

Grade 7-9 Stages of Writing Continuum

Supplemental Resource

Website References

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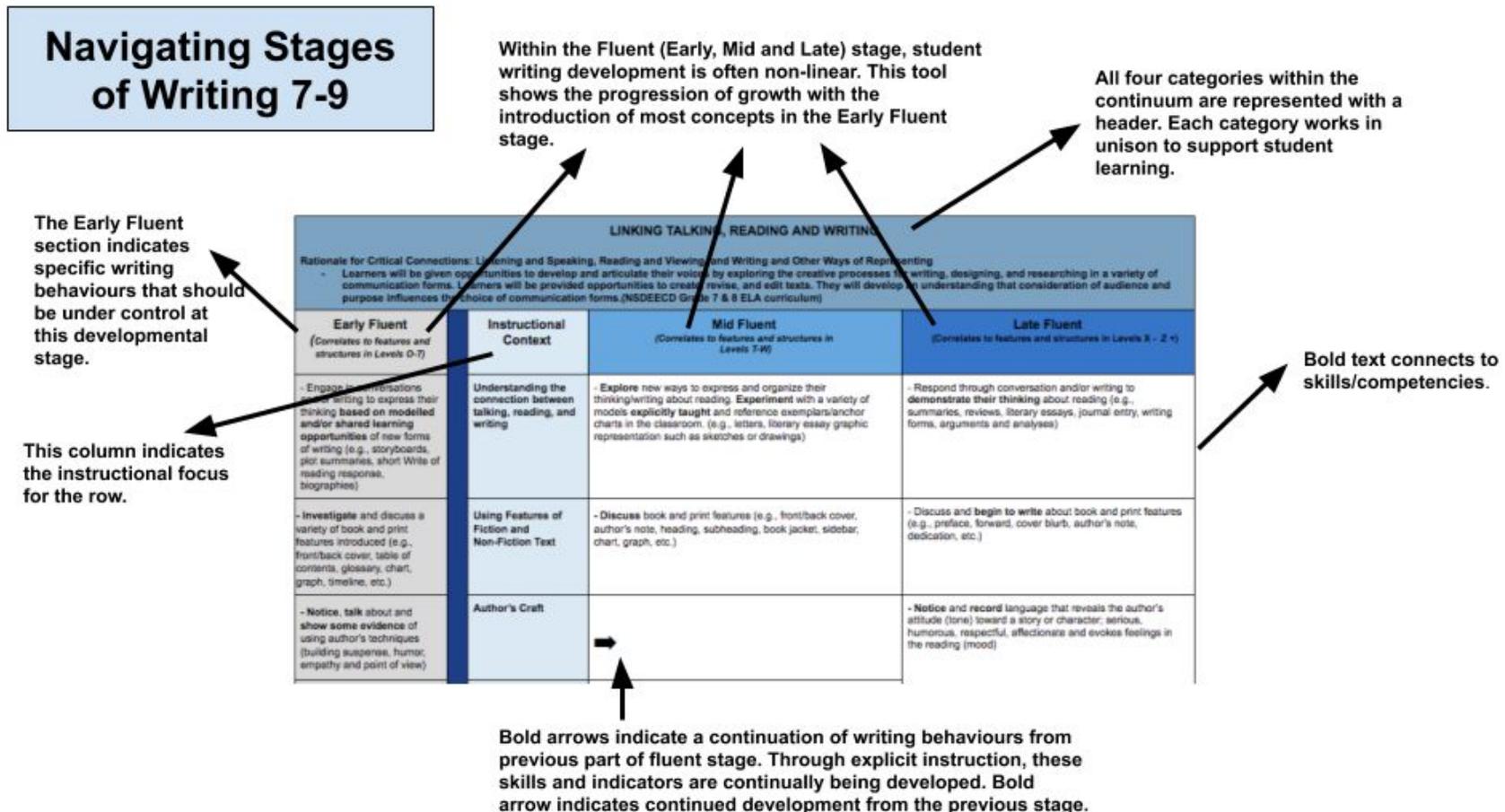
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Grade 7-9 Stages of Writing Continuum

The purpose of the Grades 7-9 Stages of Writing Continuum is to provide teachers with a tool that elaborates on English Language Arts curriculum skills and indicators. This tool describes behavioural goals for writing, emphasizing the importance of explicit teacher instruction and assessment in various genres. The continuum aligns with current support resources and is designed specifically to assist in the use of The English Language Arts At-A-Glance and the Teaching in Action Grades 7-9 documents.

