

# English 11

## Module 1 Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's **English 11** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

**Please note that the rights to reproduce materials from the *English 11 Blackline Masters* is restricted to the individual purchaser. Teachers may reproduce solely for use with their own classes.**

The English 11 course consists of four modules, a *Source File* for Module 1, and the *English 11 Companion Website*. English 11 is available in both print and online versions. English 11 components can be purchased individually or as a complete resource, the **English 11 Resource Package**. All are available from Open School BC.

To order, contact:

Open School BC Customer Service Team

or

Visit our website at

Phone: 250-356-2820 (Victoria)

<http://www.pss.gov.bc.ca/osbc/>

1 888 883 4766 (Toll-free)

[info@openschool.bc.ca](mailto:info@openschool.bc.ca)

Copyright 2010 Open School BC, Victoria, British Columbia. ALL RIGHTS RESERVED. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited publication, storage in a retrieval system, or transmissions in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission, contact Open School BC.

## Activity 1: Reading Strategies

### Instructions:

Now apply the reading strategies you have just reviewed. Read the article: “Nature Deficit Disorder: What are the costs?” and answer the questions that follow.

Nature Deficit Disorder: What are the costs?

*I like to play indoors better 'cause that's where all the electrical outlets are.*

~A grade four student~

Research by the Red Rock Institute, an American organization that studies people's changing relationship with nature, found that on average kids spend only half an hour a week playing outdoors, compared to 45 hours per week with electronic media. Throughout most of human history, children grew up with an intimate contact with nature; they either worked or played in the fields, farms, or forests. However, in the past 20 to 30 years, children have increasingly become holed up indoors, separated from the natural world. The closest some children get to nature is watching Animal Planet on TV. There may be serious costs to this changing phenomenon—both human and environmental.

Richard Louv, author of *Last Child in the Woods*, coined the term “nature deficit disorder” to explain children's increasing alienation from nature. He feels that because many children spend much of their time indoors watching TV, playing video games, or cruising the Internet, they have lost their sense of wonder and

spiritual connection that nature provides. When not exposed to the outdoors, children also lose the sense that they are a part of nature. Although nature deficit disorder isn't a scientific diagnosis, Louv believes that it is a societal disorder, and children are the victims.

What are the consequences of nature deficit disorder? One of the most serious implications is that when children are disconnected from the natural world, they become indifferent about environmental concerns. Most of what children learn about nature is through the media, and documentaries like those produced by National Geographic show nature as something foreign and exotic. Many children are unaware that nature exists in their own backyards and at the neighbourhood park. A personal connection with nature and an environmental ethic only comes with regular contact with the natural world. Children will grow up to be good stewards of the environment only if they have had a chance to develop an affinity with nature.

Why is this happening? According to Louv, there are several reasons, but the most prevalent is fear. A 2004 study showed that out of those interviewed, 82% of mothers of children between the ages of 3 and 12 identified crime and safety concerns as reasons why they don't allow their children to play outdoors. Due to 'stranger danger,' ultraviolet rays, and insect-borne diseases, many children are no longer free to play in their own backyards unsupervised, let alone explore the park down the street. Louv argues that these fears are overblown. For example, child abduction is very rare, and statistics show that the numbers have steadily gone down over the past decade.

Louv cites a body of research suggesting that children who are exposed to nature on an ongoing basis from early in life thrive intellectually, spiritually, and physically. When children connect with nature they experience less stress, have better concentration, more creativity, and higher self-esteem. Connecting to nature has also shown to be a promising therapy for attention deficit disorder.

What are the consequences of nature deficit disorder? One of the most serious implications is that when children are

disconnected from the natural world, they become indifferent about environmental concerns. Most of what children learn about nature is through the media, and documentaries like those produced by National Geographic show nature as something foreign and exotic. Many children are unaware that nature exists in their own backyards and at the neighbourhood park.

A personal connection with nature and an environmental ethic only come with regular contact with the natural world. Children will grow up to be good stewards of the environment only if they have had a chance to develop an affinity with nature.

Are there risks associated with nature and the outdoors? Yes, but keeping children indoors poses a much greater risk to their physical, emotional, and spiritual health, as well as the future of the environment.

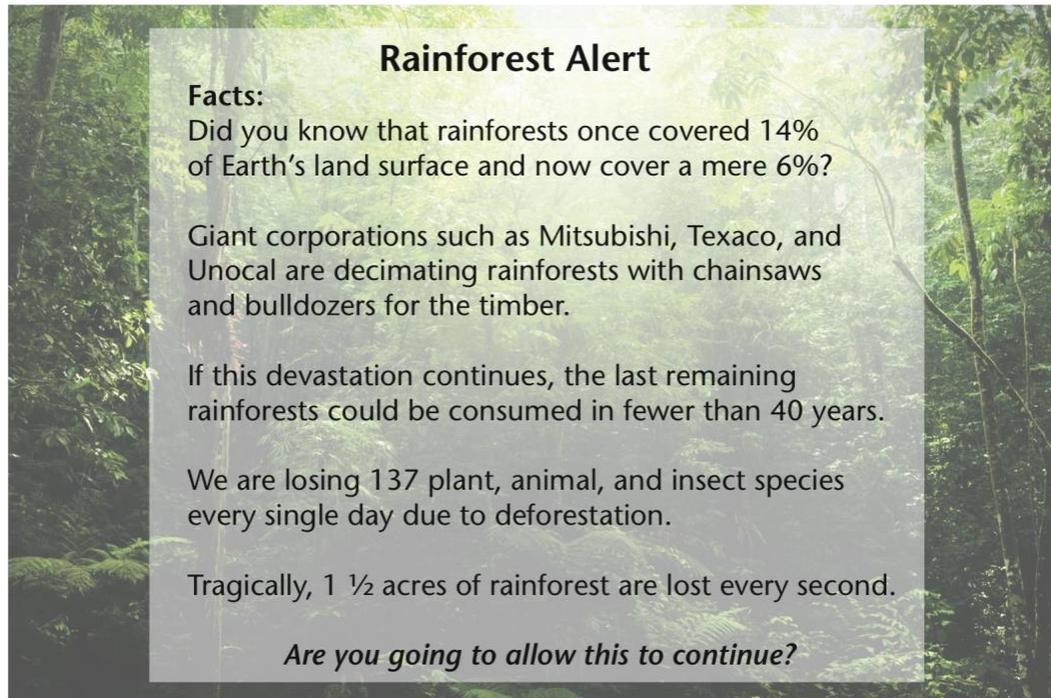
1. When you read the title of the article “Nature Deficit Disorder: What are the costs?,” which strategy did you use to determine what the piece was likely about—predicting, processing, or connecting?
2. What percentage of mothers in the 2004 study identified crime and safety concerns as reasons why they didn’t want their children playing outside?
3. Which strategy did you find most effective for helping you find the information to answer Question 2—skimming or scanning? Explain your answer.
4. According to Richard Louv, what are the most serious consequences of nature deficit disorder?



