spelling support; correctly use homophones • use a range of print characteristics and layout to enhance the meaning where appropriate • use appropriate format to cite sources	**Along with** the indicators outlined in Appropriate Achievement, writers performing at Strong: • use conventions skilfully to enhance meaning, voice and readability

Sample Prompts

- Do you need help understanding any grammar checker suggestions?
- Did you use a mentor text to help you with text layout?
- Are citations in the correct format?
- Does this mean _____? Have you used (punctuation) correctly?

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Text Forms

The following is not an exhaustive list. As writers become more experienced, they may mix two or more genres to communicate information in different ways. Combinations are chosen with a clear purpose and integrated into one harmonious text. Writing like a reader is the focus.

	Purpose	Framework	Features
Persuasive	To discuss and/or debate ideas that develop an argument and convince the reader to agree with the writer's opinion	• introduction provides an overview of the topic and states position or claim (thesis) • evidence with supporting statements is drawn from facts and/or personal experience; acknowledges other points of view and counter-arguments • conclusion reinforces or summarizes position	• persuasive devices • informal: first person formal: third person
Explanatory	To explain how or why something came to be or how something works	• introduction identifies topic with a statement, question or definition • analysis of the process of how or why demonstrates the relationships between the parts and reveals cause-and-effect connections • conclusion states unusual features of the phenomenon and/or reiterates the main points	• may include figures and tables to enhance written text • literary devices to clarify ideas • technical, subject-specific vocabulary
Descriptive Report	To describe a topic or subject	• introduction identifies the topic and provides background that may include a definition or a classification • description includes details supported by formal or informal research • conclusion summarizes, or restates, key ideas; may include an impersonal evaluative comment	• may include figures and tables to enhance written text • includes comparisons and contrasts
Memoir	To capture a defining personal memory	• introduction identifies the personal event • events are in logical order and capture the subject's feelings and experiences • conclusion reinforces why this was a defining personal moment	• may include flashbacks, quotes • language and literary devices create sensory images
Biography, Historical Recount or Current Event	To provide a factual account of a life, or a current or historical event	• introduction establishes the person or event • key events describe people and experiences in chronological order • conclusion restates reasons for fame or significance	• third-person point of view
Literary Essay	To present the writer's interpretation or analysis of a text	• introduction states a thesis and establishes its subject • analysis directly supports the thesis • conclusion reinforces the thesis	• third-person voice • formal tone • quotations as proof or evidence

Instructions or Procedures	To tell how to do something	• purpose is introduced by the title and/or opening statement(s)
		• subsections may include:
		  • materials or ingredients (list materials)
		  • method or process (key steps in correct order with sequential details)
		  • data
		  • analysis of results
		• conclusion: a closing statement or summation
			• headings, illustrations, diagrams, photographs, labels, multimedia, technical or domain-specific language
			• point form or full sentences starting with numbers or sequence words
			• present tense, often in the imperative form

Narrative	To convey an imaginative or personal experience	• introduction evokes an emotional response and reveals one or more story elements • plot includes character development and creates the tension that leads to the climax • conclusion generally resolves the conflict and brings closure	• language and literary devices create sensory images • may include flashbacks • internal and external dialogue
Poetry	To entertain, express deep meaning, evoke emotion, create images, or introduce a perspective	• organized according to a specific structure or free verse	• lines usually short and concise • evocative language • poetic and literary devices • purposeful use of line breaks and white space