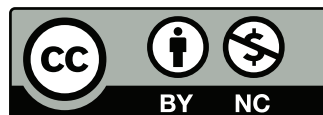
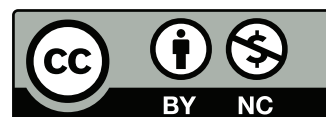


GRADE 10 Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Context</b> CC A/B10.1 Compose and create a range of written texts that explore identity, social responsibility and social action.</p>	<p>Creates <b>insightful, original</b> and <b>thought-provoking</b> written texts that explore identity, social responsibility, and social action. These texts will include:</p> <ul style="list-style-type: none"> <li>• an <b>insightful</b> thesis and <b>logical</b> points to support messages and arguments</li> <li>• <b>thoughtful</b> and <b>appropriate</b> details to support thesis</li> <li>• a <b>compelling</b> style and voice appropriate to audience and purpose</li> <li>• coherence, logical progression, and <b>insightful</b> support for ideas</li> <li>• clear and <b>strategic</b> patterns of organization</li> <li>• logical, convincing, and <b>insightful</b> conclusions</li> </ul>	<p>Creates <b>clear, original</b>, and <b>well-developed</b> written texts that explore identity, social responsibility and social action. These texts include:</p> <ul style="list-style-type: none"> <li>• a <b>clear</b> thesis and <b>logical</b> points to support messages and arguments</li> <li>• <b>appropriate</b> details to support thesis</li> <li>• a style and voice <b>appropriate</b> to audience and purpose</li> <li>• <b>coherence, logical</b> progression, and support for ideas</li> <li>• <b>clear</b> patterns of organization</li> <li>• <b>convincing</b> and <b>justifiable</b> conclusions</li> </ul>	<p>Creates <b>adequate, predictable</b> written texts that explore identity, social responsibility and social action. These texts will include:</p> <ul style="list-style-type: none"> <li>• a <b>general</b> thesis and points to support messages and arguments</li> <li>• <b>adequate</b> details to support thesis</li> <li>• a style and voice <b>connected</b> to audience and purpose</li> <li>• <b>basic</b> coherence, progression, and support for ideas</li> <li>• <b>inconsistent</b> patterns of organization</li> <li>• <b>general</b> conclusions</li> </ul>	<p>Creates <b>limited</b> and/or <b>unfocused written</b> texts that explore identity, social responsibility and social action. These texts will include:</p> <ul style="list-style-type: none"> <li>• a <b>vague</b> thesis and <b>limited</b> points to support messages and arguments</li> <li>• <b>limited</b> details related to thesis</li> <li>• style and voice <b>inconsistent or inappropriate</b> for audience and purpose</li> <li>• <b>limited</b> coherence, and unclear ideas</li> <li>• <b>limited</b> organization</li> <li>• <b>vague</b> conclusions</li> </ul>
<p><b>Message Content and Ideas</b> CC A10.4 Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eye-witness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form).</p> <p>(d) Retell a narrative or recount an experience or event (e.g., a memory, an essay of experience)</p> <p>(e) Write an observation report/eyewitness account (e.g. an incident report, an event report)</p>	<p>Narrative of an experience or event:</p> <ul style="list-style-type: none"> <li>• <b>strategically</b> introduces the action and draws in the reader.</li> <li>• <b>skillfully</b> identifies and develops the story’s main character and establishes the setting.</li> <li>• <b>skillfully</b> uses engaging dialogue to establish characters and create the drama.</li> <li>• provides an <b>effective</b> and <b>thorough</b> ending that logically “winds up” the events.</li> <li>• <b>skillfully</b> introduces, develops and resolves a conflict, quest or question.</li> </ul> <p>Observation report/eyewitness account:</p> <ul style="list-style-type: none"> <li>• <b>skillfully</b> tells when and where the event happened.</li> <li>• accounts the details of an event in a <b>strategic and logical</b> order.</li> <li>• <b>thoughtfully</b> uses descriptive sensory details that show the reader what happened.</li> <li>• <b>skillfully</b> uses order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details.</li> <li>• uses specific and <b>vivid</b> verbs</li> <li>• <b>strategically</b> answers 5W and H questions.</li> <li>• includes <b>insightful</b> thoughts and comments that bring experience to life</li> <li>• uses a <b>compelling</b> voice that illustrates interest and knowledge.</li> </ul>	<p>Narrative of an experience or event:</p> <ul style="list-style-type: none"> <li>• <b>clearly</b> introduces the action and draws in the reader.</li> <li>• <b>effectively</b> identifies and develops the story’s main character and establishes the setting.</li> <li>• uses dialogue <b>appropriately</b> to establish characters and create the drama.</li> <li>• provides an <b>effective</b> ending that logically “winds up” the events.</li> <li>• <b>effectively</b> introduces, develops and resolves a conflict, quest or question.