## Activity 2: Persuasive Elements

### Instructions:

Read the following poster, “Rainforest Alert,” taking into account the persuasive elements, and then answer the questions that follow.



1. How would you describe the tone of this poster?
  - a. serious
  - b. humorous
  - c. satirical
2. Which of the following words used is not emotionally charged?
  - a. decimating
  - b. devastation
  - c. timber
3. The purpose of this poster is to:
  - a. inform
  - b. persuade
  - c. entertain

## Activity 1: Effective Communication

### Instructions:

Read each of the following quotations. Choose whether you think the statement is an example of effective or ineffective communication in a group situation.

1. *I understand what you're saying, but I disagree with you.*
  - a. effective
  - b. ineffective
2. *Now that we've heard from everybody, I think we should discuss what steps to take from here.*
  - a. effective
  - b. ineffective
3. *You're wrong—you obviously haven't done the research.*
  - a. effective
  - b. ineffective
4. *Because I'm in charge of the book sale, I should be the only one to decide on how to price the books.*
  - a. effective
  - b. ineffective
5. *I don't think I would like to be on the decorating committee, but I am interested in helping out with the music.*
  - a. effective
  - b. ineffective
6. *What you just said makes no sense at all.*
  - a. effective
  - b. ineffective
7. *Why isn't anyone listening to what I have to say?*
  - a. effective
  - b. ineffective
8. *Could you please elaborate on your last point? It isn't clear to me.*
  - a. effective
  - b. ineffective

## Assign 1.1: Victoria's Ugly Stain

### Introduction:

The purpose of this assignment is to give you an opportunity to apply some of the critical reading strategies you have evaluated.

### Resources:

Go to *Writing on the Run!* to review the “Writing Process.” You may also want to review your English 11 Introduction Assignment for a tutorial on how to write a paragraph.

### Instructions:

Complete the assignment by following the steps outlined below.

**STEP A:** Read the article “Victoria’s Ugly Stain”; then answer questions by filling in the table that follows.

### Victoria’s Ugly Stain

Victoria’s sewage treatment is at third-world standards. Some BC politicians and other interest groups claim that the 34 billion litres of raw sewage spewing into the Strait of Juan de Fuca every year from the Capital Regional District (CRD), which covers Victoria and surrounding areas, has no harmful affects on the marine ecosystem. It is also suggested that the cold tidal currents of the ocean flush away raw waste with little environmental impact and that the natural oxygenation of the ocean “treats” the sewage. This side of the debate also argues that the approximately \$450 million dollars proposed to build a new sewage treatment plant in Victoria would be better spent on parks, hospitals, and urban transit systems; however, they fail to consider the serious environmental and human health costs of not treating Victoria’s sewage.

The Georgia Strait Alliance, Sierra Legal Defence Fund, Victoria Sewage Alliance, and People Opposed to Outfall Pollution (POOP), have banded together to draw attention to Victoria’s deplorable environmental offences. These groups claim that by flushing Victoria toilets right into the ocean, seabed sites have been contaminated with unsafe levels of toxins such as copper, mercury, and lead. Some of these heavy metals are naturally found in human sewage. Other pollutants include toxic byproducts from motor oil and vehicle runoff, and heavy metals such as zinc from grooming products such as shampoo.

These deadly contaminants are potentially fatal to aquatic life and birds in areas around outfall pipes. Toxicity tests by the Sierra Legal Defence Fund show that fish have died within 20 minutes of contact with Victoria sewage. The same study also revealed that Victoria’s sewage carries several kilograms of PCBs per year into the environment, an amount which is potentially hazardous to aquatic life. Also, sewage carrying fecal coliform bacteria rises to the ocean surface exposing wind surfers, eco-tourists, fishing, and boaters to third-world health risks.

Those against funding sewage treatment argue that the CRD tackles waste at the source by screening out solids before it is flushed into the ocean. Although source control is important, it does not limit the toxins that are leached into the water, and contrary to what sewage treatment naysayers would have people believe, the currents near outfalls do not carry all the sewage out to the Pacific. Currents change direction with the ebb and flow of the tide so much of the sewage either stays close to the outfalls or flows back into the Georgia Strait.

It's about time that the CRD stopped stalling plans to finally treat the region's sewage to the standards that are compulsory in most industrialized countries. How can we convince the next generation to be good stewards of the environment when the City of Victoria is dumping the equivalent of 2600 tractor loads of raw sewage into the ocean every day? Doing nothing is no longer an option.

What is the topic of the article? (1 mark)	
What is the main issue or problem? (1 mark)	
What is the tone of this article? (1 mark)	

<p>What is the writer's conclusion? (1 mark)</p>	
<p>Is the argument based on fact or opinion? How can you tell? (2 marks)</p>	
<p>Choose four important words used in the article, and indicate whether each word is neutral or emotionally charged. (2 marks)</p>	<hr/> <p>neutral / emotional</p> <hr/> <p>neutral / emotional</p> <hr/> <p>neutral / emotional</p> <hr/> <p>neutral / emotional</p>
<p>What important information is missing in this article? (2 marks)</p>	

Explain why this article is biased. (2 marks)	
--	--

**STEP B:** In a 250-word paragraph, summarize the techniques (e.g., tone, word choice, selected facts) the author uses to persuade the reader to share his or her point of view. Provide three examples of these techniques.

**Evaluation Guidelines:**

- STEP A: See individual questions **(12 marks)**
- STEP B: Paragraph Scoring Guide x 1 **(6 marks)**

**Total = 18 marks**

## Assign 1.1: Examine the Arguments

### Instructions:

Choose three of the stakeholders (except for Paul McDonald) in the simulation you completed in the last lesson and fill in the chart that follows. Outline each position on land use in the Great Bear Rainforest, evidence to support each decision, and your analysis of each argument. You may have to replay the simulation a few times and take notes to gather the necessary information.

### Important Definitions:

**Position:** The stakeholder's opinion, judgment, or point of view on the issue.

**Argument:** The reasons, facts, and statistics given to back up the stakeholder's position.

**Analysis:** Your assessment of the stakeholder's argument. Does the evidence support the stakeholder's position? Did she or he convince you of the validity of his or her argument? Why or why not? Support your answer with details,

An example is done for you on the next page.

