

# Writing

## GRADE 9

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# Writing Personal Views or Response

**S**tudents are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 9, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

## Key Qualities

The following is a summary of the key qualities of each aspect of personal writing in Grade 9. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

### MEANING

- ◆ comes from thoughts, feelings, opinions, memories, and reflections

### STYLE

- ◆ demonstrates clarity and some variety in language

### FORM

- ◆ begins with a clear introduction and follows a logical sequence through to a conclusion
- ◆ because this writing is not revised or edited, some of the connections and transitions may be awkward

### CONVENTIONS

- ◆ follows standard conventions for basic spelling, punctuation, grammar, and sentence structure; has been checked for errors

## Prescribed Learning Outcomes

The BC performance standards for Grade 9 personal writing reflect the following prescribed learning outcomes from Grade 9 of the *English Language Arts 8 to 12 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

### PURPOSES (WRITING)

It is expected that students will:

- ◆ write meaningful **personal texts** that explore ideas and information [C1]

### STRATEGIES (WRITING)

*[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.*

### THINKING (WRITING)

It is expected that students will:

- ◆ write and **represent** to explain and support personal responses to **texts** [C8]

### FEATURES (WRITING)

It is expected that students will:

- ◆ use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry [C12]
- ◆ use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry [C13]
- ◆ use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry [C14]

## Quick Scale: Grade 9 Writing Personal Views or Response

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Writing personal views or response is usually expected to be checked for errors, but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The writing shows problems in logic, style, and mechanics.</i>	<i>The writing is generally easy to follow and understand, but does not engage the reader.</i>	<i>The writing is clear and analytic; flows smoothly.</i>	<i>The writing is engaging with some sophistication in ideas or language.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• often very brief; may make unsupported generalizations</li> <li>• reasoning is difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>• clear point of view; some relevant ideas</li> <li>• some explanation and examples</li> </ul>	<ul style="list-style-type: none"> <li>• develops a reasonable point of view with some individuality</li> <li>• builds a position through detail, example, explanations</li> </ul>	<ul style="list-style-type: none"> <li>• offers an engaging perspective; mature; shows individuality</li> <li>• builds a convincing position; may use sophisticated strategies (e.g., irony)</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• basic, general language; sometimes inappropriate</li> <li>• sentences are short and simple</li> </ul>	<ul style="list-style-type: none"> <li>• conversational, with some attempts to be precise</li> <li>• some variety in sentence length and pattern</li> </ul>	<ul style="list-style-type: none"> <li>• varies language, sometimes for effect</li> <li>• varies sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• varies language to develop subtleties of meaning</li> <li>• varies sentence structure for effect</li> </ul>
<b>FORM</b> • beginning, middle, end • organization and sequence • transitions	<ul style="list-style-type: none"> <li>• middle and ending may be weak in relation to the beginning</li> <li>• simple transitions; some abrupt shifts</li> </ul>	<ul style="list-style-type: none"> <li>• effective opening; includes a clear middle and an ending</li> <li>• sequence is logical; transitions are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• develops smoothly from effective beginning to a logical conclusion</li> <li>• predictable sequence; variety of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• develops from engaging introduction to a satisfying ending</li> <li>• effective sequence and organization; smooth transitions</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • sentence structure • grammar (e.g., modifiers, agreement, verb tense)	<ul style="list-style-type: none"> <li>• frequent, repeated errors in basic words and structures</li> </ul>	<ul style="list-style-type: none"> <li>• some errors, but meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>• generally correct</li> </ul>

## Rating Scale: Grade 9 Writing Personal Views or Response

Student achievement in writing personal views or response by March–April of Grade 9 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The writing shows problems in logic, style, and mechanics; may be confusing. The student may need help to complete the task.</i>	<i>The writing is generally easy to follow and understand, but does not engage the reader.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• purpose or point of view may be unclear; often very brief; may be illogical</li> <li>• may attempt to develop or elaborate ideas; however, it is difficult to follow the writer’s reasoning; often includes unsupported generalizations</li> </ul>	<ul style="list-style-type: none"> <li>• takes a clear stance or point of view; presents some relevant ideas</li> <li>• some development through explanations and examples; often without much analysis; may be lapses in logic</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• difficult to read; no sense of fluency or flow</li> <li>• language may show some variety but tends to be basic and general, and may be inappropriate in places</li> <li>• sentences are short and simple</li> </ul>	<ul style="list-style-type: none"> <li>• generally easy to read; some sense of flow from one sentence to the next</li> <li>• largely conversational, with some instances of more precise language for effect</li> <li>• some variety in sentence length and pattern</li> </ul>
<b>FORM</b> • beginning, middle, end • organization and sequence • transitions	<ul style="list-style-type: none"> <li>• the middle and ending may be weak in relation to the beginning</li> <li>• sequence may be logical, especially if there is limited material</li> <li>• may shift abruptly from one idea to another; often written as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• beginning introduces the topic and attempts to engage the reader; includes a clear middle and an end</li> <li>• sequence is logical</li> <li>• links ideas with appropriate transitions; most paragraphing is logical</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • sentence structure • grammar (e.g., modifiers, agreement, verb tense)	<ul style="list-style-type: none"> <li>• frequent, repeated errors in basic spelling and grammar distract the reader and may obscure meaning</li> <li>• no sense of control in sentence structure; often includes run-on sentences</li> <li>• frequently includes agreement problems, illogical shifts in verb tense, or problems with modifiers or pronouns</li> <li>• few corrections; little evidence that the writing has been reread and checked for errors</li> </ul>	<ul style="list-style-type: none"> <li>• errors in spelling, punctuation, and grammar occasionally distract the reader, but meaning is clear</li> <li>• follows basic rules for sentence construction, but may include some run-on sentences</li> <li>• may include agreement problems, illogical shifts in verb tense, or problems with modifiers or pronouns</li> <li>• appears to have been reread; obvious errors may have been corrected</li> </ul>

The rating scale may require adaptation when used for different purposes and tasks.

Fully Meets Expectations	Exceeds Expectations
<i>The writing is clear and analytic; flows smoothly.</i>	<i>The writing is engaging and “a pleasure to read,” with some sophistication in ideas or language.</i>
<ul style="list-style-type: none"> <li>• develops a reasonable stance or point of view with some voice or individuality</li> <li>• builds a position or argument through the use of detail, example, explanations; includes sufficient material to meet requirements of the activity</li> </ul>	<ul style="list-style-type: none"> <li>• offers an engaging perspective; individuality of the writer comes through; features some maturity or sophistication in ideas</li> <li>• builds a convincing position or argument through detail, example, explanation; may use more sophisticated strategies (e.g., develop hypothetical situations; use satire or irony)</li> </ul>
<ul style="list-style-type: none"> <li>• flows smoothly; easy to read</li> <li>• varies language according to topic and purpose; may choose words for effect</li> <li>• uses a variety of sentence forms; although attempts sometimes result in problems (e.g., run-on sentences, awkwardness)</li> </ul>	<ul style="list-style-type: none"> <li>• flows smoothly and naturally—sense of effortlessness</li> <li>• varies language to develop subtleties of meaning and effect</li> <li>• varies sentence structure, sometimes to create a particular effect</li> </ul>
<ul style="list-style-type: none"> <li>• develops smoothly, from a clear and often interesting introduction or thesis statement to a logical conclusion</li> <li>• follows a predictable sequence</li> <li>• uses a variety of transitions to establish connections among ideas; related ideas are grouped together; paragraphing is logical</li> </ul>	<ul style="list-style-type: none"> <li>• develops from an engaging introduction, which usually includes a thesis statement, to a satisfying ending</li> <li>• organization and sequence are effective and add to the impact of the writing</li> <li>• connections and relationships among ideas are clear; smooth transitions create a sense of movement from beginning to end</li> </ul>
<ul style="list-style-type: none"> <li>• may have occasional errors in spelling, punctuation, and grammar</li> <li>• may include occasional errors or awkwardness in complex sentence structures (e.g., inappropriate subordination)</li> <li>• verb tenses are consistent; may have occasional problems with agreement or placement of modifiers</li> <li>• appears to have been carefully reread and checked for errors</li> </ul>	<ul style="list-style-type: none"> <li>• spelling, punctuation, and grammar are generally correct</li> <li>• errors in sentence structure are usually the result of experimentation or attempts to develop complex structures</li> <li>• may include occasional grammatical errors; these are usually subtle</li> <li>• appears to have been carefully reread and checked for errors; most errors have been eliminated</li> </ul>

## Sample Task: Impromptu Writing

### CONTEXT

In this class, students frequently wrote about their ideas and opinions before and after reading, discussion, and debating activities. During the year, they learned a variety of ways to generate and shape ideas for writing. From time to time, they were asked to write impromptu, timed essays on topics related to their experiences—topics were often suggested by the class. The teacher used these impromptu essays to help diagnose students' independent writing skills and assess their progress.