</li> </ul> <p>Observation report/eyewitness account:</p> <ul style="list-style-type: none"> <li>• <b>clearly</b> tells when and where the event happened.</li> <li>• accounts the details of an event in a <b>logical</b> order.</li> <li>• uses <b>descriptive sensory details</b> that show the reader what happened.</li> <li>• <b>clear use</b> of order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details.</li> <li>• uses <b>specific</b> verbs</li> <li>• <b>clearly</b> answers 5W and H questions.</li> <li>• includes thoughts and comments that bring experience to life</li> <li>• uses an <b>engaging</b> voice that sounds interested and knowledgeable.</li> </ul>	<p>Narrative of an experience or event:</p> <ul style="list-style-type: none"> <li>• <b>partially</b> introduces the action.</li> <li>• <b>inconsistently</b> identifies and develops the story’s main character and setting.</li> <li>• uses <b>basic</b> dialogue.</li> <li>• provides a <b>basic</b> ending generally connected to the events.</li> <li>• includes a <b>basic</b> conflict, quest or question.</li> </ul> <p>Observation report/eyewitness account:</p> <ul style="list-style-type: none"> <li>• <b>generally</b> tells when and where the event happened.</li> <li>• accounts the details of an event in a <b>basic</b> order.</li> <li>• <b>adequately</b> uses descriptive sensory details that show the reader what happened.</li> <li>• <b>predictable</b> use of order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details.</li> <li>• uses <b>basic</b> verbs</li> <li>• <b>adequately</b> answers 5W and H questions.</li> <li>• includes <b>predictable</b> thoughts and comments.</li> <li>• uses a <b>predictable</b> voice that sounds <b>generally</b> interested and knowledgeable.</li> </ul>	<p>Narrative of an experience or event:</p> <ul style="list-style-type: none"> <li>• <b>ineffective</b> introduction</li> <li>• <b>undeveloped or vague</b> main character and setting.</li> <li>• <b>minimal</b> use of dialogue.</li> <li>• <b>vague or unrelated</b> ending.</li> <li>• <b>undeveloped</b> conflict, quest or question.</li> </ul> <p>Observation report/eyewitness account:</p> <ul style="list-style-type: none"> <li>• <b>vaguely</b> tells when and where the event happened.</li> <li>• accounts the details of an event in a <b>illogical</b> order.</li> <li>• <b>limited</b> use of descriptive sensory details that show the reader what happened.</li> <li>• <b>unfocused</b> use of order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details.</li> <li>• uses <b>vague</b> verbs</li> <li>• <b>partially</b> answers 5W and H questions.</li> <li>• includes <b>vague</b> thoughts and comments that <b>rarely</b> bring experience to life.</li> <li>• uses a <b>disengaged</b> voice.</li> </ul>



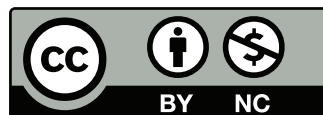
<p>(f) Write an inquiry report (e.g., research report, an I-Search, a technical report).</p>	<p>Inquiry report:</p> <ul style="list-style-type: none"> <li>• presents an <b>insightful</b> introduction relevant to inquiry questions.</li> <li>• puts central ideas into a <b>well-defined</b> focus or thesis statement relevant to inquiry questions.</li> <li>• <b>Strategically</b> includes information related to focus or thesis, is current, and drawn from <b>reliable, relevant</b> sources that are cited.</li> <li>• includes a body that <b>strategically</b> develops the details of the subject.</li> <li>• Skillfully provides a <b>compelling</b> conclusion and final statement that fully address inquiry questions.</li> </ul>	<p>Inquiry report:</p> <ul style="list-style-type: none"> <li>• presents an <b>interesting</b> introduction relevant to inquiry questions.</li> <li>• puts central ideas into a focus or thesis statement relevant to inquiry questions.</li> <li>• includes information <b>related to focus</b> or thesis, is current, and drawn from <b>reliable, relevant</b> sources that are cited.</li> <li>• includes a body that <b>logically</b> develops the details of the subject.</li> <li>• provides a <b>clear</b> conclusion with a final statement that answers inquiry questions.</li> </ul>	<p>Inquiry report:</p> <ul style="list-style-type: none"> <li>• presents a <b>basic</b> introduction to inquiry questions.</li> <li>• puts central ideas into a <b>general</b> focus or thesis statement that adequately addresses inquiry questions.</li> <li>• <b>inconsistently</b> includes information related to focus or thesis, is current, and drawn from reliable, relevant sources that are cited.</li> <li>• includes a body that <b>adequately</b> develops the details of the subject.</li> <li>• provides a <b>basic</b> conclusion with a final statement that generally addresses inquiry questions .</li> </ul>	<p>Inquiry report:</p> <ul style="list-style-type: none"> <li>• presents a <b>limited</b> introduction to inquiry questions.</li> <li>• puts ideas into a vague focus or thesis statement.</li> <li>• <b>rarely</b> includes information related to focus or thesis, is current, and drawn from reliable, relevant sources that are cited.</li> <li>• includes a body that <b>illogically</b> develops the details of the subject.</li> <li>• Provides a <b>vague</b> conclusion with a final statement that vaguely addresses inquiry questions.</li> </ul>