**Example:**

**Stakeholder Evaluation Form  
Position, Argument, Analysis**

**Name of Stakeholder:** Paul McDonald

**Organization:** Friends of the Great Bear Rainforest

**Position:**

- present development of the Great Bear Rainforest is unsustainable
- clear cutting destroys wildlife habitat
- not against forestry, but there needs to be a land protection plan

**Argument:** examples, quotes, that support the stakeholder's position

- 60% of the Great Bear needs to be protected—key watersheds and habitats
- remaining 40% of the rainforest needs sustainable forestry practice
- conservation-based economy for communities

**Analysis:** your analysis and/or explanation of the argument

In Paul's argument, he doesn't give specific evidence as to why 60% of the rainforest needs to be protected to maintain biodiversity. It seems like he just picked a number out of the air without any scientific basis. He also doesn't explain why clear-cutting is not acceptable in some areas of the rainforest. But I did like his thought that better forestry practices are needed and that the economy in the region should be conservation-based in order to help the communities become sustainable.

**Stakeholder Evaluation Form #1**  
**Position, Argument, Analysis**

**Name of Stakeholder:**

**Organization:**

**Position:**

**Argument:** examples, quotes, that support the stakeholder's position

**Analysis:** your analysis and/or explanation of the argument

**Stakeholder Evaluation Form #2**  
**Position, Argument, Analysis**

**Name of Stakeholder:**

**Organization:**

**Position:**

**Argument:** examples, quotes, that support the stakeholder's position

**Analysis:** your analysis and/or explanation of the argument

**Stakeholder Evaluation Form #3**  
**Position, Argument, Analysis**

**Name of Stakeholder:**

**Organization:**

**Position:**

**Argument:** examples, quotes, that support the stakeholder's position

**Analysis:** your analysis and/or explanation of the argument

**Evaluation Guidelines:**

Each Stakeholder Evaluation Form is worth:

- Position **(3 marks)**
- Argument **(3 marks)**
- Analysis **(3 marks)**

**Total (3 x 9) = 27 marks**

## **Assign 1.1: Save this Group!**

### **Instructions:**

The Morrison Memorial High School yearbook committee is on the brink of disbanding, and if this happens, it's unlikely that a yearbook will be published this year. In this assignment, you will be asked to save the yearbook committee - and the yearbook - using the information about effective communication skills and group process that we examined.

**STEP A:** Read the following information about the committee.

Six people volunteered for the high school yearbook committee: Ben, Mei, Jeff, Christina, Sasha, and Tariq. The first time the group met, a teacher posted a list of tasks including photography, copy, design, layout, and editing. Sasha and Jeff dominated the conversation at the first meeting and presented their respective visions for the yearbook. When Mei suggested a graphic novel theme, Sasha told her it was a bad idea because it would be too labour intensive and none of them were artists. Christina remarked that she was a pretty good artist, but Ben made a snide comment about Christina's artistic abilities. Jeff liked Mei's idea, so the rest of the meeting was taken up with Sasha and Jeff arguing, rather than formulating goals, targeting timelines, and assigning tasks.

At the second meeting, nobody could remember if anything has been decided about who was doing what. And although Ben and Tariq had expressed interest in taking photos at the school dance, neither showed up. There was content to be edited too, but no one volunteered. Now, the publisher has contacted the school to say that if the committee doesn't have a section draft complete in two weeks, they won't be able to publish the yearbook for the school.

**STEP B:** Identify three group process problems the yearbook committee is having. (3 marks)

**STEP C:** In three short paragraphs, work out solutions to the problems you identified in Step B. Focus on one problem per paragraph and use as many specific examples as you can. (18 marks)

### **Evaluation Guidelines:**

- STEP B: 1 mark per group process **(3 marks)**
- STEP C: Paragraph Scoring Guide x 3 **(18 marks)**

**Total = 21 marks**

## Assign 1.1: Grammar Quiz

### Introduction:

In this section, you reviewed the following grammar concepts: parallel structure, misplaced modifiers, dangling modifiers, subject-verb agreement, and pronoun agreement.

### Instructions:

Select the best response for each of the following questions.

1. Which of the following sentence contains a misplaced modifier?
  - A. The school needed someone to coach volleyball with experience.
  - B. After Sarah had been out in the cold, the hot chocolate tasted good.
  - C. We played only two games because we ran out of time. ( )
2. Which of the following sentences contains a dangling modifier?
  - A. While I was working on my computer, the power went out.
  - B. When I walked into the kitchen, I smelled fresh ginger.
  - C. After skiing the phone rang and Joe answered it. ( )
3. Which of the following sentence illustrates the proper use of parallel structure?
  - A. Jamil enjoys hiking, skiing, and swimming.
  - B. Jamil enjoys hiking, skiing, and he likes to swim.
  - C. Jamil hikes, skis, and enjoys swimming. ( )
4. Which of the following sentences contains a misplaced modifier?
  - A. Jennifer ordered a cup of hot tea.
  - B. Lynn handed her paper to the teacher that was late.
  - C. Because Jessie was tired, she wanted only to eat and go to bed. ( )
5. Which of the following sentences illustrates the proper use of parallel structure?
  - A. In English class, Chris learned to read poems critically and to appreciate good prose.
  - B. In English class, Chris learned to read poems critically and she appreciated good prose.
  - C. In English class, Chris learned to read poems critically and appreciated good prose. ( )

6. Which of the following sentences contains a dangling modifier?
- A. When the ball was thrown into the air, the dog caught it.
  - B. The dog caught the ball that was thrown in the air.
  - C. Having been thrown in the air, the dog caught the ball. ( )
7. Which of the following sentences illustrates the proper use of parallel structure?
- A. There's nothing Sharon liked better than eating pizza and watching a movie.
  - B. There's nothing Sharon liked better than going out for pizza and then a movie.
  - C. Sharon liked eating pizzas and movies. ( )
8. Which of the following sentences contains a misplaced modifier?
- A. Raoul sold his car with leather seats.
  - B. On her way home, Ellen found a gold man's watch.
  - C. The baby ate a dish of ice cream at the fair. ( )
9. Which of the following illustrates proper use of parallel structure?
- A. Jasmina was graceful, dexterous, and she could play any position on the field.
  - B. Jasmina was graceful, dexterous, and versatile.
  - C. Jasmina was graceful, dexterous, and had much versatility. ( )
10. Which of the following sentences contains a dangling modifier?
- A. Too much coffee can affect sleep patterns.
  - B. Judy watched the lambs frolicking in the field.
  - C. While still wearing diapers, the father taught his baby how to kick a soccer ball. ( )

**Total = 10 marks**

## **Assign 1.1: Journal Entries**

### **What Is a Journal?**

A journal is your place to record your ideas, feelings, questions, and reflections about all that you encounter in English 11. Your journal is, more specifically, a way to practise using the concepts and ideas studied in your course work. The journal entries will be collected and marked at the end of each section.

Typically, people writing in a journal, diary, or web log use reflective writing, especially when relaying events from their personal life, expressing an opinion, or sharing their feelings about anything. Reflective writing is especially useful as a tool to help you connect to and cement with your learning. Any journal should include reflective writing; it helps learners to not only remember what they learned, but also to express their feelings about a topic. It also enables students to share questions about their course performance and express any connections felt between current and past learning as well as any thoughts for the future.