When planning for instruction, it is important for teachers to recognize that writing is the creation of both print and non-print texts using a variety of processes that require thought, trial and error, and risk-taking. Explicit teaching for all phases of this process, through a workshop model, provides a framework to support student authors in relation to their strengths, interests, and challenges. Note: The writing process outlined here follows a set of linear steps for clarity purposes, however, writing is recursive and cyclical process which shifts back and forth among the various phases as students become more knowledgeable, confident and flexible writers. Refer to the following link for additional information on the writing process. <https://docs.google.com/document/d/109PucW6VeWAMj7OpuiqRGecAyli78ucxaCRXiA7G6e0/edit?usp=sharing>



July 2020: Stages of Writing Development for Grades 7 - 9

LINKING TALKING, READING AND WRITING

Rationale for Critical Connections: Listening and Speaking, Reading and Viewing, and Writing and Other Ways of Representing

- Learners will be given opportunities to develop and articulate their voices by exploring the creative processes for writing in a variety of communication forms. Learners will be provided opportunities to create, revise, and edit texts. They develop an understanding that consideration of audience and purpose influences the choice of communication forms. (EECD Grade 7 & 8 ELA Curriculum)

| Early Fluent <i>(Correlates to features and structures in text at levels O-T)</i> | Instructional Context | Mid Fluent <i>(Correlates to features and structures in text at levels T-W)</i> | Late Fluent <i>(Correlates to features and structures in text at levels X - Z +)</i> |
|---|---|---|--|
| - Engage in conversations and/or writing to express thinking based on modeled and/or shared learning opportunities of new forms of writing (e.g., storyboards, plot summaries, freewrite of reading response, biographies) | Understanding the connection between talking, reading, and writing | - Explore new ways to express and organize their thinking/writing about reading. Experiment with a variety of models explicitly taught and reference exemplars/anchor charts in the classroom. (e.g., letters, literary essay graphic representation such as sketches or drawings) | - Respond through conversation and/or writing to demonstrate thinking about reading (e.g., summaries, reviews, literary essays, journal entries, writing forms, arguments and analyses) |
| - Investigate and discuss a variety of book and print features introduced (e.g., front/back cover, table of contents, glossary, chart, graph, timeline, etc.) | Using Features of Fiction and Non-Fiction Text | - Discuss book and print features (e.g., front/back cover, author's note, heading, subheading, book jacket, sidebar, chart, graph, etc.) | - Discuss and begin to write using book and print features (e.g., preface, forward, cover blurb, author's note, dedication, etc.) |
| - Notice, talk about, and show some evidence of using author's techniques (building suspense, humour, empathy and point of view) | Author's Craft |  | - Notice, talk about, and record language that reveals the author's attitude (tone) toward a story or character: serious, humorous, respectful, affectionate and evokes feelings in the reader (mood) |
| - Experiment and select specific vocabulary used to argue, draw contrasts, agree/disagree | Vocabulary |  | - Select specific vocabulary used to argue, draw contrasts, agree/disagree |

VIEWING SELF AS A WRITER

| Early Fluent | Instructional Context | Mid Fluent | Late Fluent |
|--|-----------------------|---|--|
| - Write routinely throughout the day for a variety of content areas, genres, purposes and audiences | Fluency/Volume | ➔ | ➔ |
| - Write with fluency and ease using increasingly complex texts | | ➔ | ➔ |
| - Begin to show interest and work at crafting writing, incorporating new learning from instruction including feedback from peers (revise, edit, publish, share, try a new technique...) | Crafting | - With increasing independence , show willingness to work at the craft of writing incorporating new learning from instruction and compare previous writing to revised writing (revise, edit, publish, share, try a new technique...) | - Investigate and apply a willingness to work at the craft of writing incorporating new learning from instruction and comparing previous writing to revised writing (revise, publish, edit, share, try a new technique...) |
| - Begin to use samples and exemplars to explore and reflect on writing to self-assess | Self-Assess | - With increasing independence , use samples and exemplars to reflect and apply self-assessing skills in writing | - Independently reflect and self-assess writing in light of what is known about the genre and discuss what is good about it and what techniques were used |
| - Begin to explore and discuss elements that contribute to the authors' craft in a variety of texts | Authorship | - Compare and discuss elements that contribute to the author's craft in a variety of texts | - Evaluate, discuss and apply elements that contribute to the author's craft |

