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| ELA B10Writing Requirements Mrs. Ballek |

**CC B10.4 -- General Writing Requirements**

* I can identify the purpose of the piece of writing.
* I can identify the speaker.
* I can identify the audience.
* I can identify the form of the writing (narrative, expository, persuasive, descriptive).
* I can use logical structures that are appropriate for my audience, purpose, and context.
* I can include a central foci and strong message.
* I can include writing styles that are appropriate for my audience.
* I can organize ideas in a logical sequence.
* I can include smooth transitions.
* I can wrap up with a convincing conclusion. *(indicator a)*
* I can select before, during, and after strategies to construct and communicate my meaning when writing. (see posters)
* I can use these strategies when writing.
* I can reflect on the effectiveness of these writing strategies. *(indicator b)*
* I can understand and apply language cues and conventions to construct and communicate meaning when writing including:
* I can select and use language that includes people across cultures, races, genders, ages, and abilities.
* I can avoids common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as “Me and John…”, “I can’t get no…,”“Like,…”).
* I can create written texts that are unified (i.e., all elements combined to form a single whole or “oneness”).
* I can create written texts that are coherent (i.e., consistent, logically arranged, and connected).
* I can use a variety of sentence forms when writing.
* I can create sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation).
* I can use words correctly including:
* prepositions (e.g., suited to, suited for)
* homonyms (e.g., to, too, two)
* plurals
* possessives (e.g., the cat’s paws, students’ projects, people’s pets)
* meaning (e.g., then/than; few, fewer/less, lesser).
* I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling.
* I can use appropriate written elements (e.g., font size, type face, formatting).
* I can write legibly with appropriate speed and control.
* I can use communication elements such as neatness, underlining, indentations, spacing, and margins to enhance clarity and legibility of communication. *(indicator c)*

**CC B10.4 -- Specific Writing Requirements
Informative**

* I can write an **explanation** and defend a personal point of view that:
	+ explains the writer’s beliefs about an important subject (main idea)
	+ identifies focus of essay in opening paragraph (topic sentence)
	+ organizes ideas in a logical and appropriate sequence (body)
	+ includes smooth transitions
	+ provides logical and convincing conclusions.

*(indicator d)*

* I can write a **biographical profile** that:
	+ includes key ideas learned about the person
	+ begins by sharing some important background information
	+ explains what he or she accomplished
	+ ends by leaving the readers with something to think about and consider.

*(indicator e)*

* I can write a **problem-solution essay** (e.g., an essay in which you analyze a problem and present one or more solutions) that:
	+ focuses on a problem that is important to self
	+ identifies the problem in a clear statement
	+ analyzes the problem thoroughly, explaining its parts, history, and causes
	+ weighs possible solutions, what is being done to address the problems, and suggestions or solutions
	+ determines what readers need to know
	+ explains why situation exists and how it can be fixed
	+ includes all the important facts and reasons
	+ ends effectively explaining what the writer would like to see done.

*(indicator f)*

* I can write **a business letter** (e.g., letter of complaint, e-mail request) that:
	+ uses a consistent style (semi-block or full block)
	+ presents information completely and in the correct order
	+ includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature
	+ states purpose clearly and immediately
	+ gives complete and accurate details
	+ states clearly what the writer wants the reader to do
	+ avoids expressions that are wordy, clichéd, vague, or discriminatory
	+ begins, continues, and ends with courteous tone
	+ determines what the recipient needs to know.

*(indicator g)*

**CC B10.4 -- Specific Writing Requirements
Literary**

* I can write **fictionalized journal entries** (e.g., of a literary character or a historical figure) that:
	+ focuses on a made-up character *or* someone read about or observed
	+ focuses on an ongoing event *or* experience
	+ contains impressions, reflections, and observations about life, people, and experiences
	+ gives insight into the personality and values of the character.

*(indicator h)*

* I can write a **short script** (e.g., a short play or a script for an advertisement) that:
	+ includes stage directions that indicate the time and place of the action, entrances and exits, and what characters are doing on stage
	+ gives details of setting that lead into the beginning of the script
	+ employs dialogue (characters’ words) that moves the action along
	+ builds around a believable conflict or problem that makes sense in the lives of the main characters
	+ includes (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.