The following sample of journal writing is also an example of reflective writing:

I thought the article about needle exchange depots was balanced in how it addressed both sides of the issue. I wouldn't want to have a needle exchange near my house because I have kids and I don't want them exposed to local crime. But I think they are really necessary in helping to reduce illness and the spread of disease.

The intention is for you to have a personal place to take note of, and pride in, all that you have read, learned and enjoyed in this challenging and rewarding course. Submitting your journal also gives your teacher insight into your learning process.

There are no specific guidelines for the recommended length of an entry, but in general you should aim for 150-200 words unless otherwise specified. Although you are not marked on the quality of your written expression, avoid spelling or grammatical errors, and write in the first person. Complete each journal entry in the space provided.

### **How Will My Journal Entries Be Evaluated?**

You will submit your journal to your teacher at the end of each section. You must submit work of good quality to earn full marks. Do not wait until the last minute to scribble down a few quick ideas.

When you submit all the entries from one section, your teacher will mark each journal entry, based on the Journal Scoring Guide. Each journal entry is worth 4 marks, for a total of 12 marks per section.

### **Journal Entry 1.1: Reading Strategies**

The purpose of Lesson A was to get you thinking about the reading process. In your journal, give examples of ways you use the different reading strategies:

- skimming
- scanning
- in-depth reading

**Use the reading you completed in Activity 1 in this lesson as one example.**

Also, reflect upon strategies you will implement as you take this course to improve upon your reading and reading comprehension.

### **Journal Entry 1.1: Are You a Critical Reader?**

What are your strengths when it comes to critical reading? What might stop you from becoming a more critical reader? Reflect on your critical reading responses to the “Sparkle Toothpaste” advertisement in Activity 3. How do you see yourself applying the skills you have learned in this lesson?

### **Journal Entry 1.1: Group Work**

You have probably participated in group-based assignments, activities, or projects both in and outside of school. Likely, some of these have been successful and others have not. Typically, groups that have “ground rules” (strategies for how to share responsibilities, listen, contribute ideas, and come to consensus) have more success than those that do not.

Describe a group project or event that you were part of that was successful. Outline some strategies that you or your group used to help make that project successful.

OR

Describe a group project or event that you were a part of that wasn't successful. If you were given an opportunity to do that project again, what strategies would you employ to make that project successful?

### **Evaluation Guidelines:**

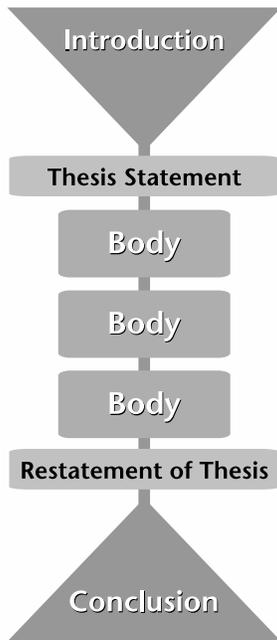
Your journal entries will be marked according to the Journal Scoring Guide × 3

**Total = 12 marks**

## Section 2: Multi-paragraph Composition

### Multi-paragraph Composition

The structure of a composition looks like the diagram below.



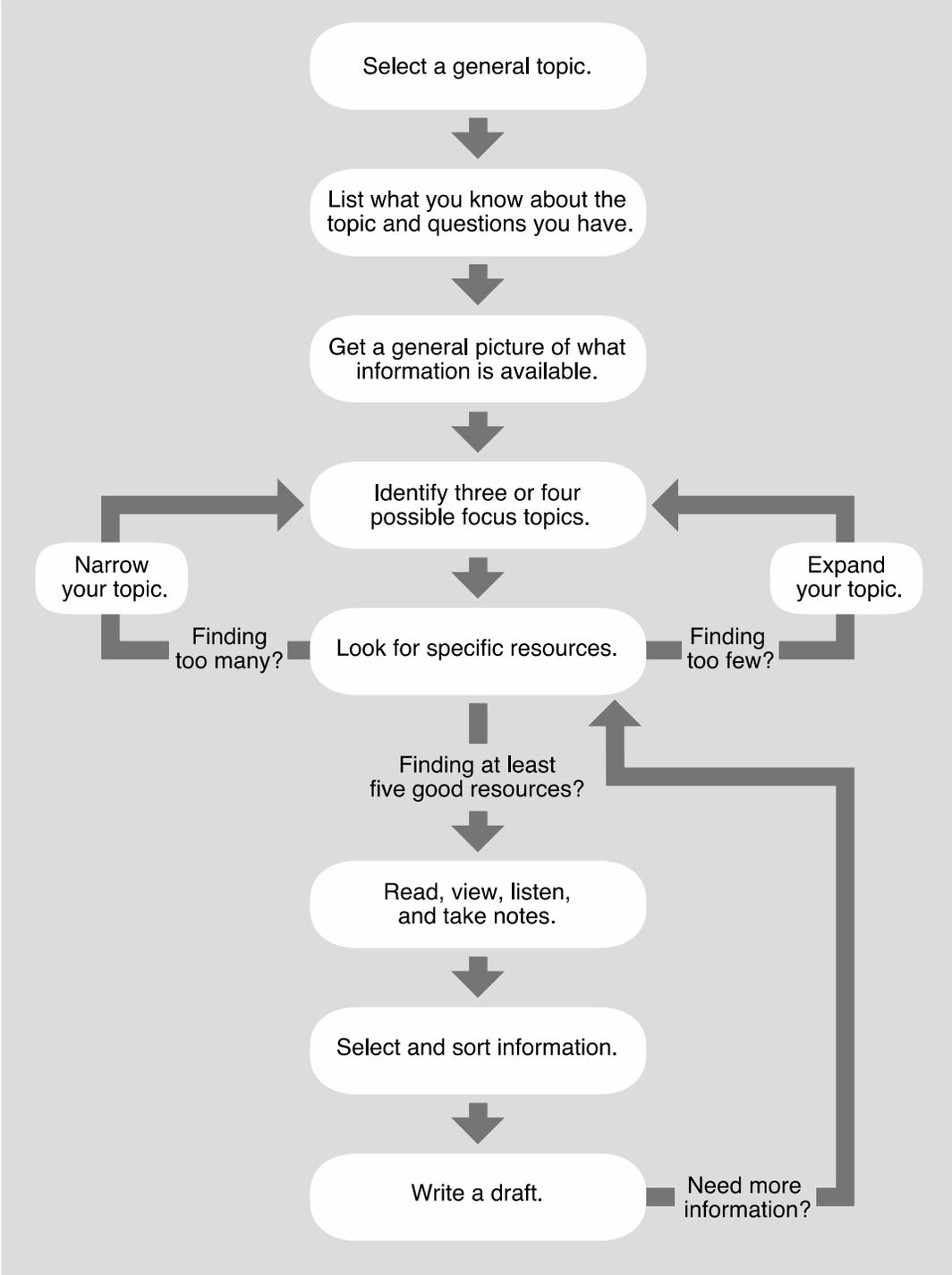
**Introduction:** The introductory paragraph sets the tone and the direction for the composition. The paragraph starts with a general statement or question that captures the reader's attention. The paragraph concludes with a specific thesis statement.