### PROCESS

Students were asked to write an extended-paragraph or multi-paragraph composition within a 60-minute period. The teacher briefly reviewed some of the prewriting strategies they had learned for generating and shaping ideas and drew students' attention to posters outlining writing strategies and a proofreader's checklist that were displayed in the classroom.

Students chose from three topics:

- ◆ adventure
- ◆ surprises
- ◆ first impressions

Students completed their work independently. Students did not have opportunities to consult with others or to make substantial revisions, but the teacher encouraged them to use classroom resources (e.g., dictionary, thesaurus, class posters) and to proofread their work carefully.



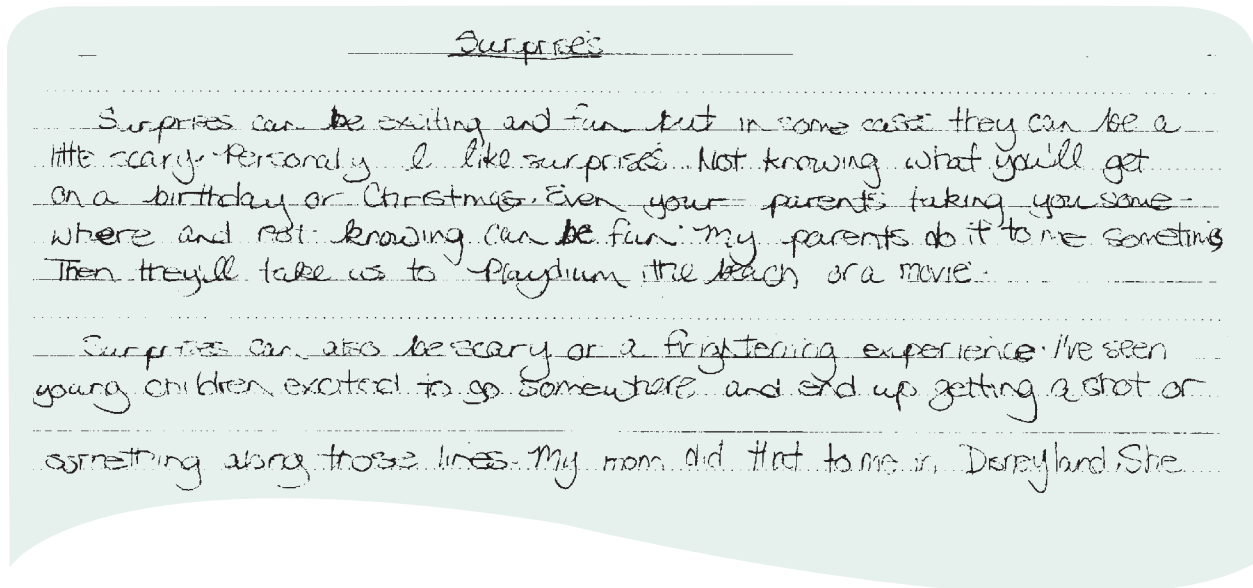
## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

The writer offers a somewhat confusing list of “surprises,” with no sense of control or logical development.

- ◆ attempts to develop ideas; however, it is difficult to follow the writer’s reasoning (too many examples, some more developed than others)
- ◆ no sense of fluency or flow (abrupt shifts between ideas and examples)
- ◆ shifts abruptly from one idea to another
- ◆ includes run-on sentences

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



### TRANSCRIPT

#### Surprises

Surprises can be exciting and fun but in some cases they can be a little scary. Personally I like surprises. Not knowing what you’ll get on a birthday or Christmas. Even your parents taking you somewhere and not knowing can be fun. My parents do it to me sometimes. Then they’ll take us to Playdium, the beach or a movie.

Surprises can also be scary or a frightening experience. I’ve seen young children excited to go somewhere and end up getting a shot or something along those lines. My mom did that to me in Disneyland. She wouldn’t let us see what ride we were going on and I couldn’t understand why people were exiting wet with a pale face and dazed look in there eyes. I soon understood why when our mom put us

into the log and told us to hold on tight I knew we were on “Splash Mountain”. It was fun, especially this one area where you ride in the dark. There are these bumps you aren’t expecting. The most vivid memory I have of that ride though had to be when you finally reach the top. There are these two vultures sitting on a perch and one says to hang on for your dear life. I don’t think I’ve ever been more surprised at how fast we reached the bottom.

I think that most surprises are fun. I enjoy a good surprise. I would love to have a surprise party but I would probably figure it out before they could pull it off. I’ve never been to a surprise party. Wait ... yeah I have actually for my mom’s boyfriend’s 50th birthday. He was so surprised he started crying. That one was memorable.

There is something magical about a good surprise. You have to figure it out but at the same time you don’t want to know what it is. I always try to figure out what I’m getting for birthdays or Christmas. I end up being so mad at myself when I figure it out though. You don’t know how to react when they give it to you when they think it’s the first you’ve seen it, but in reality it’s not. I always feel so guilty afterwards.

That’s another thing if you know your going to be surprised your imagination takes control. You start picturing all these wonderful things you can get. Then when you receive the surprise it’s nothing what you expected at all. You look at it in despair not knowing how to react nor how or what to say. I always feel so bad when that happens. You can usually pull off a fake smile or a forced thank-you but, you know you don’t mean it. Plus that the gift will be shoved in a box never to be seen again.

You can usually count on a few good people for good surprises. For me it’s my grandma and my dad. They always know what you want and always manage to find it no matter how hard it is to find or how limited it is. My dad and grandmother can find anything, just name it.

The best surprises are trips out of town. My dad owns a trucking company so he gets called away a lot on weekends he’ll take me with him, but sometimes he won’t tell me where we are going. Since I’ve been on so many trips with him, just by the way he goes and signs we pass on the highway I can usually guess where we’re going. I still act surprised when we get there. I’m going to end this freewrite by saying that I think surprises are the best. I don’t know anyone, from friends or family who doesn’t love surprises. I think life is one giant surprise because we can’t tell the future and cannot tell what will happen next.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

The student presents logically connected ideas, although the analysis is somewhat simplistic. Errors in sentence structure detract from the impact of the writing.

- ◆ takes a clear stance; presents some relevant ideas
- ◆ some development through explanations and examples, often without much analysis
- ◆ largely conversational
- ◆ sequence is logical
- ◆ some problems with grammar and sentence structure

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### First Impressions

Ever notice when you walk down the street and you see someone, and right away you judge them? You may not think you judge them, but you do. I always say I hate it when people judge me without even knowing me. I always say I'm never going to judge people, but the sad thing is I do. When you meet people for the first time try to

#### TRANSCRIPT

### First Impressions

Ever notice when you walk down the street and you see someone, and right away you judge them? You may not think you judge them, but you do. I always say I hate it when people judge me without even knowing me. I always say I'm never going to judge people, but the sad thing is I do. When you meet people for the first time try to forget about your first impression of them, and get to know them before you judge them.

I remember when I first met, one of my now best friends. I judged him the very minute I met him. When I first met him I thought oh yeah this guy seems like a real jerk, who does a lot of, what I consider bad things. I didn't like him very much. Just because of my first impression of him.

After I got to know him a little better I realized that my first impression of him was way off! He's actually the exact opposite of what I thought. If I hadn't gotten to know him then I would have missed out on getting to know a really great guy.

Why do people judge people without even getting to know them first? I think it's because of the way you've been brought up. The morals and values you are taught growing up stick with you through your whole life. The ideas your parents give you from when you are a kid, are probably the ideas that you are going to teach your kids.

So next time when you meet someone, get to know them before you judge them because who knows that person just might turn out to be your best friend.

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The student writes clearly, analytically, and with a strong personal voice.

- ◆ develops a reasonable point of view with some voice and individuality
- ◆ builds a position through the use of detail
- ◆ flows smoothly; easy to read
- ◆ related ideas are grouped (but writing is not paragraphed)
- ◆ verb tenses are consistent (but there are some errors with verbs, e.g., "I would never regret to have taken ... ")

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### ADVENTURE

I believe my first adventure was the move to Canada when I was seven. I had lived in San Francisco for the first two years of my life, but I have no mental memory of it. So in my mind, I had never left Japan until then.