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| <p>- Articulate goals as a writer, seek feedback from peers, and make and implement plans to improve writing</p> | <p>Goal Setting</p> | <p>➔</p> | <p>➔</p> |
| <p style="text-align: center;">Structure, Development and Craft</p> | | | |
| <p>- Come to workshop with ideas to share to prompt writing</p> | <p>Writing Ideas</p> | <p>- Generate with some independence ideas and strategies to prompt writing</p> | <p>- Automatically generate some ideas and implement strategies to prompt writing</p> |
| <p>- Begin to use organization (flow) and narrative structure (e.g., beg/mid/end) related to purpose and genre.</p> <p>-Begin to use organizational/text structures to purpose and genre (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)</p> | <p>Organization</p> | <p>- Use organization (flow) and narrative structure (e.g., beg/mid/end) related to purpose and genre.</p> <p>-Use organizational/text structures to purpose and genre (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)</p> | <p>➔</p> |
| <p>- Begin to group related information and ideas into paragraphs</p> | | <p>- Plan and arrange paragraphs purposefully</p> | <p>- Automatically plan and arrange paragraphs purposefully</p> |
| | | <p>- Begin to put ideas together to communicate about a topic (categories: e.g., headings, some text features, etc.)</p> | <p>- Independently put ideas together to communicate about a topic (categories: e.g., headings, subheadings, text features, etc.)</p> |

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| <p>- Explore and begin to apply the importance of language use, word choice and voice through read alouds, mentor texts, and one's own writing (e.g., transition words and phrases, first and third person, descriptive words, strong nouns and verbs, dialogue, voice, language associated with genre writing; Once upon a time, first/second, etc.)</p> | <p>Language Use</p> | <p>- Apply understanding of language use, word choice and voice from read alouds, mentor texts, and one's own writing (e.g., transition words and phrases, first and third person, descriptive words, strong nouns and verbs, dialogue, voice, language associated with genre writing; Once upon a time, first/second, etc.)</p> | <p>- With growing complexity, evaluate and apply understanding of language use, word choice and voice (e.g., beginning to experiment with satire, sound devices, sophisticated connectives, inner dialogue, etc.)</p> <p>- Implement risk taking in grammar to achieve an intended effect (e.g., allegory, monologue)</p> |
| <p>- Use word walls and dictionaries to help with spelling when needed and printed or ICT terminology/processing skills</p> | <p>Conventions</p> | <p>- Use available resources to check for correct spelling</p> | <p>- Apply known grammar structures, proper punctuation, spelling techniques and ICT terminology/processing skills with greater ease and confidence</p> |
| <p>- Begin to explore and implement know conventions—capitalization, spelling patterns (alternative spelling patterns), grammar usage (e.g., pronouns, different verb tenses, phrases and clauses, homophones, multisyllabic words, affixes (prefixes and suffixes), word origins, and punctuation (e.g., dashes, commas, quotation marks, colons), ICT terminology.</p> | <p>Implement</p> | <p>- Apply known conventions—capitalization, spelling patterns (alternative spelling patterns), grammar usage (e.g., pronouns, different verb tenses, phrases and clauses, homophones, multisyllabic words, affixes (prefixes and suffixes), word origins, and punctuation (e.g., dashes, commas, quotation marks, colons), ICT terminology.</p> <p>- Begin to explore and implement appropriate punctuation for references, footnotes and endnotes</p> | <p>- Experiment with sentence variety for clarity in writing</p> <p>- Implement appropriate punctuation for references, footnotes and endnotes</p> |

WRITING PROCESS (STRATEGIC PROCESSING)
“Understanding what it means to work at your writing.”