**Body:** The body of a composition can consist of any number of paragraphs that support the thesis statement. Typically compositions contain one to three body paragraphs. Each body paragraph has its own topic sentence with supporting evidence or commentary.

**Conclusion:** The concluding paragraph brings the composition to a close. It often begins with a restatement of the thesis in different words. The paragraph ends with a more general statement or a call to action.

Don't forget to give your composition a catchy title!

# Section 2: The Research Process



## Activity 1: Narrowing Your Topic

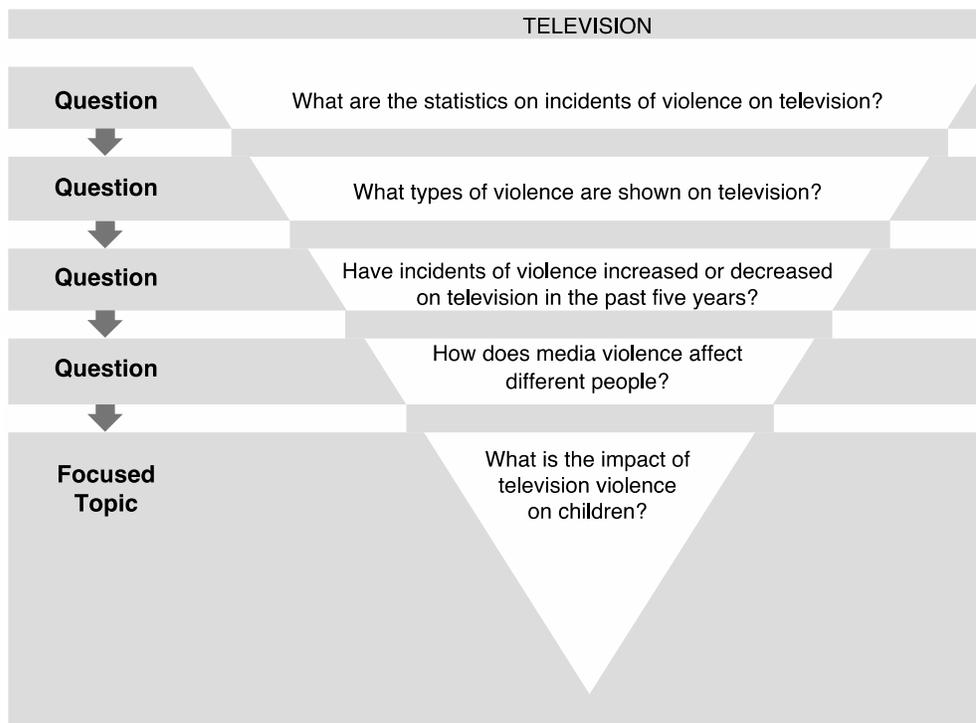
### Instructions:

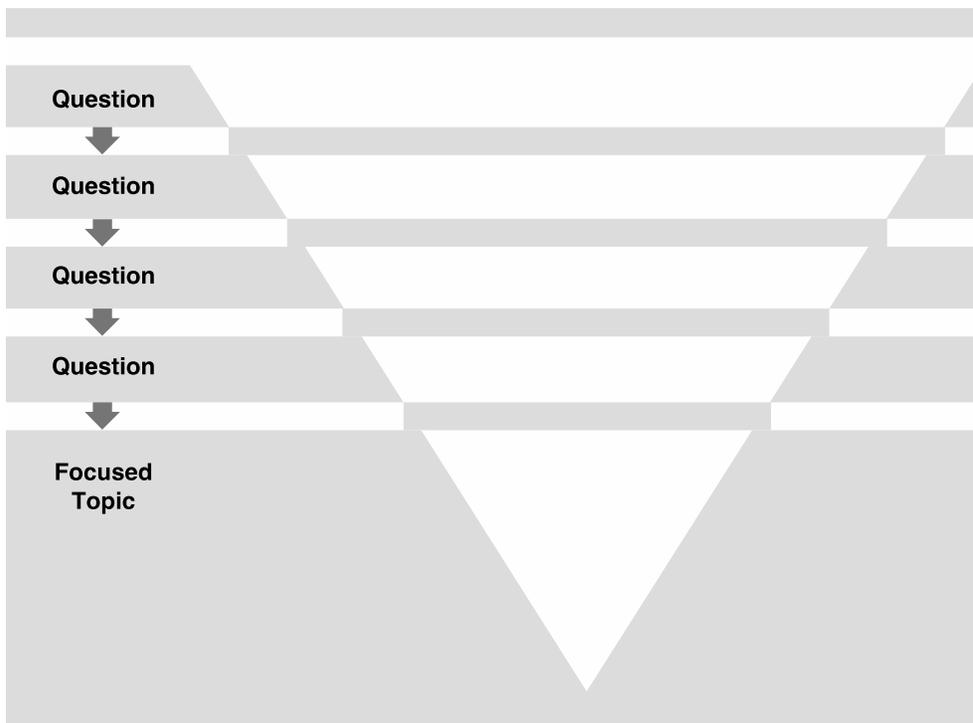
Complete the following activity thoughtfully—you will be doing this type of work to narrow the topic of your research paper.

Practise narrowing the general topic of “television” by using two types of organizers that follow.