### TRANSCRIPT

#### Adventure

I believe my first adventure was the move to Canada when I was seven. I had lived in San Francisco for the first two years of my life, but I have no mental memory of it. So in my mind, I had never left Japan until then. When my parents told me that we might be moving to Canada, I was surprised, but very excited. Everything happened so fast after that. I remember walking home on the last day of school with my best friends. That was when it hit me like a ball just suddenly dropped from the sky and landed on my head. We were going to a new world, nine hours away (in flight) with different language, culture, people, food, climate ... everything! I never really liked to cry in front of people so I didn't show it, but I was so scared and frightened, I barely slept the night before the flight. Saying good-bye to my grandparents was one of the toughest thing I had to do. They only

lived a block away so we were very close to them. Especially my sister who was practically brought up by them. Little did we know that it was the last time we saw our Grandmother. I don't have much recollection about the flight to Vancouver, but I was amazed when we walked out of the airport. It was just different from Yokohama. (where I lived) It was my first time I had seen so many caucasian people with different hair and eye colour. There were so many trees! Now I know there's many forests in Japan, but back then, I had only lived in the city so the sight of forests and grass amazed me. The first three weeks, we lived in a small hotel on Robson. We couldn't bring our furniture or most of our belongings so we were to start a new life. Learning a new language was hard but my sister and I learned fairly fast. Before in Japan, my mom had her friends in the USA to send us Disney movies so we could get use to the sound of English. Even though I couldn't understand it, my favourite was "The Little Mermaid". As days, then weeks, then months passed by, we all began to get use to our new life style. Our adventure was quite risky, yet rewarding since I believe Canada is a better place for our family to live. I would never regret to have taken this adventure, since without it, I would not be the person I am now.

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The writing is witty and evocative, and shows sophistication in ideas and language.

- ◆ offers an engaging perspective; the individuality of the writer comes through
- ◆ flows smoothly and naturally—sense of effortlessness
- ◆ varies language to develop subtleties of meaning and effect
- ◆ varies sentence structure, sometimes to create a particular effect
- ◆ appears to have been carefully reread and checked for errors

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### "Adventures"

When I was young, my best friend Jack and I would have 'great adventures in my jungle.' Our jungle was really a huge rhododenderen bush in my front yard, and inside it was hollow, except for some twisting branches that Jack and I would climb. We had hours of fun. We would pretend we were explorers in the Brazilian rainforest, and we would be armed with machetes (not real ones, just sticks) and

#### TRANSCRIPT

#### Adventures

When I was young, my best friend Jack and I would have 'great adventures in my jungle.' Our jungle was really a huge rhododenderen bush in my front yard, and inside it was hollow, except for some twisting branches that Jack and I would climb. We had hours of fun. We would pretend we were explorers in the Brazilian rainforest, and we would be armed with machetes (not real ones, just sticks), and we would hack our way through the undergrowth of the forest, taking plant and animal specimens as we went. We would cross over perilous river canyons on a rickety wooden bridge, and sometimes we would fall and become victim to the icy surge of rushing water below. We would have close encounters with

lions and tigers (and bears! Ha ha, just kidding), sometimes slaying the beast and sometimes not. We were always in close contact with the “base camp” (my mom), and the generous people at “base camp” would send in rations (a snack and drink) by helicopter to keep us going. But our most serious threat to Jack and I’s survival was the common, lethal tormentor of our jungle, the Little Sister, or, by its scientific name, *tattleus tailus*. This common beast would sneak up on us and, upon discovering that we were climbing too high, would flood us with angry jitters and growls such as “You know you’ve climbed too high!” or “Mummy said Jack has to go home now!” This creature was what all young explorers dreaded above anything else, for it was not something to meddle with, and trying to ignore it or scare it would almost always result in a failed expedition.

Nowadays, my jungle sits empty, and no explorers have ventured in there for a long time. It still stands though, yearning for human exploration into its heart. Until the next great adventure of my childhood occurs, my jungle explorations shall always be my favourite.



# Writing to Communicate Ideas and Information

**S**tudents frequently write to communicate ideas, information, and opinions in a variety of curriculum areas. In Grade 9, they are expected to prepare research reports and short essays, write articles, record observations, procedures, and conclusions and share their opinions in editorials and letters.

This type of writing is usually presented to audiences within and outside of the classroom. In some cases, the audience is imagined, as when students are asked to write letters convincing a story character or historical figure to pursue a particular course of action, or when they take on a role to present information and ideas from a particular point of view.

Whenever possible, students benefit from writing for real audiences, such as students in other classrooms, community members, pen pals, or e-pals. School newspapers and yearbooks, community newspapers, school or class web sites, and letters or e-mail (e.g., to authors or public figures) can expand the range of audiences students address. Because this writing is intended for an audience, students should have opportunities to revise, edit, and proofread their work before creating a final copy.

## Key Qualities

The following is a summary of the key qualities of each aspect of writing to communicate ideas and information in Grade 9. The *Quick Scales* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

### MEANING

- ◆ is focused around a clear purpose
- ◆ develops through complete, relevant, and accurate detail that comes from research of all kinds, observation, and logical analysis

### STYLE

- ◆ is generally clear, concrete, and concise, with precise language

### FORM

- ◆ follows “rules” for specific forms (e.g., essays, reports, procedures)
- ◆ follows a logical sequence
- ◆ uses appropriate visuals and text features

### CONVENTIONS

- ◆ has been carefully revised and edited
- ◆ follows standard conventions for basic spelling, punctuation, grammar, and sentence structure

## Prescribed Learning Outcomes

The BC performance standards for Grade 9 writing to communicate ideas and information reflect the following prescribed learning outcomes from Grade 9 of the *English Language Arts 8 to 12 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

### PURPOSES (WRITING)

It is expected that students will:

- ◆ write purposeful **information texts** that express ideas and information [C2]

### STRATEGIES (WRITING)

*[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.*

### THINKING (WRITING)

It is expected that students will:

- ◆ write and represent to interpret, analyse, and evaluate ideas and information from texts [C9]

## FEATURES (WRITING)

It is expected that students will:

- ◆ use and experiment with elements of **style** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry [C12]
- ◆ use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry [C13]
- ◆ use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry [C14]

## Quick Scale: Grade 9 Writing Essays and Opinions

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Essays and opinion pieces are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The writing is often fragmented; it may be long and rambling or too brief to accomplish the purpose.</i>	<i>The writing presents connected ideas that accomplish the basic purpose or task.</i>	<i>The writing is clear and complete; it accomplishes the purpose or task.</i>	<i>The writing is clear, focused, and fully developed; it accomplishes the purpose and creates desired impact.</i>
<b>MEANING</b> • ideas and information • use of detail • use of sources	<ul style="list-style-type: none"> <li>• purpose is unclear; focus is not sustained</li> <li>• examples and details are irrelevant, too general, or simplistic</li> <li>• information is incomplete; may be inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>• purpose clear; focus may waver</li> <li>• some relevant details and examples</li> <li>• some accurate information; may be incomplete or poorly integrated</li> </ul>	<ul style="list-style-type: none"> <li>• purpose is clear; consistent focus</li> <li>• logically developed with relevant details and examples</li> <li>• accurate and complete information; well integrated</li> </ul>	<ul style="list-style-type: none"> <li>• tightly focused; well-defined purpose</li> <li>• vivid, relevant details and examples; may show originality</li> <li>• accurate and complete information; skillfully integrated</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• language is repetitive and often unclear</li> <li>• simple, repetitive sentences</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear and varied</li> <li>• some variety in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• varied language; has some impact; fits purpose</li> <li>• varied, complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• precise language chosen for effect</li> <li>• sentences are varied to create a particular effect</li> </ul>
<b>FORM</b> • introduction • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>• introduction is not engaging; may omit purpose or thesis statement</li> <li>• difficult to follow; transitions are weak or missing</li> <li>• may end without a logical conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• introduction states simple thesis or purpose; attempts to engage reader</li> <li>• logical organization; sequence may be ineffective</li> <li>• explicit conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• introduction clearly states purpose or thesis; engages reader</li> <li>• logically organized and sequenced; varies transitions</li> <li>• comes to closure; tries to have an impact</li> </ul>	<ul style="list-style-type: none"> <li>• introduction catches attention; offers well-developed thesis</li> <li>• effective sequence and transitions make reasoning clear</li> <li>• strong conclusion has an impact</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • sentence structure • grammar	<ul style="list-style-type: none"> <li>• frequent, repeated errors in basic language</li> <li>• resembles a rough draft; errors are not corrected</li> </ul>	<ul style="list-style-type: none"> <li>• some errors, but meaning is clear</li> <li>• some evidence of editing and proofreading</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> <li>• carefully edited and proofread</li> </ul>	<ul style="list-style-type: none"> <li>• may make occasional errors when taking risks</li> <li>• effectively edited and proofread</li> </ul>