<p>(g) Write a historical persona essay (e.g., biographical narrative, response to a historical photo)</p>	<p>Historical persona essay:</p> <ul style="list-style-type: none"> <li>• includes a historic person.</li> <li>• <b>strategically</b> defines important moments in the historic person’s life so essay is <b>insightful</b>.</li> <li>• demonstrates <b>perceptive</b> understanding of the person, the events, and gathered details about the place and time.</li> <li>• includes <b>insightful</b> reflections and observations about person’s life and experiences.</li> <li>• creates, <b>insightful, accurate and comprehensive</b> depictions of the probable contemporaries of the historic person.</li> <li>• <b>skillfully</b> uses dialogue to bring characters to life.</li> <li>• employs a <b>skillfull</b> organization.</li> </ul>	<p>Historical persona essay:</p> <ul style="list-style-type: none"> <li>• includes a historic person.</li> <li>• <b>clearly</b> defines important moments in the historic person’s life so essay is well-focused.</li> <li>• shows <b>clear</b> understanding of the person, the events, and gathered details about the place and time.</li> <li>• includes reflections and observations about person’s life and experiences.</li> <li>• creates <b>accurate</b> depictions of the probable contemporaries of the historic person.</li> <li>• uses <b>appropriate</b> dialogue to bring characters to life.</li> <li>• employs an <b>easy-to-follow</b> organization.</li> </ul>	<p>Historical persona essay:</p> <ul style="list-style-type: none"> <li>• includes a historic person.</li> <li>• includes <b>basic</b> information from the historic person’s life.</li> <li>• shows <b>basic</b> understanding of the person, the events, and the place and time.</li> <li>• includes <b>basic</b> observations about person’s life and experiences.</li> <li>• creates <b>basic</b> depictions of the probable contemporaries of the historic person.</li> <li>• uses <b>basic</b> dialogue.</li> <li>• <b>inconsistent</b> organization.</li> </ul>	<p>Historical persona essay:</p> <ul style="list-style-type: none"> <li>• includes a historic person.</li> <li>• <b>inaccurate or inadequate</b> information of the historic person’s life.</li> <li>• shows <b>limited or inaccurate</b> understanding of the person, the events, and place and time.</li> <li>• includes <b>vague or unrelated</b> observations about person’s life and experiences.</li> <li>• lists <b>probable</b> contemporaries of the historic person.</li> <li>• <b>minimal</b> use of dialogue.</li> <li>• <b>limited</b> organization.</li> </ul>
<p>(h) Write a review (e.g., evaluating a literary work)</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• includes <b>well-developed, insightful</b> explanations and <b>comprehensive</b> references to the text itself.</li> <li>• <b>thoughtfully</b> expresses opinions about the value or worth of the subject in order to help audience decide.</li> <li>• <b>skillfully</b> explores strengths and weaknesses of work and includes significant passages from text as examples.</li> <li>• <b>thoughtfully</b> justifies opinion.</li> <li>• <b>insightfully</b> addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant.</li> <li>• <b>skillfully</b> recognizes theme of the text and the relevance of literary techniques.</li> </ul>	<p>Review:</p> <ul style="list-style-type: none"> <li>• includes <b>thoughtful</b> explanations and <b>specific</b> references to the text itself.</li> <li>• <b>clearly</b> expresses opinions about the value or worth of the subject in order to help audience decide.</li> <li>• <b>clearly</b> explores strengths and weaknesses of work and includes passages from text as examples.</li> <li>• <b>justifies</b> opinion.</li> <li>• <b>clearly addresses</b> what makes the text interesting, exciting, engaging, believable, unforgettable, and significant.</li> <li>• <b>recognizes</b> theme of the text and the relevance of literary techniques.</li> </ul>	<p>Review:</p> <ul style="list-style-type: none"> <li>• includes <b>adequate</b> explanations and references to the text itself.</li> <li>• <b>adequately</b> expresses opinions about the value or worth of the subject in order to help audience decide.</li> <li>• <b>adequately</b> explores strengths and weaknesses of work and includes passages from text as examples.</li> <li>• <b>generally</b> justifies opinion.</li> <li>• <b>adequately</b> addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant.</li> <li>• <b>adequately</b> recognizes theme of the text and the relevance of literary techniques.</li> </ul>	<p>Review:</p> <ul style="list-style-type: none"> <li>• includes <b>limited</b> explanations and vague references to the text itself.</li> <li>• expresses <b>vague</b> opinions about the value or worth of the subject in order to help audience decide.</li> <li>• <b>partially</b> explores strengths and weaknesses of work and includes limited passages from text as examples.</li> <li>• <b>partially</b> justifies opinion.</li> <li>• <b>partially</b> addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant.</li> <li>• <b>partially</b> recognizes theme of the text and the relevance of literary techniques.</li> </ul>
<p>CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.</p> <p>(d) Write an explanation and defence of personal point of view</p>	<p>Explanation and defence:</p> <ul style="list-style-type: none"> <li>• explains with <b>precise</b> and <b>expansive</b> details writer’s beliefs about an important subject</li> <li>• <b>skillfully</b> identifies focus in opening paragraph</li> </ul>	<p>Explanation and defence:</p> <ul style="list-style-type: none"> <li>• explains with <b>appropriate</b> details writer’s beliefs about an important subject</li> <li>• <b>clearly</b> identifies focus of essay in opening paragraph</li> </ul>	<p>Explanation and defence:</p> <ul style="list-style-type: none"> <li>• explains with <b>general</b> details writer’s beliefs about an important subject</li> <li>• <b>generally</b> identifies focus of essay in opening</li> </ul>	<p>Explanation and defence:</p> <ul style="list-style-type: none"> <li>• explains with <b>insufficient</b> details writer’s beliefs about a subject</li> <li>• <b>partially</b> identifies focus of essay in opening paragraph</li> </ul>



	<ul style="list-style-type: none"> <li>organizes ideas in a <b>skillfull, original</b> sequence</li> <li>includes <b>effective</b> transitions</li> <li>provides <b>complex</b> and convincing conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>organizes ideas in a <b>logical and appropriate</b> sequence</li> <li>includes <b>smooth</b> transitions</li> <li>provides <b>logical and convincing</b> conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>organizes ideas in a sequence</li> <li>includes <b>some</b> transitions</li> <li>provides <b>basic</b> conclusions</li> </ul>	<ul style="list-style-type: none"> <li>organizes ideas in an <b>illogical and inappropriate sequence</b></li> <li>includes <b>ineffective</b> transitions</li> <li>provides <b>insufficient</b> conclusions.</li> </ul>
(e) Write a biographical profile	<p>Biographical profile:</p> <ul style="list-style-type: none"> <li>includes <b>comprehensive</b> ideas learned about the person</li> <li>begins by sharing important, <b>signficant</b> background information</li> <li><b>thoughtfully</b> describes the subject and explains what he or she accomplished</li> <li><b>creative</b> ending leaves the readers with something to think about and consider.</li> </ul>	<p>Biographical profile:</p> <ul style="list-style-type: none"> <li>includes key ideas learned about the person</li> <li>begins by <b>clearly</b> sharing important background information</li> <li><b>clearly</b> describes the subject and explains what he or she accomplished</li> <li>ends by leaving the readers with something to think about and consider.</li> </ul>	<p>Biographical profile:</p> <ul style="list-style-type: none"> <li>includes <b>some</b> key ideas learned about the person</li> <li>begins by sharing <b>basic</b> background information</li> <li><b>adequately</b> describes the subject and explains <b>some of</b> what he or she accomplished</li> <li><b>some</b> evidence of leaving the readers with something to think about and consider.</li> </ul>	<p>Biographical profile:</p> <ul style="list-style-type: none"> <li>includes <b>limited</b> ideas learned about the person</li> <li>begins by sharing <b>limited</b> background information</li> <li><b>vaguely</b> describes the subject and partially explains what he or she accomplished</li> <li><b>does not</b> leave the readers with something to think about and consider.</li> </ul>