Rehearsing and Planning

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| <p>Early Fluent</p> | <p>Instructional</p> | <p>Mid Fluent</p> | <p>Late Fluent</p> |
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| | Context | | |
|--|---|--|---|
| <p>- Based on models (e.g., graphic organizers, mini-lessons, exemplars, etc.) generate, develop and record topics of interest through talking to peers, teacher, and by using a variety of strategies such as collecting ideas over time (e.g., writer's notebook, lists, webs, etc.)</p> | <p>Gather Information</p> | <p>- Plan to generate, develop and record writing topics/seeds of personal interest and importance by using a variety of strategies such as collecting ideas over time (e.g., writer's notebook, lists, webs)</p> | <p>- Formulate a topic of personal interest with evidence, brainstorm idea, choose, prioritize, and refine ideas, and evaluate choices</p> <p>- Evaluate the validity of topics and ideas for all genres attempted in writing having the ability to shift with flexibility from one topic to another</p> |
| <p>- Begin to generate, revise, and record simple questions such as the 5 Ws across genres/forms, locating several relevant details to support an answer, organizing and comparing details, identifying relationships and communicating findings (e.g., jot notes, notebooks, organizers)</p> | <p>Try ideas/Think About Aspects of Text</p> | <p>- Investigate, select and apply planning and rehearsing strategies by revising and recording questions across genres, locating several relevant and dependable details to support an answer, organizing and comparing details, identifying relationships, recognizing represented perspectives and communicating findings</p> | <p>➡</p> |
| <p>- Investigate according to topic, purpose and audience a range of genres and forms to write about a meaningful topic (e.g., Narrative: Realistic Fiction/Biography; Expository: Non-fiction Report, Compare/Contrast, Procedural Map; Descriptive: Poetry-Concrete Poems, Free Verse Poetry; Persuasive: brochure, letter, radio commercial)</p> | <p>Genre and Form</p> | <p>- Compare, question and select according to topic, purpose and audience from a variety of genres and forms to write about a meaningful topic</p> <p>(e.g., Narrative: Script; Expository: Problem/Solution Report, Retell Newspaper, Procedure, Science Experiment; Descriptive: Rhyming Verse Poetry; Persuasive: Persuasive Review)</p> | <p>➡</p> <p>➡</p> <p>- Reflect and begin to explain choice of form in writing</p> <p>- Implement genres within the text to create hybrid text; Narrative and Informational text woven together (e.g., Narrative: Fable, Parody; Expository: Procedural Report or Newspaper Article, Magazine - Feature Article; Descriptive: Free Verse Poetry, Ballad; Persuasive: Persuasive Argument - Speech, Persuasive Evaluative Essay; Digital Literacy / Interactive Text: podcast,, website, multimedia presentation)</p> |

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| <p>Begin to investigate relevant information from multiple sources and gather information in planning a writing project (e.g., live interviews, internet, artifacts, articles, books)</p> | <p>Research</p> | <p>- Apply relevant information from multiple sources and begin to document sources for references</p> | <p>- Apply relevant information from multiple sources and begin to evaluate sources for point of view and validity</p> <p>- Begin to understand the purpose of references (e.g., bibliographies, footnotes, endnotes, etc.) and select a form of writing (e.g., short stories, diary, ballads, etc.)</p> |
| <p>Drafting (Development) and Revising</p> | | | |
| <p>Early Fluent</p> | <p>Instructional Context</p> | <p>Mid Fluent</p> | <p>Late Fluent</p> |
| <p>- Begin to demonstrate initiative in writing by bringing ideas and incorporating supports from mini-lessons or the teacher (e.g., peer/teacher conferences, checklists, mentor texts)</p> | <p>Understand the Process</p> | <p>- Demonstrate with greater independence initiative in own writing by bringing ideas and incorporating a wide repertoire of strategies (e.g., checklists, mentor texts, creating multiple drafts) and acknowledge revisions will make writing more meaningful for the reader</p> | <p>- Independently demonstrates initiative in own writing by incorporating ideas and a vast repertoire of strategies (e.g., conversations with peers/teacher, mentor texts and notebooks)</p> <p>- Begin to demonstrate engagement in writing projects for however long is necessary or desired due to interest in quality of work rather than quantity</p> |
| <p>- Begin to write a continuous message that demonstrates the ability to maintain a central idea across paragraphs</p> | <p>Produce a Draft</p> <ul style="list-style-type: none"> • Fluency • Stamina • Volume | <p>- Begin to develop a style for drafting (e.g., slow and deliberate and/or fast writing with revisions later)</p> | <p>- Implement a style for drafting (e.g., slow and deliberate and/or fast writing with revisions later)</p> |
| <p>- Begin to generate multiple titles and select the one that best suits the writing</p> | | <p>- With greater independence, generate multiple titles to help think about the focus of the piece</p> | <p>➔</p> |
| <p>- Experiment with creating outlines which may or may not lead to a written piece</p> | | <p>- Create a workable outline that leads to a smooth drafting process</p> | <p>- Effectively implement an outline, workable for the student, leading to a smooth drafting process</p> |
| <p>- Begin to reread writing to think about what to write next and begin to check for clarity and purpose</p> | <p>Revision</p> <ul style="list-style-type: none"> • Rereading | <p>- Implement rereading for clarity and purpose</p> | <p>➔</p> |