## Quick Scale: Grade 9 Writing Reports and Procedures (All Subjects)

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Reports and procedures are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The writing is often fragmented; it may be long and rambling or too brief to accomplish the purpose.</i>	<i>The writing presents connected ideas that accomplish the basic purpose or task.</i>	<i>The writing is clear, complete, and accomplishes the purpose or task; it flows smoothly.</i>	<i>The writing is clear and fully developed; it accomplishes the purpose and creates desired impact.</i>
<b>MEANING</b> • ideas and information • use of detail • use of sources	<ul style="list-style-type: none"> <li>• purpose is unclear; focus is not sustained</li> <li>• examples and details are not relevant; often too general or simplistic</li> <li>• information is incomplete; may be inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>• purpose clear; focus may waver</li> <li>• some relevant details and examples</li> <li>• some accurate information; may be incomplete or poorly integrated</li> </ul>	<ul style="list-style-type: none"> <li>• purpose is clear; consistent focus</li> <li>• logically developed with relevant details and examples</li> <li>• accurate and complete information; well integrated</li> </ul>	<ul style="list-style-type: none"> <li>• tightly focused; purpose is well defined</li> <li>• vivid and relevant details and examples; may show originality</li> <li>• accurate and complete information; skillfully integrated</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• language is repetitive, general, and often unclear</li> <li>• simple, repetitive sentences</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear and varied; some technical terms</li> <li>• some variety in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• varied language; fits purpose; uses technical terms appropriately</li> <li>• varies sentences appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• precise; may use sophisticated technical language</li> <li>• effective variety of sentences</li> </ul>
<b>FORM</b> • text features and graphics • organization and sequence	<ul style="list-style-type: none"> <li>• topic and purpose not defined by title, headings</li> <li>• graphics often omitted, unclear, mislabelled</li> <li>• difficult to follow; information often incomplete</li> <li>• may omit conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• title, headings define purpose; subheadings may be inconsistent</li> <li>• graphics are limited, flawed</li> <li>• logically organized; sequence may be confusing in longer works</li> <li>• conclusion may be abrupt</li> </ul>	<ul style="list-style-type: none"> <li>• title, headings define purpose; subheadings make organization clear</li> <li>• graphics are clear and helpful</li> <li>• steps or sections are logically sequenced</li> <li>• conclusion brings sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• title, headings define purpose; other features make structure and content clear</li> <li>• graphics are effective</li> <li>• logical sequence and organization</li> <li>• effective conclusion</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • sentence structure • grammar	<ul style="list-style-type: none"> <li>• frequent, repeated errors in basic language</li> <li>• resembles a rough draft; errors are not corrected</li> </ul>	<ul style="list-style-type: none"> <li>• some errors, but meaning is clear</li> <li>• some evidence of editing and proofreading</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> <li>• carefully edited and proofread</li> </ul>	<ul style="list-style-type: none"> <li>• may make occasional errors when taking risks</li> <li>• effectively edited and proofread</li> </ul>

## Rating Scale: Grade 9 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information tasks by March-April of Grade 9 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The writing is often fragmented and disorganized; it may be long and rambling or too brief to accomplish the purpose.</i>	<i>The writing presents connected ideas that accomplish the basic purpose or task.</i>
<b>MEANING</b> • ideas and information • use of detail • use of sources	<ul style="list-style-type: none"> <li>• purpose may be unclear; focus is not sustained; often very brief</li> <li>• supporting examples and details are often irrelevant, general, or simplistic; it is difficult to follow the writer's reasoning</li> <li>• information is often incomplete and may be inaccurate; tends to rely on limited sources and not be restated in writer's own words</li> <li>• little sense of audience; tone may be inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>• purpose is clear; focus may lapse in places, often due to ineffective transitions</li> <li>• some development through relevant examples or details; some unsupported generalizations or illogical reasoning</li> <li>• information is accurate, but may be incomplete or poorly integrated; draws on appropriate sources</li> <li>• some sense of audience; tries to use an appropriate tone</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• language is general, repetitive, and often unclear; rarely uses technical language</li> <li>• sentence structure tends to be simple; patterns are repeated</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear and varied; may use some technical or specialized terms</li> <li>• sentence structure shows variety, but may repeat patterns; may be awkward in places</li> </ul>
<b>FORM</b> ESSAYS, OPINIONS • introduction • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>• introduction may not clearly identify the purpose or offer a thesis statement</li> <li>• organization of ideas may be difficult to follow, often because transitions are awkward, disjointed, or omitted</li> <li>• conclusion may introduce new ideas or lack a sense of closure; sometimes the writing ends without a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• introduction states the purpose and may offer a simple thesis statement; attempts to engage the reader</li> <li>• ideas are logically organized, but the sequence may be ineffective, and the transitions are sometimes abrupt</li> <li>• conclusion brings the work to an explicit end, but may have little impact</li> </ul>
REPORTS, PROCEDURES • text features and graphics • organization and sequence	<ul style="list-style-type: none"> <li>• title, headings, or introduction do not clearly define the topic and purpose</li> <li>• visuals and graphics do not clarify the information, are not appropriately placed or clearly labelled, or may be omitted</li> <li>• difficult to follow; may be presented as an unsorted list of information or omit key sections or steps</li> <li>• often ends without a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• title, headings, or introduction define topic and purpose; may use subtitles or subheadings inconsistently</li> <li>• visuals and graphics are limited; often flawed</li> <li>• information is logically organized into sections or steps; sequence may be confusing or ineffective in longer works</li> <li>• conclusion brings the work to an explicit end, but may be abrupt</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • sentence structure • grammar (e.g., modifiers, agreement, verb tense)	<ul style="list-style-type: none"> <li>• frequent, repeated errors in basic spelling and grammar distract the reader and may obscure meaning</li> <li>• no sense of control in sentence structure; often includes run-on sentences</li> <li>• frequent problems with agreement, verb tenses, modifiers, or pronouns</li> <li>• resembles a rough draft; little evidence that the writing has been edited or proofread</li> <li>• legible</li> </ul>	<ul style="list-style-type: none"> <li>• errors in spelling, punctuation and grammar occasionally distract the reader, but meaning is clear</li> <li>• follows basic rules for sentence structure, but may include some run-on sentences</li> <li>• may include problems with agreement, verb tenses, modifiers, or pronouns</li> <li>• some evidence of editing and proofreading; obvious errors may have been corrected</li> <li>• legible, easy to read</li> </ul>

The rating scale may require adaptation when used for different purposes and tasks.

Writing to communicate ideas and information is usually expected to be carefully revised, edited, and proofread for presentation to an audience.

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is clear, complete, and accomplishes the purpose or task; it flows smoothly and may engage the reader.</i></p>	<p><i>The writing is clear, focused, and fully developed; it accomplishes the purpose or task and creates desired impact on audience.</i></p>
<ul style="list-style-type: none"> <li>• purpose is clear; focus is maintained throughout, with relationships among ideas made explicit</li> <li>• carefully and logically developed with relevant examples and details</li> <li>• information is accurate and complete; may integrate information from several appropriate sources</li> <li>• clear sense of audience; appropriate tone; shows some consideration for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• tightly focused, with all material contributing to a well-defined purpose</li> <li>• logically developed with relevant, vivid examples and details; may show originality</li> <li>• information is accurate and complete, often skillfully integrated from a variety of appropriate sources</li> <li>• clear sense of audience; appropriate tone; shows consideration for reader and tries to create an impact (where appropriate)</li> </ul>
<ul style="list-style-type: none"> <li>• varies language according to topic and purpose; may choose words for effect; includes technical or specialized language as needed</li> <li>• uses a variety of sentence forms; more complex attempts are sometimes awkward</li> </ul>	<ul style="list-style-type: none"> <li>• language is precise and carefully chosen to develop subtleties of meaning and effect; uses sophisticated technical or specialized language as needed</li> <li>• varies sentence structure, sometimes to create a particular effect</li> </ul>
<ul style="list-style-type: none"> <li>• introduction clearly states the thesis or purpose and engages the audience</li> <li>• logically sequenced and organized; a variety of transitions (linking words and phrases) help to make the reasoning clear</li> <li>• conclusion brings a sense of closure; attempts to have an impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• introduction catches reader's attention and presents a well-developed thesis statement</li> <li>• effective sequence and organization adds to the impact of the writing; transitions help to make the reasoning clear and convincing</li> <li>• conclusion brings the writing to a satisfying end; has the intended impact</li> </ul>
<ul style="list-style-type: none"> <li>• title, headings, or introduction clearly define purpose or focus; subtitles or subheadings make the organization clear</li> <li>• required visuals and graphics are clear, appropriately placed, and labelled</li> <li>• information is organized into complete, logically sequenced sections or steps</li> <li>• conclusion brings a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• title, headings, or introduction clearly define purpose and focus; uses subtitles and/or other organizational structures to further clarify organization</li> <li>• visuals and graphics effectively clarify and elaborate the information</li> <li>• logical organization and sequence</li> <li>• conclusion is effective</li> </ul>
<ul style="list-style-type: none"> <li>• may have occasional errors in spelling, punctuation, and grammar</li> <li>• may include occasional errors or awkwardness in complex sentence structures (e.g., inappropriate subordination)</li> <li>• verb tenses are consistent; may have occasional problems with agreement or placement of modifiers</li> <li>• carefully edited and proofread</li> <li>• presentation shows care and pride in work</li> </ul>	<ul style="list-style-type: none"> <li>• spelling, punctuation, and grammar are generally correct</li> <li>• errors in sentence structure are usually the result of experimentation or attempts to develop complex structures</li> <li>• may include occasional grammatical errors; these are usually subtle</li> <li>• effectively edited and proofread</li> <li>• presentation shows pride in work; may include special features (e.g., illustrations, variations in typeface)</li> </ul>

## Sample Task: Persuasive Essay

### CONTEXT

This was the culminating assignment of a two-week unit on persuasive writing.