(f) Write a problem-solution essay (e.g. an essay in which you analyze a problem and present one or more solutions	<p>Problem-solution essay:</p> <ul style="list-style-type: none"> <li>focuses on a <b>significant</b> problem that is important to self</li> <li>identifies the problem in an <b>insightful</b> statement</li> <li><b>comprehensively</b> analyzes all aspects of the problem, explaining its parts, history, and causes</li> <li><b>critically</b> weighs a <b>wide variety</b> of possible solutions</li> <li><b>skillfully</b> explains why situation exists and how it can be fixed</li> <li>includes <b>compelling</b> facts and reasons</li> <li>ends with a <b>skillful</b> explanation of what the writer would like to see done.</li> </ul>	<p>Problem-solution essay:</p> <ul style="list-style-type: none"> <li>focuses on a problem that is <b>important</b> to self</li> <li>identifies the problem in a <b>clear</b> statement</li> <li><b>thoroughly</b> analyzes the problem, explaining its parts, history, and causes</li> <li><b>accurately</b> weighs possible solutions</li> <li><b>clearly</b> explains why situation exists and how it can be fixed</li> <li>includes all the <b>important</b> facts and reasons</li> <li>ends <b>effectively</b> explaining what the writer would like to see done.</li> </ul>	<p>Problem-solution essay:</p> <ul style="list-style-type: none"> <li><b>adequately</b> focuses on a problem that is important to self</li> <li>identifies the problem in a <b>basic</b> statement</li> <li>provides <b>some</b> analysis of the problem, explaining <b>some</b> parts, history, and causes</li> <li><b>adequately</b> weighs possible solutions</li> <li>offers <b>some</b> explanation of why the situation exists and how it can be fixed</li> <li>includes <b>some</b> facts and reasons</li> <li>ends with a <b>simple</b> explanation of what the writer would like to see done.</li> </ul>	<p>Problem-solution essay:</p> <ul style="list-style-type: none"> <li>lacks focus on a problem of importance</li> <li>identifies the problem in a <b>vague</b> statement</li> <li><b>limited</b> analysis of the problem</li> <li><b>limited</b> discussion of solutions</li> <li><b>vague</b> explanation of why situation exists and how it can be fixed</li> <li><b>limited</b> facts and reasons</li> <li>ends with a <b>limited</b> explanation of what the writer would like to see done.</li> </ul>
(g) Write a business letter (e.g., letter of complaint, email request)	<p>Business letter:</p> <ul style="list-style-type: none"> <li><b>accurately</b> uses a consistent style (semi-block or full block)</li> <li>presents information <b>strategically</b> and in the correct order</li> <li>includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature</li> <li><b>skillfully</b> states purpose</li> <li>provides <b>comprehensive and compelling</b> details</li> <li><b>skillfully</b> states intent</li> </ul>	<p>Business letter:</p> <ul style="list-style-type: none"> <li>uses a <b>consistent</b> style (semi-block or full block)</li> <li>presents information <b>completely</b> and in the <b>correct</b> order</li> <li>includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature</li> <li><b>clearly, immediately</b> states purpose</li> <li>provides <b>accurate and complete</b> details</li> <li><b>clearly</b> states intent</li> </ul>	<p>Business letter:</p> <ul style="list-style-type: none"> <li>uses an <b>inconsistent</b> style (semi-block or full block)</li> <li>presents <b>basic</b> information and in the correct order</li> <li>includes <b>some</b> parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature</li> <li>states <b>basic</b> purpose</li> <li>provides <b>basic and adequate</b> details</li> <li>states intent</li> </ul>	<p>Business letter:</p> <ul style="list-style-type: none"> <li>uses an <b>inconsistent</b> style (semi-block or full block)</li> <li>presents <b>insufficient</b> information and/or an <b>illogical</b> order.</li> <li>includes <b>some</b> parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature</li> <li><b>inadequately</b> states purpose</li> <li>provides <b>insufficient</b> and/or <b>inaccurate</b> details</li> <li><b>ineffectively</b> states intent</li> </ul>
(h) Write fictionalized journal entries (e.g, of a literary character or a historical figure)	<p>Fictionalized journal entry:</p> <ul style="list-style-type: none"> <li><b>insightful</b> focus on a character</li> <li><b>insightful</b> focus on an ongoing event or experience</li> <li>contain <b>insightful</b> impressions, reflections, and observations about life, people, and experiences</li> <li><b>skillfully</b> provides insight into the personality and values of the character.</li> </ul>	<p>Fictionalized journal entry:</p> <ul style="list-style-type: none"> <li><b>clear</b> focus on a character</li> <li><b>clear</b> focus on an ongoing event or experience</li> <li>contain impressions, reflections, and observations about life, people, and experiences</li> <li>provides <b>relevant</b> insight into the personality and values of the character.</li> </ul>	<p>Fictionalized journal entry:</p> <ul style="list-style-type: none"> <li><b>inconsistent</b> focus on character</li> <li><b>inconsistent</b> focus on an ongoing event or experience</li> <li>contain <b>adequate</b> impressions, reflections, and observations about life, people, and experiences</li> <li>provides <b>basic</b> description of the personality and values of the character.</li> </ul>	<p>Fictionalized journal entry:</p> <ul style="list-style-type: none"> <li><b>unfocused</b> attention on character</li> <li><b>unfocused</b> attention on an ongoing event or experience</li> <li>contain <b>limited</b> impressions, reflections, and observations about life, people, and experiences</li> <li>provides <b>limited</b> description of the personality and values of the character.</li> </ul>
