### ELA 0 – A/B

#### Context

**CC A30.1** Create written texts that explore: identity, social responsibility, and social action.

Create insightful, original, and thought-provoking written texts to explore identity, social responsibility, and social action. These texts include:

- an insightful, logical thesis or main idea
- thoughtful, appropriate, and convincing details that logically and effectively support the thesis or main idea
- a compelling style, voice, format and organizational pattern appropriate to audience and purpose
- unity, coherence, and emphasis
- convincing and insightful conclusions

#### Message Content and Ideas

**CC A30.4** Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.

Insightfully create a variety of written communications using various elements of discourse, in narrative, expository, persuasive, informative, and/or descriptive texts:

- choose focus to address audience needs, stated purpose, and context
- develop a thesis statement
- create an organizing structure appropriate to purpose, audience, and context
- include relevant information and exclude extraneous information
- provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations
- clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning
- use a variety of rhetorical devices to support assertions
- anticipate potential misunderstandings, problems, or mistakes that might arise for audience
- use appropriate format and structure drafts using standard forms and predictable structures such as headings, white space, and graphics
- provide a coherent conclusion.

#### Create 4 – Mastery

Create insightful, original, and thought-provoking written texts to explore identity, social responsibility and social action. These texts include:

- a clear thesis or main idea
- details that logically and effectively support the thesis or main idea
- style, voice, format and organizational pattern appropriate to audience and purpose
- unity, coherence, and emphasis
- a plausible and effective conclusion

#### Create 3 – Proficient

Create clear, original, and well-developed written texts to explore identity, social responsibility and social action. These texts include:

- a general thesis or main idea
- adequate details that logically and effectively support the thesis or main idea
- style, voice, format, and organizational pattern appropriate to audience and purpose
- unity, coherence, and emphasis
- general conclusions

#### Create 2 – Approaching

Create adequate, predictable, written texts to explore identity, social responsibility and social action. These texts include:

- a vague thesis or main idea
- limited details that logically and effectively support the thesis or main idea
- style, voice, format, and organizational pattern inconsistent or inappropriate to audience and purpose
- limited coherence, and unclear ideas
- vague conclusions

#### Create 1 – Beginning

Create limited and/or unfocused written texts to explore identity, social responsibility and social action. These texts include:

- a vague thesis or main idea
- limited details that logically and effectively support the thesis or main idea
- style, voice, format, and organizational pattern inconsistent or inappropriate to audience and purpose
- limited coherence, and unclear ideas
- vague conclusions

#### Develop 4 – Mastery

Develop and articulate defensible positions on individual, community, national, and world issues.

Critique the effectiveness of a piece of satire as a commentary on current events.

#### Develop 3 – Proficient

Develop and articulate defensible positions on individual, community, national, and world issues.

#### Develop 2 – Approaching

Develop and simplyfically articulate defensible positions on individual, community, national, and world issues.

#### Develop 1 – Beginning

Attempt to develop and vaguely articulate defensible positions on individual, community, national, or world issues.

#### Insufficiently critique the effectiveness of a piece of satire as a commentary on current events.

#### Ineffectively critique the effectiveness of a piece of satire as a commentary on current events.
Write an editorial:
- Focus on a current issue or topic
- Identify the purpose
- Develop a thesis statement that clearly defines the issue and attends to the purpose
- Conduct research to collect evidence and to provide examples
- Craft an introduction that states the writer’s view and captures the audience’s attention
- Use evidence and logical, logical arguments to support the thesis statement and purpose, and to persuade the audience
- Construct an effective conclusion related to the purpose and thesis statement

Write a real or invented narrative:
- Introduce the character(s), the setting, and the conflict in the beginning
- Build suspense through the rising action to a high or turning point
- Resolve the conflict and create a satisfactory or reasonable conclusion in the ending
- Focus on what character(s) does
- Show character through dialogue, thoughts, and action
- Use external and internal dialogue
- Use action verbs

Create a variety of written communications using various elements of in narrative, expository, persuasive, informative, and/or descriptive texts:
- Address audience needs, stated purpose, and context
- Develop a thesis statement
- Create an organizing structure appropriate to purpose, audience, and context
- Include relevant information and exclude extraneous information
- Provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations
- Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning
- Use a variety of rhetorical devices to support assertions Anticipate potential misunderstanding, problems, or mistakes that

Write a compelling editorial:
- Focus on a current issue or topic
- Identify the purpose
- Develop a thesis statement that clearly defines the issue and attends to the purpose
- Conduct research to collect evidence and to provide examples
- Craft an introduction that states the writer’s view and captures the audience’s attention
- Use evidence and ethical, logical arguments to support the thesis statement and purpose, and to persuade the audience
- Construct an effective conclusion related to the purpose and thesis statement