### PROCESS

Over the course of the unit, students received instruction in:

- ◆ narrowing a topic
- ◆ point of view
- ◆ writing a thesis statement
- ◆ persuasive techniques
- ◆ transitions

The students were given exemplary persuasive essays as models and asked to identify the thesis statement, point of view, and persuasive techniques. In response to particular difficulties the students had, the teacher taught mini-lessons on subject-verb agreement and maintaining consistency in narrative point of view.

The students then each wrote a five-paragraph persuasive essay as a take-home assignment. Students peer edited their first drafts in class before producing their final work.



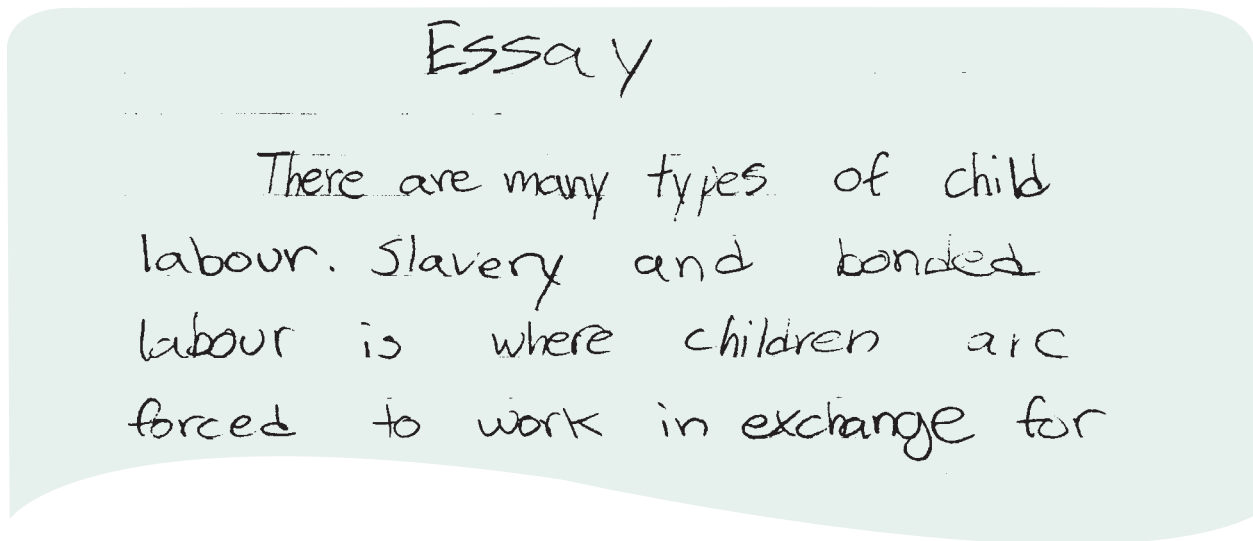
## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

The writing is too brief and general to satisfy requirements of the task. There is no attempt to persuade the reader. (The student did not do a rough draft to submit for peer editing.)

- ◆ essay is too brief to accomplish the purpose
- ◆ supporting examples and details are general and simplistic
- ◆ information is incomplete
- ◆ tone is inappropriate (colloquial, e.g., “wanna”)
- ◆ organization of ideas is difficult to follow
- ◆ no sense of control in sentence structure
- ◆ resembles a rough draft; little evidence that the writing has been edited or proofread

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



### TRANSCRIPT

#### Essay

There are many types of child labour. Slavery and bonded labour is where children are forced to work in exchange for loans and debts that their parents have not paid off. People have found sex trade in the carpet industries children cannot withdraw voluntarily they either do not make it or are let go.

Girls work and face discrimination

Girls wanna work but their opportunities were denied They work long hours because it is domestic. Most kids get pushed into work by their parents

Commercial sex

The sex trade and child pornography is part of commercial sex – children on street are targeted

Street work

exposed to violence at hands of police + criminals shinning shoes, selling newspaper hawking candies

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

The writer makes some attempts at persuasion and offers simplistic solutions.

- ◆ accomplishes the basic purpose
- ◆ some development through relevant examples and details
- ◆ sentence structure shows some variety
- ◆ ideas are logically organized, but the sequence is ineffective and transitions are sometimes abrupt
- ◆ some evidence of editing and proofreading; obvious errors have been corrected (although some careless errors remain)

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### CHILD LABOUR

#### WHY ARE CHILDREN DYING FROM CHILD LABOUR?

**Child labour is cruel because they make children work 48 hour shifts with little pay.**

**It happens all over the world. In some cases children are locked up in the factories and forced to work.**

**A major concern is that children are forced to work in factories, as street workers,**

### TRANSCRIPT

#### **Why Are Children Dying From Child Labour?**

Child labour is cruel because they make children work 48 hour shifts with little pay. It happens all over the world. In some cases children are locked up in the factories and forced to work.

A major concern is that children are forced to work in factories, as street workers, carpet and rug manufacturers, cigarette makers, plantation workers, farm workers and working for family or in bonded labour. They sew garments on sewing machines and make shoes in factories. Street workers can become prostitutes to support their drug habits or they sell newspapers and are exposed to violence and abuse. Cigarette makers roll the cigarettes and package them.

They make carpets and rugs by bonding the fibers together and work on wheels for extremely long hours.

There are many different consequences that are beyond the children's control that the labour subjects them to. They can become deformed in their hands, joints and spine and don't grow properly. These little kids work too long and they don't get enough sleep or food so they become unhealthy. Children on the street get into prostitution because they are on the street with no food or money. They sometimes go live with their pimps because it shelters them from the streets where it is cold, wet and dirty. Prostitutes get abused by their pimps so they become afraid to leave and they are influenced into thinking they are worthless and they become suicidal or get into drugs. This forces them to continue prostitution to support their drug habits.

People in general need to survive and in order to survive they need to work to get money and to achieve their dreams and be able to show some pride.

We need to find a way to stop child labour by making people understand what child is all about. We could make commercials and write letters to the government to ban popular brand names of companies that employ child labour. We could put up posters to make people see that child labour is still going on in the world and we need to do something about it.

Child labour should be stopped because it makes kids feel worthless and it kills.

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The writing is clear and straightforward. The writer offers logical reasons and support from credible sources.

- ◆ purpose is clear; focus is maintained throughout, with relationships between ideas made explicit
- ◆ arguments are carefully and logically developed with relevant examples and details (e.g., includes supporting statistics and quotations)
- ◆ information is accurate and complete; integrates information from several appropriate sources (cites multiple sources)
- ◆ uses a variety of sentence forms
- ◆ occasional errors or awkwardness in complex sentence structures
- ◆ carefully edited and proofread (but there are still some minor errors in punctuation)

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## Healthy Minds Need Healthy Bodies

**Physical Education should be a mandatory part of the curriculum until the end of high school. At present day, high school students can give up P.E. at the end grade of 10. P.E. should be a compulsory requirement for graduation.**

### TRANSCRIPT

#### Healthy Minds Need Healthy Bodies

Physical Education should be a mandatory part of the curriculum until the end of high school. At present day, high school students can give up P.E. at the end grade of 10. P.E. should be a compulsory requirement for graduation.

Children and teens who are physically active learn better. Many teachers agree with this. Active participation in a school physical education program improves students' academic performance and gives them the right attitude towards fitness. According to Doctor David Lau, quoted in the Vancouver Sun on February 23, 1999, "Communities must not allow school boards to cut back on physical education programs (to avoid obesity in children and adults)". So why should this benefit stop after grade 10 just when academic achievement is very important? Physical

activity is just as important. As well, running and other physical activities release endorphins, which are chemicals that let off chemical energy from the mind. Children who sit around all day at school without any physical activity get sleepy and sluggish.

