



Grade 10

Writing Achievement Standards

The following outlines published texts recommended over the Grade 10 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 one Length: dictated by form
Expressive memoir, biography or autobiography, narrative (short story)	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: two to four pages with at least one embedded quotation or research citation from texts or graphics per page, 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)





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Writing Strategies and Behaviours

By the end of Grade 10, students performing at **appropriate** achievement will demonstrate commitment to writing by using the writing process, 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, reflect on and evaluate revision suggestions prior to integrating, and demonstrate a personal desire to reach beyond expectations to create insightful and original pieces.

Generating: planning and drafting

- select and develop a topic; define purpose; consider audience
- refine ideas by creating hypotheses, generating questions and conducting research
- use 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

Reviewing: revising and editing

- clarify, strengthen and refine by adding, deleting, substituting and rearranging text
- request, obtain and make decisions about constructive criticism
- augment 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, posters, web sites) and technology tools
- reference all sources, in a bibliography, using a standard framework (e.g., MLA, APA) and available technology





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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
<ul style="list-style-type: none">• define a specific topic with a main idea/thesis statement that supports an identifiable purpose and a specific audience• maintain a clear, narrow focus to support the topic with minimal distractions• elaborate on the main idea, add relevant details and maintain focus	<p>Along with the indicators outlined in Appropriate Achievement, writers performing at Strong:</p> <ul style="list-style-type: none">• 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• provide relevant supportive reasoning and maintain focus throughout

Sample Prompts

- Who is your audience? What would your audience know about this topic?
- Which topics are closest to your own experience? Which will require the most research?
- What specific details do you think would enhance your readers' understanding?
- What can be accomplished through this piece of writing?

Voice Evidence of author's style, personality and experience

Appropriate Achievement	Strong Achievement
<ul style="list-style-type: none">• skilfully connect the audience to the topic• show care and commitment to the topic• generate strong feeling, energy and individuality• choose appropriate voice for the writing task (formal or informal)	<p>Along with the indicators outlined in Appropriate Achievement, writers performing at Strong:</p> <ul style="list-style-type: none">• skilfully connect with the audience (e.g., communicate feelings and/or convictions)• demonstrate a strong commitment to the topic• reveal writer's perspective as appropriate to the purpose, audience and context (formal or informal)

Sample Prompts

- Where did you make the reader agree with you? What devices did you use?
- Is your voice appropriate for the writing task or context?
- Will your reader feel your personal stand? Will it seem original and sincere?

All writers should be supported to use technology to do the research and revision required to produce written texts at the Grade 10 level.



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Organization Structure and form, dependent on purpose and audience

Appropriate Achievement

- select an appropriate form (see Text Forms) and use an engaging introduction that includes the purpose; include thesis statement when appropriate
- 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 (e.g., temporal sequence, cause and effect, compare and contrast)
- include a definite conclusion that provides closure

Strong Achievement

- 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 organizational structures to enhance interest (e.g., flashback)
 - craft an effective conclusion that supports the main idea

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?

Word Choice Vocabulary, language and phrasing

Appropriate Achievement

- include interesting and/or domain-specific words and phrases to convey and enhance meaning
- use figurative language (e.g., metaphor, analogy, symbolism)
- use vocabulary that is varied and creates parallel structure

Strong Achievement

- Along with** the indicators outlined in Appropriate Achievement, writers performing at Strong:
- include effective descriptive vocabulary or precise domain-specific words and phrases
 - enhance message with figurative language
 - consistently use vocabulary that is varied and creates parallel structure

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?
- How could a metaphor or analogy help your reader?

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Sentence Structure Variety and complexity of sentences

Appropriate Achievement

- include well-crafted sentences (pronoun references, expanding and contracting sentence elements) to support meaning and readability
- arrange sentences into coherent paragraphs
- vary sentence lengths and beginnings to create flow

Strong Achievement

- Along with** the indicators outlined in Appropriate Achievement, writers performing at Strong:
- include well-crafted sentences that enhance meaning and readability
 - arrange sentences into coherent paragraphs and sustain readability with transitions
 - 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.

Conventions Spelling, punctuation, capitalization, usage and citation

Appropriate 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

Strong Achievement

- 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?

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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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> persuasive devices informal: first person formal: third person
Explanatory	To explain how or why something came to be or how something works	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> may include figures and tables to enhance written text includes comparisons and contrasts
Memoir	To capture a defining personal memory	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> introduction establishes the person or event key events describe people and experiences in chronological order conclusion restates reasons for fame or significance 	<ul style="list-style-type: none"> third-person point of view
Literary Essay	To present the writer's interpretation or analysis of a text	<ul style="list-style-type: none"> introduction states a thesis and establishes its subject analysis directly supports the thesis conclusion reinforces the thesis 	<ul style="list-style-type: none"> third-person voice formal tone quotations as proof or evidence
Instructions or Procedures	To tell how to do something	<ul style="list-style-type: none"> purpose is introduced by the title and/or opening statement(s) subsections may include: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> organized according to a specific structure or free verse 	<ul style="list-style-type: none"> lines usually short and concise evocative language poetic and literary devices purposeful use of line breaks and white space