Write a real or invented narrative:
- Introduce the character(s), the setting, and the conflict in the beginning
- Build suspense through the rising action to a high or turning point
- Resolve the conflict and create a satisfactory or reasonable conclusion in the ending
- Focus on what character(s) does
- Show character through dialogue, thoughts, and action
- Use external and internal dialogue
- Use action verbs

Write a simplistic editorial:
- Focus on a current issue or topic
- Identify the purpose
- Develop a thesis statement that defines the issue and attends to the purpose
- Conduct research to collect evidence and to provide examples
- Craft an introduction that states the writer’s view and may capture the audience’s attention
- Use evidence and logical arguments to support the thesis statement and purpose, and to persuade the audience
- Construct a conclusion related to the purpose and/or thesis statement

Write an ineffective editorial that may:
- Focus on a current issue or topic
- Identify the purpose
- Develop a thesis statement
- Conduct research to collect evidence or to provide examples
- Write an introduction that states the writer’s view
- Use evidence and arguments to support the thesis statement and purpose, and may persuade the audience
- Construct a conclusion loosely related to the purpose and/or thesis statement

CC 330.4 Compose and create narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author’s style, and a short story or essay that uses parody, satire, and/or irony.

Create a variety of written communications using various elements of in narrative, expository, persuasive, informative, and/or descriptive texts:
- Address audience needs, stated purpose, and context
- Develop a thesis statement
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Ineffectively respond to key questions using the text as evidence.

Simphistically respond to key questions using the text as evidence.

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<tr>
<th>Task</th>
<th>Description</th>
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<tr>
<td>Write a position paper (convincing argument).</td>
<td>Introduce topic and state position in beginning. Support writer’s position with the most important facts, details, and logical reasons arranged in a coherent and convincing order. Defend position against an important objection. End with a strong restatement of the writer’s position. Defend position well and compel reader to act. Create confidence in position through a clear and strong voice. Use “fair” words and qualifiers. Ensure all parts work together to build a thoughtful convincing position.</td>
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<td>Write a comparative essay.</td>
<td>Reveal new insights about topic because of the comparison. Capture reader’s attention and provide details that lead up to thesis or focus statement in a well-developed introduction. Discuss each topic point by point in the body. Sum up, reflect on, or comment on the comparison in a coherent, convincing conclusion.</td>
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<td>Write a letter of inquiry (or request).</td>
<td>Explain adequately what the inquiry is about and what the reader is to do in response.</td>
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<td>Write a story or essay using parody, satire, and/or irony.</td>
<td>Use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem. Use exaggeration and/or understatement.</td>
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<td>Write a critique of an author’s style.</td>
<td>Consider purpose and intended audience. Address author’s treatment of subject. Analyze form chosen to express ideas: tone, point of view, arrangement and organization of ideas, sentence structure, diction, images and symbols, use of rhetorical devices, other distinctive mannerisms. Identify the writer’s overall, distinctive approach or “style.”</td>
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<td>Write a letter of inquiry (or request):</td>
<td>Explain adequately what the inquiry is about and what the reader is to do in response.</td>
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<td>Write a critical essay:</td>
<td>Consider purpose and intended audience. Address author’s treatment of subject. Analyze form chosen to express ideas: tone, point of view, arrangement and organization of ideas, sentence structure, diction, images and symbols, use of rhetorical devices, other distinctive mannerisms. Identify the writer’s overall, distinctive approach or “style.”</td>
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<td>Write a letter of inquiry:</td>
<td>Explain adequately what the inquiry is about and what the reader is to do in response.</td>
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<td>Write an argumentative essay:</td>
<td>Support writer’s position with the most important facts, details, and logical reasons arranged in a coherent and convincing order. Defend position against an important objection. End with a strong restatement of the writer’s position. Defend position well and compel reader to act. Create confidence in position through a clear and strong voice. Use “fair” words and qualifiers. Ensure all parts work together to build a thoughtful convincing position.</td>
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<td>Write a letter of inquiry:</td>
<td>Explain adequately what the inquiry is about and what the reader is to do in response.</td>
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<td>Write a persuasive essay:</td>
<td>Use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem. Use exaggeration and/or understatement.</td>
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<td>Cues and Conventions</td>
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<td>Select, use, and evaluate deliberately a variety of before, during, and after strategies to construct and communicate meaning when writing.</td>
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<td>CC B30.4 (c)</td>
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<td>Apply accurately and effectively the language cues and conventions when writing.</td>
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