Taking P.E. at school prepares a student for lifelong fitness, safety when exercising, and a healthy life style. Young children naturally run around a lot and burn up energy. Unfortunately, many teens get too little exercise. Studies show that teens who stop exercising lose fitness and gain weight. Statistics from Health Canada show that 69.9% of men and women between the ages of 15-19 exercise regularly and that 56.1% of men and women between the ages of 35-44 exercise regularly. These are low percentages. School is the ideal place to keep teens, who otherwise wouldn't do sports, involved. For people who argue that there are school teams, so why have P.E., school sport teams by grade 11 and 12 are aimed towards elite athletes. So instead, by taking P.E., everyone can participate on an equal basis. The more sports students are exposed to, the more likely they are to find a sport they want to become interested in throughout their lives.

Most importantly of all, the focus of our education has changed from academic training alone to the education of the whole person and to encouraging the value of life long learning. P.E. is part of educating the whole person not just the mind. For example, in P.E. you learn how to find your heart rate during exercise and how exercise can help control stress. So wouldn't you want to remind yourself of these skills throughout your education right up until grade 12 and put them into use in P.E.? What you are taught in P.E. now is not just learning how to play a game, but understanding how it affects your body and why it is important to exercise and participate. For example, learning to cope with stress by exercising regularly is an important part of education. The education system finds time to fit CAPPs and a second language into the timetable of a grade 11 and 12 student, so why can't there be space for a P.E. block, even just once a week. Academic education is important but physical education is too.

Eating vegetables at dinnertime is mandatory in my household because vegetables do the body good. The need for good nutrition will not stop at the end of grade 10; it should be continued always for a healthy life. Physical education also does the body good so it should be made a mandatory course until the end of grade 12.

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The student sustains a forceful, persuasive voice throughout that indicates a strong sense of audience. Sophisticated techniques, such as metaphor, have been used to create an impact.

- ◆ tightly focused, with all material contributing to a well-defined purpose
- ◆ logically developed with relevant, vivid examples and details
- ◆ has a clear sense of audience; tries to create an impact
- ◆ language is precise and carefully chosen
- ◆ introduction catches the reader's attention
- ◆ conclusion brings the writing to a satisfying end and has the intended impact
- ◆ uses correct spelling, punctuation, and grammar are generally correct (there are minor punctuation errors but also correct use of semicolon)

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Smoking Should be Made Illegal

**Smoking, an airborne death has plagued us for centuries. Ever since Columbus landed in America in the 16 th century, smoking has fueled a major industry, one that would wrap it's death grip around the very roots of our society. Even though attempts to stamp out the smoking of tobacco have**

#### TRANSCRIPT

### Smoking Should be Made Illegal

Smoking, an airborne death has plagued us for centuries. Ever since Columbus landed in America in the 16 th century, smoking has fueled a major industry, one that would wrap it's death grip around the very roots of our society. Even though attempts to stamp out the smoking of tobacco have been made, there seems to be little progress in halting it's use. In spite of these fruitless endeavors, attempts must be made; to do anything but pursue smoking's illegality would mean death and complete prostration. Self-serving tobacco companies feel little remorse for the lives they have destroyed. The only way for this plague of tobacco smoke to be cured is for it to be made illegal; the plague must be stopped.

Smoking has eradicated and harmed countless lives as if it were a cloud of starving locusts plowing through crops. Throughout the entire world it is alone, the leading cause of preventable illness and death. Tobacco smoking kills more Americans every year than do alcohol, cocaine, heroin, murder, airplane and automobile accidents, and AIDS combined. With tobacco smoking put to its end, hundreds of thousands of lives would be saved each year. Due to the destructive nature of the abundant toxic chemicals in a cigarette, cancer is a common side effect that will very likely end in death. Trying to compensate for the death and the disease that smoking has caused, people turn to the law and what it has to offer. Though law suits do compensate with money they cannot restore any of the damage done. Death isn't the only side effect initiated by smoking, illnesses are also common among smoking's victims. Unfortunately once the damage has been done it can not be fixed; there is no cure. The closest thing to a cure is to stop the damage before it starts. Some of the disease signs or symptoms are: shortness of breath, wheezing, fatigue, lasting or hacking cough, poor sense of smell and taste, bad breath, poor blood flow (cold hands and feet are a sign), frequent illnesses of the lung and throat such as bronchitis and early wrinkling of the skin. None of these symptoms of air borne death should be taken lightly.

Youth are the most susceptible to being confronted with the issue of smoking and succumbing to it. Peer pressure, whether it is subliminal or in another form, is one of the many reasons youth today start smoking. Personality is another huge reason people smoke. Personality refers to people with a rebellious nature; specifically juveniles. Curiosity, pleasure, boredom and escape are other reasons people start smoking. To try and compensate for this, parents form support groups in communities. Remarkably most youth today are well aware of smoking and its side effects, unlike previous generations. Though it is already hard for youth to get a hold of cigarettes, with smoking illegal it would be almost impossible. With smoking out of the way, parent groups could help start more anti-drug campaigns.

Restriction of the drug Tobacco would give those people who do not wish to breathe in second hand smoke the right to do so. This subject has been growing in the minds of thousands of nonsmokers due to the harmful nature of second hand smoke. Second hand smoke being more harmful than the first hand smoke concerns the public enough to have already encouraged them to make smoking in buildings illegal. Smoking has killed millions and should be stopped. All of the public would also be free of the hindrances of smoking. Making tobacco illegal would be the cure to end the plague.



# Literary Writing

**S**tudents learn to appreciate the power and beauty of language as they create their own literary works, often modelled on those they have read or viewed. As they revise and edit to create the effects they want, students develop in the craft of writing.

Grade 9 students often write in a variety of literary forms that may include short stories (e.g., about relationships), traditional stories (e.g., fables, folk tales), special genres (e.g., mysteries, science fiction), memoirs, parodies and other humour, and poems. They explore an increasing variety of literary techniques, such as figurative language, imagery, and mood to create specific effects.

Most often, classmates and teachers are the primary audiences for students' stories and poems. School newspapers and yearbooks, web sites, and community publications can expand the range of audiences.

## Key Qualities

The following is a summary of the key qualities of each aspect of literary writing in Grade 9. The *Quick Scales* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

### MEANING

- ◆ comes from imagination, memories, and observations
- ◆ develops through engaging detail; has some emotional impact

### STYLE

- ◆ is expressive, with descriptive and figurative language

### FORM

- ◆ narratives develop in a logical sequence, with a beginning, middle, and end
- ◆ poems follow the “rules” of the chosen form and feature figurative language and imagery

### CONVENTIONS

- ◆ has been carefully revised and edited
- ◆ follows standard conventions for basic spelling, punctuation, grammar and sentence structure

## Prescribed Learning Outcomes

The BC performance standards for Grade 9 literary writing reflect the following prescribed learning outcomes from Grade 9 of the *English Language Arts 8 to 12 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

### PURPOSES (WRITING)

It is expected that students will:

- ◆ write effective **imaginative texts** to explore ideas and information [C3]

### STRATEGIES (WRITING)

*[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.*

### THINKING (WRITING)

It is expected that students will:

- ◆ write and **represent to synthesize** and extend thinking [C10]

### FEATURES (WRITING)

It is expected that students will:

- ◆ use and experiment with elements of **style** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry [C12]
- ◆ use and experiment with elements of form in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry [C13]
- ◆ use conventions in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry [C14]