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| <p>- By producing many drafts, begin rearranging and revising to make writing more meaningful and logical</p> | <ul style="list-style-type: none"> • Reorganizing Information | <p>- Implement ongoing rearranging and revising throughout the drafting process to make writing more meaningful and logical</p> | <p>➡</p> |
| <p>- Begin to add details, transition words, descriptive words, reshape to fit into different genres, delete unnecessary words and information, etc., recognizing that not all drafts will go to publishing</p> | <ul style="list-style-type: none"> • Changing of Text (adding and deleting) | <p>- Begin to identify language that does not contribute to the central purpose</p> <p>- Begin to add words/phrases/sentences for interest, delete unnecessary details and clutter, move information around, etc.)</p> | <p>- Identify language that does not contribute to the central purpose</p> <p>- Add words/phrases/sentences for interest, delete unnecessary details and clutter, move information around, etc.)</p> |
| <p>- Select and apply techniques to support revising (e.g., use caret, sticky notes, numbered items on separate page, cutting apart, cutting and pasting, using assistive technology tools)</p> | <ul style="list-style-type: none"> • Tools (revision strips, sticky notes, flags, coloured pencils) | <p>- Implement and apply tools to support revising (e.g., use caret, sticky notes, numbered items on separate pages, cutting apart, cutting and pasting, using assistive technology tools)</p> <p>Begin to use standard symbols for revising and editing</p> | <p>➡</p> <p>-Implement the use of standard symbols for revising and editing</p> |

Editing and Proofreading: using co-constructed criteria

| Early Fluent | Instructional Context | Mid Fluent | Late Fluent |
|---|---|---|--|
| <p>- Implement what has been previously practised throughout their writing</p> | <p>Understanding the Process</p> | <p>➡</p> | <p>- Develop and apply an efficient editing process, editing along the way to avoid lengthy end-of-project editing</p> |
| <p>- Begin to understand the importance of asking others to support with final edits</p> | | <p>-Ask questions of others for support with final edits and use tools to self assess writing and copyediting</p> | <p>-Independently plan a final draft</p> |

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| and how to use tools to self-assess writing and copyediting | Editing for Conventions | - Begin to edit sentence variety | |
| - Begin to edit (e.g., grammar, sentence sense, words choice, meaning, paragraph placement, spacing, layout, etc.) | | - Begin to make corrections suggested by peers/teacher | - Implement corrections suggested by peers/teachers |
| - Implement use of reference tools (e.g., word lists, thesaurus, spell check) | Editing for Conventions | ➡ | - Select and implement appropriate tools |
| - Begin to use grammar check | Using Tools | - Apply grammar check | ➡ |

Publishing and Sharing

| Early Fluent | Instructional Context | Mid Fluent | Late Fluent |
|---|--|---|--|
| - Understand publishing as the sharing of a piece of writing with a purpose and an audience in mind | Understanding the Process | ➡ | ➡ |
| - Understand that some but not all pieces are published | | - Begin to make publishing decisions about which pieces to publish and why | - Make publishing decisions and share why |
| - Understand the concept of plagiarism | | - Begin to implement informal citations | - Implement citing sources of information |
| - Plan and select pieces of writing for experimenting and publishing | Publishing Options (what and how) | ➡ | - Select and implement the best way to publish and share pieces after each unit of study (e.g., typed/printed, framed or mounted, websites, blogs, plays, video, books, magazines, info-graphics etc.) |
| - Implement a variety of ways to publish and share pieces after each unit of study (e.g., poster, brochure, video with storyboard, websites, blogs, Twitter, plays, video, | | ➡ | ➡ |

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| books, magazines, info-graphics etc.) | | | |
| <p>- In expectation of an audience and chosen genre/form, add book and text features as appropriate to the text (e.g., cover page, citing sources of information, illustrations and other graphics, dedication, about the author, headings and subheadings, etc.</p> | <p>Attend to Layout</p> | <p>➔</p> | <p>- In expectation of an audience, and chosen genre/form implement strategic decisions about book and print features added during the publishing process (e.g., graphics, cover spread, dedication, table of contents, about the author piece, etc.)</p> <p>- Justify the addition of certain text and print features that clearly illustrates an understanding of the feature</p> |