### Part 1

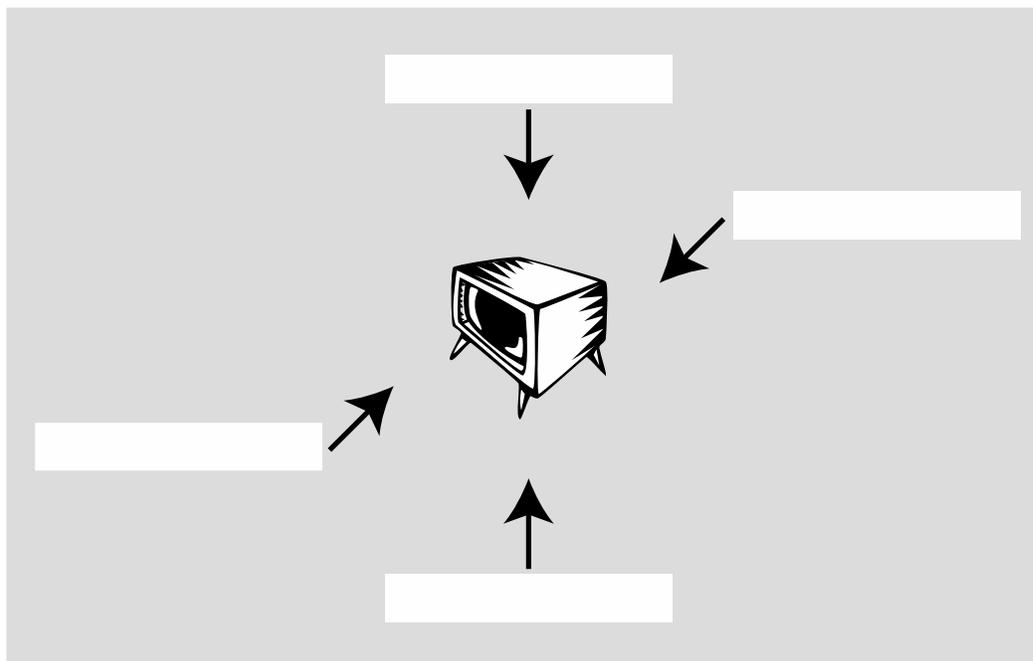
1. Write the word “television” in the top box.
2. In the second box, ask a question about the broader topic of “television.” Here is an example:





## Part 2

1. For this graphic organizer, write four questions that you have about the topic “television” in the spaces provided.



2. Another way to narrow a broad research topic is to complete a Know- Wonder-Learn (KWL) chart. Complete the *KWL chart* provided to narrow the general topic of television to something more manageable.

<b>K</b>	<b>W</b>	<b>L</b>
<b>What I Know</b>	<b>What I Wonder</b>	<b>What I Learned</b>

## **Activity 1: Website Evaluation**

### **Instructions:**

Evaluate two Websites on a topic of your choosing and fill in the following charts.

Note: Choose sites related to the topic you have chosen for your research report to get yourself started on your research!

## Website Evaluation Chart

Topic: \_\_\_\_\_

Website Address: \_\_\_\_\_

Domain Type: (e.g. “com” for commercial, “edu” for education, “gov” for government, and “org” for non-profit organizations) \_\_\_\_\_

Website Purpose: \_\_\_\_\_

<b>Navigate the Pages</b>	<b>Comments</b>
Navigation Tools	
Links	
Home	
Contact Information	
Site Map	
Site Search or FAQ	
Opinion or Fact?	
References?	
Webmaster?	
Last Updated?	
Professional Presentation?	

## Website Evaluation Chart

Search a Topic that You Know Well: \_\_\_\_\_

Website Address: \_\_\_\_\_

Domain Type: \_\_\_\_\_

Website Purpose: \_\_\_\_\_

<b>Navigate the Pages</b>	<b>Comments</b>
Navigation Tools	
Links	
Home	
Contact Information	
Site Map	
Site Search or FAQ	
Opinion or Fact?	
References?	
Webmaster?	
Last Updated?	
Professional Presentation?	

## Section 2: Hints for Effective Reading

Conducting research for a research report involves reading a lot of informational texts, such as articles, encyclopedias, and non-fiction books. Implementing some informational reading strategies will help make your reading more effective and efficient.

The **SQ3R** (or SQRRR) strategy is an effective one to use when you are reading to collect information. If you've ever felt like you can't remember what you read, this method will be very useful to you. Here's how it works:

### Survey (do this before you read the text)

- Scan the text—look at the title and see if there are any subtitles; look for key words (for example, words in italics or words in bold type).
- Write down the title and any subtitles that might appear.

### Question

- Create and answer questions for each section.
- What is the main point?
- What evidence supports the main point?
- What are the examples used?
- How is this related to the rest of the passage? to me?
- The 5 Ws are also useful—who, what, when, where, why.

### Read

- Read the section.
- Look for answers to your questions.
- Make notes.

### Recite

- Stop reading, look up, and answer your questions out loud.
- Listen to your answers. This will help you to remember information.

### Review

- Highlight or underline the main points in each section (only on photocopies or material you own!)

### Repeat these steps for each section.

- Highlight or underline the main points in each section.

## Activity 2: Practising the SQ3R

### Instructions:

Go back to the article you just read and re-read it using the SQ3R. Then, try answering the questions that follow.

1. Summarize the thesis of this article in a single sentence.
2. Which reading strategy helped you the most with this article? Why?
3. Would you describe this article as an informative or a persuasive? Explain your answer.
4. Which words or phrases were particularly effective in communicating the author's attitude toward his or her subject?
5. In what way might this article be useful for your research on your topic?

## Section 2: Interpreting Short Stories: Question List

When studying any kind of fiction, ask yourself questions about the narrative to help improve your understanding. The Short Story Question List that follows is a good place to start.

### Plot

1. What is the narrative hook that the author uses at the beginning to interest the reader in the story?
2. What happens at the **literal** level?
3. What is the central **conflict**? Is it an internal or external conflict?
4. Why does the conflict occur?
5. How does the end of the story relate to the beginning?

### Theme

1. What larger meaning is suggested by the way the conflict is resolved?
2. What does the larger meaning imply for you and me and humankind everywhere?

### Characters

1. Who are the central characters?
2. Why does each **character** act as she or he does?
3. Do any of the characters change as a result of their experiences? If so, how? If not, why not?

### Setting

1. What is the **setting** (location and time)?
2. Does the setting contribute to the conflict, **tone**, or **theme**? If so, how?

### Point of View

1. What is the **point of view** (**omniscient, limited omniscient, first person, objective**)?
2. How does the point of view affect the reader's understanding of the events or theme?

## **Tone**

1. What is the author's **tone**, or the attitude toward the subject matter?
2. How does the tone affect the reader's understanding of, and attitude towards, the events or theme?

## **Style**

1. How would you describe the author's **voice**?
2. Is the **diction** consistent?
3. If the diction varies, what is the effect?
4. Does the author use any particular literary techniques or devices? If so, what are they?
5. How do the literary techniques or devices used affect the reader's understanding of, and reaction to, the story?

## **Symbols**

1. Does the story, including the title, make use of symbols? If so, what are they?

## **Influences**

1. Are there any apparent personal, literary, historical, or cultural influences in the story? If so, what are they?
2. How do these influences affect the reader's understanding of, and reaction to, the story?

Asking yourself questions about these key elements will help you understand the story further—from a literary perspective.

## Assign 1.2: Finding a Focus

### Introduction:

Now that you have developed some strategies for narrowing your topic, select one and apply it to your own topic.

### Instructions:

Use one of these strategies—pyramid, web, or KWL—to narrow your research topic to something more manageable. Complete your work on your own paper.

After you have narrowed your topic, you should end up with a thesis statement for your research report. Remember, your thesis statement is written in one or more sentences and summarizes the main idea or argument of your report. **Write and label** the thesis statement at the **bottom** of your work.