## Quick Scale: Grade 9 Writing Narrative

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Stories are usually required to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The story is often confusing because of problems in logic, style, and mechanics.</i>	<i>The story is generally easy to follow and understand, but has little emotional impact.</i>	<i>The story is clear, expressive, and flows smoothly; may have emotional impact in places.</i>	<i>The story is engaging and expressive; creates an emotional impact.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• often confusing; content may be inappropriate</li> <li>• few details; often very brief; parts may be irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>• straightforward</li> <li>• detail and description tend to be direct and concrete</li> </ul>	<ul style="list-style-type: none"> <li>• some originality and creative development</li> <li>• effective detail and description</li> </ul>	<ul style="list-style-type: none"> <li>• originality and a strong voice</li> <li>• some maturity and sophistication</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language • literary techniques	<ul style="list-style-type: none"> <li>• basic vocabulary; often inappropriate language</li> <li>• sentences are simple, repetitive, or flawed</li> </ul>	<ul style="list-style-type: none"> <li>• simple vocabulary; some variety; may use simple literary techniques (e.g., simile)</li> <li>• varied sentences</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate and varied vocabulary; may experiment with literary techniques (e.g., metaphor, irony)</li> <li>• effective variety of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• precise, vivid vocabulary, including effective use of literary techniques (e.g., metaphor, irony)</li> <li>• repertoire of varied sentence styles</li> </ul>
<b>FORM</b> • opening • development • ending • character • dialogue • setting	<ul style="list-style-type: none"> <li>• opening is not engaging; ending abrupt or illogical</li> <li>• series of related events</li> <li>• often focuses on physical qualities of characters</li> <li>• may identify setting</li> </ul>	<ul style="list-style-type: none"> <li>• opening presents the problem; ending is logical</li> <li>• conflict developed through a series of events; may be anticlimactic</li> <li>• characters tend to be stereotypic</li> <li>• describes some aspects of setting</li> </ul>	<ul style="list-style-type: none"> <li>• engaging opening; believable ending</li> <li>• develops conflict through believable events; tries to create uncertainty</li> <li>• characters are revealed through their words, actions; dialogue seems natural</li> <li>• may create mood</li> </ul>	<ul style="list-style-type: none"> <li>• engaging opening; ending often has a twist</li> <li>• develops conflict and creates uncertainty</li> <li>• characters reveal motivations and relationships; dialogue is convincing</li> <li>• creates mood</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • sentence structure • grammar	<ul style="list-style-type: none"> <li>• frequent, repeated errors in basic language</li> <li>• resembles a rough draft; errors are not corrected</li> </ul>	<ul style="list-style-type: none"> <li>• some errors, but meaning is clear</li> <li>• some evidence of editing and proofreading</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> <li>• carefully edited and proofread</li> </ul>	<ul style="list-style-type: none"> <li>• may make occasional errors when taking risks</li> <li>• effectively edited and proofread</li> </ul>

## Quick Scale: Grade 9 Writing Poems

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Poems are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The poem is often confusing because of problems in logic, style, and mechanics.</i>	<i>The poem is generally easy to follow and understand, but has little emotional impact.</i>	<i>The poem is clear, expressive, and flows smoothly; may have emotional impact in places.</i>	<i>The poem is engaging and expressive; creates an emotional impact.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• often confusing; content may be inappropriate</li> <li>• few details; often very brief; parts may be irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>• straightforward</li> <li>• detail and description tend to be direct and concrete</li> </ul>	<ul style="list-style-type: none"> <li>• some originality and creative development</li> <li>• effective detail and description</li> </ul>	<ul style="list-style-type: none"> <li>• originality and a strong voice</li> <li>• some maturity and sophistication</li> </ul>
<b>STYLE</b> • clarity, variety, impact of language • literary techniques	<ul style="list-style-type: none"> <li>• basic vocabulary; often inappropriate; no effective use of literary techniques (e.g., simile)</li> </ul>	<ul style="list-style-type: none"> <li>• simple vocabulary; some variety; uses simple literary techniques (e.g., simile)</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate and varied vocabulary; experiments with literary techniques (e.g., metaphor, irony)</li> </ul>	<ul style="list-style-type: none"> <li>• precise, vivid vocabulary; uses literary techniques effectively (e.g., metaphor, irony)</li> </ul>
<b>FORM</b> • poetic form* • imagery, figurative language	<ul style="list-style-type: none"> <li>• does not follow basic rules of the chosen poetic form</li> <li>• few attempts at figurative language or imagery</li> </ul>	<ul style="list-style-type: none"> <li>• tries to follow rules of the chosen poetic form; may be inconsistent</li> <li>• some figurative language and imagery (often predictable)</li> </ul>	<ul style="list-style-type: none"> <li>• follows rules of the chosen poetic form; may be somewhat contrived</li> <li>• some figurative language, imagery</li> </ul>	<ul style="list-style-type: none"> <li>• uses the chosen poetic form skillfully to create an effect</li> <li>• figurative language and imagery show some sophistication</li> </ul>
<b>CONVENTIONS</b> • spelling • grammar (e.g., modifiers, agreement)	<ul style="list-style-type: none"> <li>• frequent, repeated errors in basic language</li> <li>• resembles a rough draft; errors are not corrected</li> </ul>	<ul style="list-style-type: none"> <li>• some errors, but meaning is clear</li> <li>• some evidence of editing and proofreading</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> <li>• carefully edited and proofread</li> </ul>	<ul style="list-style-type: none"> <li>• may make occasional errors when taking risks</li> <li>• effectively edited and proofread</li> </ul>

\* In the space below, teachers may want to list "rules" for the specific type of poem students are to write for a particular assignment.

Poetic form: \_\_\_\_\_

Key "rules":

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## Rating Scale: Grade 9 Literary Writing

Student achievement in writing literary writing by March–April of Grade 9 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The writing is often confusing because of problems in logic, style, and mechanics; it may be long and rambling or very brief.</i>	<i>The writing is generally easy to follow and understand, but has little emotional impact.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>the story or poem is often confusing and unfocused; content may be inappropriate or modelled closely on another work</li> <li>minimal development; few details; often very brief; may include irrelevant material</li> <li>little sense of audience, although content is sometimes selected for shock value</li> </ul>	<ul style="list-style-type: none"> <li>creates a straightforward story or poem; parts are often modelled on another work</li> <li>uses some detail and description to develop characters, events, and images; description tends to be direct and concrete</li> <li>occasional evidence that ideas and content have been selected or developed with an audience in mind</li> </ul>
<b>STYLE</b> • clarity, variety, impact of language • literary techniques	<ul style="list-style-type: none"> <li>basic and sometimes inappropriate vocabulary</li> <li>uses simple sentences or makes frequent errors that obscure any attempts at variety</li> <li>little or no use of figurative language or literary techniques (e.g., satire, irony)</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary is varied, but tends to be simple and conversational</li> <li>variety of sentence lengths and types</li> <li>may experiment with simple figurative language; results are often ineffective</li> </ul>
<b>FORM</b> NARRATIVE • opening • development • ending • character • dialogue • setting	<ul style="list-style-type: none"> <li>beginning does not engage the reader in the “story problem” or conflict</li> <li>presents a series of related events; sequence may be confusing in places, and the point of the story may not be clear</li> <li>ending may be abrupt or hard to believe</li> <li>description of characters generally focuses on their physical qualities; dialogue is often confusing</li> <li>the setting may be identified, but often does not contribute to the story</li> </ul>	<ul style="list-style-type: none"> <li>beginning presents the “story problem” or conflict; may be over-explained</li> <li>develops conflict through a series of events; frequently anticlimactic, with events or explanations continuing after the climax</li> <li>ending tends to be believable</li> <li>characters are developed through description rather than through their words and actions; they tend to be stereotypic; dialogue may seem unnatural and hard to follow in places</li> <li>usually describes some aspects of the setting</li> </ul>
POEMS • poetic form • imagery, figurative language	<ul style="list-style-type: none"> <li>does not follow the rules and conventions of the chosen poetic form</li> <li>few attempts at figurative language or imagery</li> </ul>	<ul style="list-style-type: none"> <li>tries to follow the rules and conventions of the chosen poetic form; may be inconsistent</li> <li>includes some figurative language and imagery (often predictable)</li> </ul>
<b>CONVENTIONS</b> • spelling • punctuation • sentence structure • grammar (e.g., modifiers, agreement, verb tense)	<ul style="list-style-type: none"> <li>frequent, repeated errors in basic spelling and grammar distract the reader and may obscure meaning</li> <li>no sense of control in sentence structure; often includes run-on sentences</li> <li>frequent agreement problems, illogical shifts in verb tense, or problems with modifiers or pronouns</li> <li>resembles a rough draft; little evidence that the writing has been edited or proofread</li> <li>legible</li> </ul>	<ul style="list-style-type: none"> <li>errors in spelling, punctuation, and grammar occasionally distract the reader, but meaning is clear</li> <li>follows basic rules for sentence construction, but may include some run-on sentences</li> <li>may include agreement problems, illogical shifts in verb tense, or problems with modifiers or pronouns</li> <li>some evidence of editing and proofreading; obvious errors may have been corrected</li> <li>legible, easy to read</li> </ul>

The rating scale may require adaptation when used for different purposes and tasks.