*(indicator i)*

* I can experiment with and explore a variety of written text forms, such as
* letter of complaint
* obituary
* brochure.

*(indicator j)*

* I can experiment with and explore a variety of techniques, such as:
* figurative language
* literary devices
* anecdotes.

*(indicator j)*

**CC B10.4 -- General Writing Requirements**

**Purpose, Speaker, Audience**

* I can identify the purpose of the piece of writing.
* I can identify the speaker.
* I can identify the audience.

**CC B10.4 -- General Writing Requirements**

**Form**

* I can identify the form of the writing (narrative, expository, persuasive, descriptive).

**CC B10.4 -- General Writing Requirements**

**Logical Structures**

* I can use logical structures that are appropriate for my audience, purpose, and context.

**CC B10.4 -- General Writing Requirements**

**Central Foci and Strong Message**

* I can include a central foci and strong message.

**CC B10.4 -- General Writing Requirements**

**Writing Styles**

* I can include writing styles that are appropriate for my audience.

**CC B10.4 -- General Writing Requirements**

**Organization and Smooth Transitions**

* I can organize ideas in a logical sequence.
* I can include smooth transitions.

**CC B10.4 -- General Writing Requirements**

**Convincing Conclusions**

* I can wrap up with a convincing conclusion.

**CC B10.4 -- General Writing Requirements**

**Knowledge and Use of Strategies**

* I can select before, during, and after strategies to construct and communicate my meaning when writing. (see posters)
* I can use these strategies when writing.
* I can reflect on the effectiveness of these writing strategies.

*\* see rubric that has been developed*

**CC B10.4 -- General Writing Requirements**

**Language Cues and Conventions**

* I can understand and apply language cues and conventions to construct and communicate meaning when writing including:
* I can select and use language that includes people across cultures, races, genders, ages, and abilities.
* I can avoids common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as “Me and John…”, “I can’t get no…,”“Like,…”).
* I can create written texts that are unified (i.e., all elements combined to form a single whole or “oneness”).
* I can create written texts that are coherent (i.e., consistent, logically arranged, and connected).
* I can use a variety of sentence forms when writing.
* I can create sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation).
* I can use words correctly including:
* prepositions (e.g., suited to, suited for)
* homonyms (e.g., to, too, two)
* plurals
* possessives (e.g., the cat’s paws, students’ projects, people’s pets)
* meaning (e.g., then/than; few, fewer/less, lesser).
* I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling.
* I can use appropriate written elements (e.g., font size, type face, formatting).
* I can write legibly with appropriate speed and control.
* I can use communication elements such as neatness, underlining, indentations, spacing, and margins to enhance clarity and legibility of communication.

**CC B10.4 -- General Writing Requirements**

**Language Cues and Conventions**

* I can understand and apply language cues and conventions to construct and communicate meaning when writing including:
* I can select and use language that includes people across cultures, races, genders, ages, and abilities.

**CC B10.4 -- General Writing Requirements**

**Word Usage**

* I can avoids common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as “Me and John…”, “I can’t get no…,”“Like,…”).
* I can use words correctly including:
* prepositions (e.g., suited to, suited for)
* homonyms (e.g., to, too, two)
* plurals
* possessives (e.g., the cat’s paws, students’ projects, people’s pets)
* meaning (e.g., then/than; few, fewer/less, lesser).

**CC B10.4 -- General Writing Requirements**

**Organization and Coherency**

* I can create written texts that are unified (i.e., all elements combined to form a single whole or “oneness”).
* I can create written texts that are coherent (i.e., consistent, logically arranged, and connected).

**CC B10.4 -- General Writing Requirements**

**Sentences**

* I can use a variety of sentence forms when writing.
* I can create sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation).

**CC B10.4 -- General Writing Requirements**

**Spelling**

* I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling.

**CC B10.4 -- General Writing Requirements**

**Written Elements and Legibility**

* I can use appropriate written elements (e.g., font size, type face, formatting).
* I can write legibly with appropriate speed and control.
* I can use communication elements such as neatness, underlining, indentations, spacing, and margins to enhance clarity and legibility of communication.