**Hint:** Some readings on each of the topics have been provided for you in the appendix to this module. These readings contain general background information to help narrow your topic; however, you may also want to check the library or the Internet for more general information.

### Evaluation Guidelines:

- You have refined or narrowed the research topic to a more manageable topic. **(7 marks)**
- Thesis statement is clear and meaningful. **(3 marks)**

**Total = 10 marks**

## Assign 1.2: Evaluating Sources

### Introduction:

Now that you have narrowed your research topic to something more manageable, it's time to collect some information about it. To successfully complete the research, you must have access to a library or the Internet, or both.

### Instructions:

To complete this assignment, you must locate three sources that could be useful to your project. You must include at least:

- one website
- one book or periodical/database article (print or online)

Evaluate each source by recording:

- A. summary of the thesis/main idea the source is presenting
- B. what type(s) of information the source offers or other useful resources it refers to or notes
- C. proper MLA citation
- D. how reliable you think the source is and why you think so

Provide proper documentation for the site, according to the style given for the type of resource you've evaluated. See the "MLA Style Guide" in *Writing on the Run!* for guidelines.

### Example

#### Documentation Style for Online Resources:

Doherty, Hannah. "Global Warming." *Earth Watch*. Oct. 2006. Dec. 2006  
<<http://www.earthwatch/warming.com>>

#### Documentation Style for Books

Stewart, Michael. *Keynes and After*, Second Edition.  
Harmondsworth, Middlesex: Penguin Books, 1973.

#### Documentation Style for Periodicals

Reid, Robie L. "Early Days at Old Fort Langley." *The British Columbia Historical Quarterly*, Vol. 1, No. 2. April, 1937: 83.

**Source #1**

**Thesis/Main Idea Summary**

**Types of Information Source Offers**

**Proper MLA Citations**

**Reliability of Resource**

**Source #2**

**Thesis/Main Idea Summary**

**Types of Information Source Offers**

**Proper MLA Citations**

**Reliability of Resource**

**Source #3**

**Thesis/Main Idea Summary**

**Types of Information Source Offers**

**Proper MLA Citations**

**Reliability of Resource**

**Evaluation Guidelines:**

Three sources will be graded on:

- Thesis/main idea is clearly summarized. **(1 mark)**
- Information the source provides is clearly outlined. **(1 mark)**
- Reliability of the source is discussed. **(3 marks)**
- Source is properly documented, according to the style given for online or print

sources in the *Writer's Style Guide*. (1 mark)

**Total = 15 marks**

## **Assign 1.2: Taking Research Notes**

### **Introduction:**

Review the information you have found to date and see if there are any gaps in what you need for your report. If there are, gather more information.

**Hint:** When you are researching a topic, good sources are businesses or not-for-profit organizations related to your topic, which typically gather the latest information available and may offer statistical information. They also may publish articles or books. To locate organizations and their information, you can check your local library or the Internet.

### **Instructions:**

Once you have gathered all of your materials - articles from print journals, books, articles from online journals through the library database, and information from the Internet - read the materials in-depth and take notes. Make your notes using the electronic source file or split page system.

You must have at least **four** sources for your research report. Do your research on your own paper, but submit your notes with your section assignment.

### **Evaluation Guidelines:**

The four sources will be graded on:

- Minimal number of notes. **(1 mark)**
- Adequate number of notes. **(2 marks)**
- Extensive number of notes. **(3 marks)**

**Total = 12 marks**

## Assign 1.2: Creating an Outline

### Introduction:

In this assignment you will be converting your research notes into a formal outline.

Review the "Writing Process" *Writing on the Run!* for a discussion of how to turn research notes into an outline.

### Instructions:

Complete your outline now. Use the Outline Template below as a guide. Your report may have more paragraphs than the template provides for.

### Outline

#### General Statement

--

#### Thesis Statement

--

#### Point/Heading #1

#### Point/Heading #2

#### Point/Heading #3

--	--	--

#### Specifics for Support

#### Specifics for Support

#### Specifics for Support

--	--	--


<b>Supporting Quotation</b>	<b>Supporting Quotation</b>	<b>Supporting Quotation</b>

---

**Concluding Statement**

---

**Evaluation Guidelines:**

- Material is grouped under appropriate and meaningful headings. **(5 marks)**
- You have written your notes in an outline form. **(5 marks)**

**Total = 10 marks**

## **Assign 1.2: Writing the First Draft**

### **Instructions:**

Write the first draft of your research report now. Here is a reminder of the guidelines:

**Topic:** A specific topic of your choice related to either the Great Bear Rainforest or First Nations Treaty simulations.

**Form:** A written research report of approximately 750–1000 words.

**Style:** Third person, formal.

**Visuals:** At least one graphic aid must be included (in the final copy only—on the draft, simply note what visuals you will use and where they will be placed in the final copy).

**Sources:** At least four sources of information must be used and documented.

Once you have written your draft, proofread and edit it. Have the editor you identified earlier in this section review your research report and provide you with feedback. Use the editing checklist provided in "The Writing Process" in *Writing on the Run!* If you prepare your draft on the computer, print it out and note changes in ink. You may also use the "Track Changes" or other reviewing tool available in some word processing programs.

### **Evaluation Guidelines:**

- a complete first draft **(5 marks)**
- mark-ups evident on draft to demonstrate editing **(5 marks)**

**Total = 10 marks**

## **Assign 1.2: Writing the Final Copy**

### **Instructions:**

Using the design principles you considered in this section, prepare and present the final copy of your research report. If you have access to a word processing program, you are expected to use it to prepare and present your research report. Word processing programs allow you to enter and revise text in a variety of sizes, styles, and layout designs. Most word processing programs also have a limited ability to include graphics.

### **Evaluation Guidelines:**

- Visual Design Scoring Guide **(6 marks)**
- Multi-paragraph Scoring Guide x 4 **(24 marks)**
- Facts and quotations from other sources are worked into the report in a way that is interesting and readable. **(6 marks)**
- Sources are properly cited in the report and included in "Works Cited" list according to the appropriate style as described in *Writing on the Run!* **(4 marks)**

**Total = 40 marks**

## Assign 1.1: Punctuation Quiz

### Instructions:

Select the best response for each of the following questions.