*Stories and poems are usually expected to be carefully revised, edited, and proofread for presentation to an audience.*

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is clear, expressive, and flows smoothly; may have emotional impact in places.</i></p>	<p><i>The writing is engaging and expressive; creates an emotional impact; there is evidence of sophistication and successful risk-taking.</i></p>
<ul style="list-style-type: none"> <li>• work shows some originality and creative development, although parts may be modelled on other works</li> <li>• uses detail and description to develop characters, events, images, and themes; attempts to “show” rather than tell</li> <li>• some evidence that ideas were selected or developed with an audience in mind</li> </ul>	<ul style="list-style-type: none"> <li>• shows originality and creative development; often features a strong voice; has an underlying theme or message</li> <li>• develops characters, events, images, and themes with some sophistication and maturity; often includes a twist that surprises the reader</li> <li>• clear evidence that ideas and content have been selected to create a specific effect on the audience</li> </ul>
<ul style="list-style-type: none"> <li>• vocabulary is appropriate and varied and is sometimes chosen for shades of meaning</li> <li>• variety of sentences; may use different lengths for effect</li> <li>• may experiment with figurative language and techniques such as irony or satire</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary is precise and often vivid</li> <li>• sentences reflect a growing repertoire of styles</li> <li>• uses figurative language skillfully to enhance mood and meaning; may use techniques such as irony, satire, and parody with some success</li> </ul>
<ul style="list-style-type: none"> <li>• the beginning reveals the “story problem” or conflict and introduces the character(s)</li> <li>• develops conflict through believable events; attempts to heighten interest and suspense by creating uncertainty; may create an anticlimax by over-explaining the resolution</li> <li>• ending is logical; may be surprising or humorous</li> <li>• characters have some individuality and are at least partly revealed by what they do and say; dialogue is natural</li> <li>• describes the setting; may attempt to create a mood or atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• an engaging opening prompts curiosity and begins to reveal the story</li> <li>• develops conflict through believable events; creates uncertainty that heightens interest; resolves story quickly after the climax</li> <li>• ending often has a twist; may be surprising, but is believable within the context of the story</li> <li>• characters have individuality; their motivations, relationships, and reactions are revealed by what they do and say; dialogue is convincing and adds to understanding of character</li> <li>• may develop the setting to create an atmosphere or mood</li> </ul>
<ul style="list-style-type: none"> <li>• follows rules and conventions of the chosen poetic form; may be somewhat contrived</li> <li>• includes some figurative language and imagery</li> </ul>	<ul style="list-style-type: none"> <li>• uses the chosen poetic form skillfully to develop meaning and create an effect</li> <li>• uses figurative language and imagery with some sophistication and maturity</li> </ul>
<ul style="list-style-type: none"> <li>• may have occasional errors in spelling, punctuation, and grammar</li> <li>• may include occasional errors or awkwardness in complex sentence structures (e.g., inappropriate subordination)</li> <li>• verb tenses are consistent; may have occasional problems with agreement or placement of modifiers</li> <li>• carefully edited and proofread</li> <li>• presentation shows care and pride in work</li> </ul>	<ul style="list-style-type: none"> <li>• spelling, punctuation, and grammar are generally correct</li> <li>• errors in sentence structure are usually the result of experimentation or attempts to develop complex structures</li> <li>• may include occasional grammatical errors; these are usually subtle</li> <li>• effectively edited and proofread</li> <li>• presentation shows pride in work; may include special features (e.g., illustrations, variations in typeface)</li> </ul>

## Sample Task: Descriptive Poem

### CONTEXT

Students had previously studied setting and atmosphere in relation to short stories. They had also explored a variety of literary techniques in connection with a poetry unit.

### PROCESS

Students were asked to write descriptive poems that clearly developed setting and atmosphere. The teacher reviewed the concepts of setting and atmosphere and had students practise reading and analyzing descriptive poems in class. They paid particular attention to the techniques the poets used to create images.

Students were given a template of five circles and asked to brainstorm words and phrases under each of the five senses: sight, sound, touch, taste, smell. They then drafted poems using descriptive language to create images that evoked all five senses. After peer feedback, they edited their poems and produced final copies.



## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

The writing consists of a series of simple sentences, with no figurative language or literary techniques. (The student did not complete the five-senses template.)

- ◆ minimal development, few details
- ◆ basic vocabulary
- ◆ no figurative language or literary techniques
- ◆ little evidence that the writing has been edited or proofread

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### The Match For The Title

I high five the wrestler  
when he walks to the ring.

I think I have a feeling  
about who's going to win.

### TRANSCRIPT

#### The Match For The Title

I high five the wrestler  
when he walks to the ring.

I think I have a feeling  
about who's going to win.

I see the opponent  
who's in the ring.

I listen to all the  
booing and cheering for the champ.

I smell the pizza  
that's being eaten next to me.

I can smell the food  
when I close my eyes.

Maybe after the match  
I'll eat something I really like.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

The poem is easy to follow and understand, but has little emotional impact. Language is simple and repetitive.

- ◆ some detail and description; description tends to be direct and concrete
- ◆ vocabulary is varied, but simple and conversational
- ◆ few attempts at figurative language
- ◆ some evidence of editing

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### The Arena

The wind entered the arena  
like a hurricane on a cold day  
the wind blew me hard to the ice  
when I got up I could taste my blood  
when I looked down I saw my reflection  
the ice is very hard and cold  
it's smell is different from anything else  
you could hear the sound of the wind entering the arena

### TRANSCRIPT

#### The Arena

The wind entered the arena  
like a hurricane on a cold day  
the wind blew me hard to the ice  
when I got up I could taste my blood  
when I looked down I saw my reflection  
the ice is very hard and cold  
it's smell is different from anything else  
you could hear the sound of the wind entering the arena  
the ice rink is very cold  
much like Montreal  
when I hit the boards  
it hurts very much  
the ice rink is very hard.

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The student uses a variety of figurative language and literary devices, although these are not always effective.

- ◆ work shows some originality and creative development
- ◆ vocabulary is appropriate, varied, and sometimes chosen for shades of meaning
- ◆ includes some figurative language and imagery
- ◆ carefully edited and proofread

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Jungle Mists

In morning, the blurry sun dips onto the blazing evergreen,  
All eyes are aglow,  
Rustling footsteps crunching on the ambitious green autumn leaves,  
They wait,  
The salty dew air hoping for their arrival.

#### TRANSCRIPT

#### Jungle Mists

In morning, the blurry sun dips onto the blazing evergreen,  
All eyes are aglow,  
Rustling footsteps crunching on the ambitious green autumn leaves,  
They wait,  
The salty dew air hoping for their arrival.

Midday raves the tender sun smearing the wind,  
As rest time is near.  
CRASH, BOOM, gloomy storm clouds arrive,  
Animals roar toward a safe shelter  
and pushing as rain stings their hairy coarse backs.

Small and big  
Some seek high ground or low ground,  
Reaching to their summit.  
Leaves are a crumpled layer as a roof is for a car.  
Sheltering animals near and far from danger,  
Mother Nature might place.

Sweet sound of the glistening wind,  
Pulls a spicy flavour on all.  
As the slithers into the forgotten valley,  
The colors glow.  
Sky is a mirage of pale pastels,  
Allowing stars to shine through.  
Animals sleep as another day will soon face,  
Night in a jungle mist.

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The student has used sophisticated techniques to create an engaging poem. The imagery is particularly powerful.

- ◆ engaging, expressive; creates an emotional impact
- ◆ has an underlying theme
- ◆ develops images and themes with some sophistication and maturity
- ◆ vocabulary is precise and vivid
- ◆ uses figurative language skillfully to enhance mood and meaning
- ◆ effectively edited and proofread

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Childhood Innocence.  
The sun rays ripple through the leaves  
the tall maple stands majestically at the head of the grave  
flowers lay, scattered randomly,  
tribute to a lost friend,  
Time has stopped, but the world keeps turning.  
Friends and family, with bowed heads, slowly retire,  
away to their tombs, dressed in black,  
the solemn faces remember the past

### TRANSCRIPT

#### Childhood Innocence

The sun rays ripple through the leaves  
the tall maple stands majestically at the head of the grave  
flowers lay, scattered randomly.  
a tribute to a lost friend.  
Time has stopped, but the world keeps turning.  
Friends and family, with bowed heads, slowly retire.  
Away to their tombs, dressed in black,  
the solemn faces remember the past

The gentle warm breeze touches my cheek  
soothingly stroking it with soft breaths.

The sun shines on my hair, caressing it with feeling,  
like a strong but loving hand, urging me to go on.  
The tender touches of mother nature make me feel at home  
even in a place, so strange to mine own.

Far in the distance children foolishly play  
sipping the cool sweet liquid of icy lemonade.  
They laugh, and they play, enjoying their fun.  
their freedom is nervously hanging on their tongues.  
I with my sorrow, tasting bitter, I let the tears come  
to wash away the sour taste.

In the tree up above, a bird cooes merrily,  
like the sweet laughter of the deceased  
The memories return, as sweet as before.  
and I hear our voices calling in the wind  
The carefree goodbyes of childhood days  
I wonder whatever happened to our childhood ways.

All around me the air smells of flowers,  
daisies, daffodills, buttercups and more  
The scents of a new life are the buds on the trees  
The smells float musically through my nose  
singing like an angelic choir.  
The daffodills which I hold in my hand  
fall through the wind as they join the cluttered ground.  
I turn and leave behind all the memories of childhood innocence.