(i) Write a short script (e.g., a short play or a script for an advertisement)	<p>Short Script:</p> <ul style="list-style-type: none"> <li><b>comprehensive</b> stage directions: time, place, characters and actions, entrances, and exits.</li> <li>gives <b>comprehensive</b> details of setting that lead into the beginning of the script</li> <li>employs <b>sophisticated</b> dialogue that moves the</li> </ul>	<p>Short Script:</p> <ul style="list-style-type: none"> <li><b>clear</b> stage directions: time, place, characters, action, entrances and exits.</li> <li>gives <b>clear</b> details of setting that lead into the beginning of the script</li> <li>employs dialogue that moves the action along</li> </ul>	<p>Short Script:</p> <ul style="list-style-type: none"> <li>includes <b>basic</b> stage directions: <b>some</b> information on time, characters, actions, entrances and/or exits.</li> <li>gives <b>basic</b> details of setting that lead into the beginning of the script</li> </ul>	<p>Short Script:</p> <ul style="list-style-type: none"> <li>includes <b>limited</b> stage directions: time, place, characters, actions, entrances and/or exits.</li> <li>gives <b>limited or no</b> details of setting that lead into the beginning of the script</li> <li>employs <b>ineffective</b> dialogue.</li> </ul>



	<p>action along</p> <ul style="list-style-type: none"> <li>• <b>skillfully</b> builds around a <b>creative</b> conflict or problem</li> <li>• <b>skillfully</b> includes (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.</li> </ul>	<ul style="list-style-type: none"> <li>• builds around a <b>believable</b> conflict or problem that <b>makes sense</b> in the lives of the main characters</li> <li>• includes (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.</li> </ul>	<ul style="list-style-type: none"> <li>• employs <b>basic</b> dialogue</li> <li>• builds around a <b>simple</b> conflict or problem</li> <li>• includes <b>basic</b> (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict or problem is <b>not believable or doesn't make sense</b> in the lives of the main characters</li> <li>• includes <b>limited</b> (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.</li> </ul>
<p><b>Use of Strategies</b>  <b>CC A/B10.4 b.</b> Select, use, and evaluate purposefully a variety of before, during, and after strategies to construct and communicate meaning when writing.</p>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Skillfully generates</b> prompts or a topic and activates prior knowledge.</li> <li>• <b>Thoughtfully</b> considers purpose and audience.</li> <li>• Generates and identifies <b>comprehensive</b> ideas and information.</li> <li>• <b>Strategically</b> chooses/adapts a possible form.</li> <li>• <b>Skillfully</b> collects and focuses <b>relevant and compelling</b> ideas and information.</li> <li>• <b>Strategically</b> plans and organizes ideas for drafting.</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Creates draft(s) and <b>confidently</b> experiments with possible product(s)</li> <li>• <b>Skillfully</b> uses language and its cues and conventions to compose and create a message.</li> <li>• <b>Strategically</b> confers with others to create quality text.</li> <li>• <b>Skillfully</b> reflects, clarifies, self-monitors, self-corrects, and uses a variety of “fix-up” strategies.</li> <li>• <b>Confidently</b> experiments with communication features and techniques (content, organization, purpose, audience, context).</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> revises for content, meaning and organization by adding, deleting, substituting, and rethinking.</li> <li>• <b>Skillfully</b> revises for sentence structure, word choice, spelling, and mechanics.</li> <li>• <b>Strategically</b> confers with peers, teacher, or others to create quality text.</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• Considers prompts or finds a topic and activates prior knowledge.</li> <li>• Considers purpose and audience.</li> <li>• Considers and generates <b>specific</b> ideas and information.</li> <li>• Considers and <b>purposefully</b> chooses/adapts a possible form.</li> <li>• Collects and <b>focuses</b> ideas and information.</li> <li>• Plans and organizes ideas for drafting.</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Creates draft(s) and experiments with possible product(s).</li> <li>• <b>Competently</b> uses language and its cues and conventions to compose and create a message.</li> <li>• <b>Purposefully</b> confers with others to create quality text.</li> <li>• <b>Clearly</b> reflects, clarifies, self-monitors, self-corrects, and uses a variety of “fix-up” strategies.</li> <li>• <b>Competently</b> experiments with communication features and technique.</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Revises</b> for content, meaning and organization by adding, deleting, substituting, and rethinking.</li> <li>• <b>Accurately</b> revises for sentence structure, word choice, spelling, and mechanics.</li> <li>• <b>Purposefully</b> confers with peers, teacher, or others to create quality text.</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Generally</b> considers or finds a topic and activates prior knowledge.</li> <li>• <b>Generally</b> considers purpose and audience.</li> <li>• <b>Generally</b> considers and generates ideas and information.</li> <li>• <b>Generally</b> considers or chooses a possible form.</li> <li>• Collects <b>general</b> ideas and information.</li> <li>• <b>Some</b> planning and organizing of ideas for drafting.</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• Creates <b>some</b> draft(s) and <b>may</b> experiment with possible product(s)</li> <li>• <b>Inconsistent</b> use of language and its cues and conventions to compose and create a message</li> <li>• <b>Inconsistently</b> confers with others to improve text.</li> <li>• <b>Inconsistent</b> use of “fix-up” strategies</li> <li>• <b>Basic</b> use of communication features and techniques.</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistent</b> revision of content, meaning and organization.</li> <li>• <b>Inconsistent</b> revision of sentence structure, word choice, spelling, and mechanics.</li> <li>• <b>Inconsistently</b> confers with peers, teacher, or others to improve text.</li> </ul>	<p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>• <b>Rarely</b> considers prompts or finds a topic and activates prior knowledge.</li> <li>• <b>Rarely</b> considers purpose and audience.</li> <li>• <b>Rarely</b> considers ideas and information.</li> <li>• <b>Rarely</b> considers form.</li> <li>• <b>Rarely</b> collects ideas and information.</li> <li>• <b>Little evidence</b> of planning and organizing ideas for drafting.</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>• <b>Partially</b> creates draft(s) and <b>ineffectively</b> experiments with possible product(s)</li> <li>• Uses language and its cues and conventions <b>inaccurately or ineffectively</b> to compose and create a message.</li> <li>• <b>Limited</b> evidence of conferring with others.</li> <li>• <b>Limited or inaccurate</b> use of “fix-up” strategies.</li> <li>• <b>Limited or inaccurate</b> use of communication features and techniques.</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• <b>Limited</b> revision of content, meaning and organization.</li> <li>• <b>Limited or incorrect</b> revision of sentence structure, word choice, spelling, and mechanics.</li> <li>• <b>Rarely</b> confers with peers, teacher, or others to improve text.</li> </ul>
<p><b>Cues and Conventions</b>  <b>CC A/B10.4 c.</b> Understand and apply the pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic and other language cues and conventions to construct and communicate meaning when writing.</p>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Strategically</b> selects and uses language register appropriate for the subject, context, audience, and purpose.</li> <li>• <b>Consistently</b> uses conventional “standard” English when required.</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Purposefully</b> selects and uses language register <b>appropriate</b> for the subject, context, audience, and purpose.</li> <li>• <b>Uses</b> conventional “standard” English when required.</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistent</b> use of language connected to subject, context, audience, and purpose.</li> <li>• <b>Inconsistent</b> use of conventional “standard” English when required.</li> </ul>	<p><b>PRAGMATIC</b></p> <ul style="list-style-type: none"> <li>• <b>Limited or incorrect</b> use of language register for the subject, context, audience, and purpose.</li> <li>• <b>Limited use</b> of conventional “standard” English when required.</li> </ul>



	<p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Strategically</b> selects and uses modes of discourse (descriptive, narrative, expository, or persuasive) and text forms appropriate for subject, purpose, and audience.</li> <li>• <b>Skillfully</b> creates texts that are <b>unified and compelling</b>.</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Skillfully</b> selects and uses formal written sentences that are <b>compelling, meaningful, correctly</b> punctuated, and devoid of ambiguous expressions.</li> <li>• <b>Skillfully</b> uses sentences that are <b>varied</b> in form (including subordination and parallelism).</li> <li>• <b>Skillfully</b> demonstrates control over such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom.</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• Uses <b>vivid</b> words <b>precisely, skillfully</b> (including prepositions, homonyms, plurals and possessives, and meaning) and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion)</li> </ul> <p><b>GRAPHOPHONIC</b></p> <ul style="list-style-type: none"> <li>• <b>Competently and consistently</b> recognizes and uses Canadian spelling conventions.</li> </ul> <p><b>OTHER CUES AND CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Skillfully</b> uses communication elements such as neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication.</li> <li>• <b>Skillfull</b> use of written elements (font size, type face, formatting) to <b>enhance</b> meaning.</li> </ul>	<p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Purposefully</b> selects and uses modes of discourse (descriptive, narrative, expository, or persuasive) and text forms appropriate for subject, purpose, and audience.</li> <li>• <b>Competently</b> creates texts that are <b>unified and coherent</b>.</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Competently</b> selects and uses formal written sentences that are <b>meaningful, clear, correctly</b> punctuated, and devoid of ambiguous expressions.</li> <li>• <b>Consistently</b> uses sentences that are <b>varied</b> in form (including subordination and parallelism).</li> <li>• <b>Consistently</b> demonstrates control over such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom.</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• Uses words <b>precisely, accurately</b> (including prepositions, homonyms, plurals and possessives, and meanings) and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion)</li> </ul> <p><b>GRAPHOPHONIC</b></p> <ul style="list-style-type: none"> <li>• <b>Accurately</b> recognizes and uses Canadian spelling conventions.</li> </ul> <p><b>OTHER CUES AND CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> uses communication elements such as neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication.</li> <li>• Uses <b>appropriate</b> written elements (font size, type face, formatting).</li> </ul>	<p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistent</b> use of modes of discourse (descriptive, narrative, expository, or persuasive) and text forms for subject, purpose, and audience.</li> <li>• Creates <b>basic</b> texts with <b>adequate</b> evidence of coherence.</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> selects and uses formal written sentences that are meaningful, clear, and correctly punctuated.</li> <li>• Uses <b>basic</b> sentence forms.</li> <li>• <b>Inconsistent</b> use and application of such elements as subject-verb agreement, pronoun-antecedent agreement, pronoun reference, pronoun agreement, verb forms, verb tense, correct use of that/which, who/whom.</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Some</b> use of accurate, precise words (including prepositions, homonyms, plurals and possessives, and meaning) or for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion)</li> </ul> <p><b>GRAPHOPHONIC</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistent</b> use of Canadian spelling conventions.</li> </ul> <p><b>OTHER CUES AND CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Inconsistent</b> use of communication elements such as neatness, underlining, indentations, spacing, and margins.</li> <li>• <b>Inconsistent</b> use of written elements (font size, type face, formatting).</li> </ul>	<p><b>TEXTUAL</b></p> <ul style="list-style-type: none"> <li>• <b>Limited or incorrect</b> use of modes of discourse (descriptive, narrative, expository, or persuasive) and text forms.</li> <li>• Creates texts that <b>lack</b> unity and coherence.</li> </ul> <p><b>SYNTACTICAL</b></p> <ul style="list-style-type: none"> <li>• <b>Limited or incorrect</b> use of formal written sentences.</li> <li>• <b>Limited</b> use of sentence forms.</li> <li>• <b>Limited or incorrect</b> use of elements of language.</li> </ul> <p><b>SEMANTIC/LEXICAL/MORPHOLOGICAL</b></p> <ul style="list-style-type: none"> <li>• Uses words <b>incorrectly or inaccurately</b> (including prepositions, homonyms, plurals and possessives, and meaning)</li> </ul> <p><b>GRAPHOPHONIC</b></p> <ul style="list-style-type: none"> <li>• <b>Limited</b> use of Canadian spelling conventions.</li> </ul> <p><b>OTHER CUES AND CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Limited</b> use of communication elements such as neatness, underlining, indentations, spacing, and margins.</li> <li>• <b>Limited</b> use of written elements (font size, type face, formatting).</li> </ul>
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