1. Which sentence illustrates the proper use of a hyphen?
  - A. Bill is three-quarters through the novel he is reading.
  - B. Bill is three-quarters-through the novel he is reading.
  - C. Bill is three quarters through-the-novel he is reading. ( )
  
2. Which sentence uses a colon correctly?
  - A. Dana didn't wear a watch: however, she was still on time.
  - B. The day wasn't going well: especially because it started raining at dawn.
  - C. It was a difficult operation: the surgeon wasn't sure the patient would live. ( )
  
3. Which sentence uses parentheses properly?
  - A. The desert vacation (the only one Brian will ever take) was a disaster from the start.
  - B. The desert vacation Brian took (was a disaster from the start).
  - C. Brian's (disastrous vacation) is a reminder never to travel in the desert. ( )
  
4. Which sentence uses the dash correctly?
  - A. It wasn't a good omen—when the power went out at the cabin.
  - B. I couldn't believe it—Jeremy had never been on a snowboard.
  - C. It was not—what you'd call—an interesting movie. ( )
  
5. Which sentence uses ellipsis correctly?
  - A. Talking it over with my friends, I still can't decide...but I hope to make a decision soon.
  - B. It was such a great party...however, James couldn't find a ride home.
  - C. ...The celebration wasn't well attended by the general public. ( )
  
6. Which sentence illustrates the proper use of a hyphen?
  - A. Cheekwan is Chinese-Canadian.
  - B. Mark's Italian-parents were born and raised in Rome.

- C. David is just not-interested in his heritage. ( )
7. Which sentence illustrates the proper use of parentheses?
- A. Lorne, who was a competent driver, (didn't know how to drive) in winter conditions.
- B. The president of the corporation who (was well loved) by her employees took early retirement.
- C. The temperature went down to 0 degrees Celsius (32 degrees Fahrenheit) in the mountains. ( )
8. Which sentence uses ellipse correctly?
- A. The author stated, "The best course of action...is waiting for the right moment."
- B. It wasn't long before...she left the country.
- C. Screenplays often end with Fade out... ( )
9. Which sentence uses a colon correctly?
- A. It isn't correct: according to the directions on the package.
- B. The European cities I went to included: Barcelona, London, Paris, and Rome.
- C. In the Arctic: the winter days are very short and the nights are very long. ( )
10. Which sentence illustrates the proper use of a hyphen?
- A. The friendly-man owned the corner store.
- B. The man, who owned the corner store, was-friendly looking.
- C. The friendly-looking man owned the corner store. ( )

**Total = 10 marks**

## **Assign 1.2: Journal Entries**

### **Journal Entry 1.2: The Writing Process**

You have reviewed "The Writing Process" in *Writing on the Run!* You have likely used this process before when writing compositions.

In your journal, comment on what you find most challenging in the writing process. What part of the process do you want to improve on as you work through this section?

### **Journal Entry 1.2: Research**

Where do you usually go for research information? Are you confident your sources are valid? Why or why not? Have you ever used a school or library database?

### **Journal Entry 1.2: Self-Assessment**

Review the evaluation guidelines for your final copy. Give yourself a mark for this assignment based on evaluation guidelines and provide a rationale for your choice. Then, comment on the process you followed to complete this assignment. If you were to do this again, would you follow the same process or change it? Explain.

### **Evaluation Guidelines:**

Your journal entries will be marked according to the Journal Scoring Guide × 3

**Total = 12 marks**

## Activity 1: Tone and Voice

### Instructions:

Read the personal narrative titled “Writers Write,” (a section from an autobiographical novel) and then answer the following multiple-choice questions.

### Writers Write

If I’m a writer, then I must write. Writers write. At least that’s what the sticky note on my computer says. It’s astoundingly easy to get distracted from writing. You would think my inspiration would flow smoothly and naturally as I write the pivotal, passionate love scene in my novel where Pauline and Jason are about to kiss for the first time, or the hilarious Act 1 turning point in my screenplay where the family reunion turns into an enormous food fight. Why is clipping my nails, plucking my eyebrows, or cleaning out the gross debris from the bathtub drain better options than just sitting at my desk and getting down to the task at hand?

It’s agonizing staring at my computer screen, fingers hovering over the keyboard, praying for some kind of inspiration—even a crumb. But often nothing more comes to the surface than a line or two of bad dialogue. I’m tortured to read about the writing habits of famous authors like Stephen King who writes 10 pages every day without fail. Every... single... day—Christmas, New Year’s and birthdays included. When ideas come to Margaret Atwood, she scribbles them down on anything in front of her, scrap paper, napkin, or margins of newspapers. Truman Capote wrote lying down, in bed or on a couch, and wrote his first and second drafts longhand, pen to paper. Can you imagine writing a 750 page novel longhand—not once but twice?! American writer Philip Roth writes standing up while he paces the room. He figures he walks a mile for every page he writes.

I make a pact with myself to emulate the masters. I first pace the floor to get the creative juices flowing. I circle the kitchen a couple of times and proceed to eat a half a pan of brownies. Between bites, I write down a few clever ideas on the white spaces of my grocery list. I then head to the couch, recline, and let my pen fly across the paper. Stream of consciousness—right from the depths of my soul. I stop after page one and realize I can’t read my own writing. Weary from the sugar overdose, I close my eyes and fall into a deep slumber. I wake up two hours later. With renewed determination I seize the pen and wait for brilliant prose to pour out of me. I wait... and wait... and wait. I stare at my fingers grasping the pen. Where did I put those nail clippers?

1. From whose point of view is the piece told?
  - a. a literary critic
  - b. a writer
  - c. a teacher
2. Which of the following terms most accurately describes the tone of the piece?
  - a. humorous
  - b. nostalgic
  - c. thoughtful
3. Which of the following statements most accurately describes the writer's diction?
  - a. The formal language is rich with detailed descriptions.
  - b. The informal language is light and moves quickly.
  - c. The author writes formally, relying on a fairly sophisticated vocabulary to describe complex ideas.
4. Which of the following statements most accurately describes the type of sentence structures the author uses?
  - a. The author uses a variety of sentence structures, including short, powerful sentences that depict single images.
  - b. The author tends to use complex sentence structures to express complex concepts.
  - c. The author tends to use longer flowing sentences to create atmosphere in a general sense.

## Assign 1.4: Written Response to Literature

### Instructions:

Review this lesson, as well as your two journal entries on literature response. Prepare a written response to literature of approximately 300 words based on the following topic. Use the sample provided in the lesson as a guide.

In multi-paragraph form and with reference to the story, explain how the title “Great Aunts” is appropriate to the story.

**Hint:** The response here is most easily written if it focuses on character.

You can find “Great Aunts” by Margaret Atwood in the English 11 Source File.

The purpose of this activity is to communicate your focused response to a reader who has not yet read the work.

Your presentation should be formal, but written in the first person. Submit only the final copy of your work, but be sure that it has been carefully edited before you submit it.

Be sure that your response includes:

- the author, title, and thesis
- a brief summary of the piece
- clear expression of your thoughts and feelings about the work
- examples or quotes from the work
- reasons to justify your response

**Important:** Check the Evaluation Guidelines to see what is expected, and how marks are assigned. Evaluate your work against each item in the scale and rework any area in which you are weak.

Go to Writing on the Run! to review the “Writing Process.” Although you will be submitting only your final, polished draft of this assignment, it is still important to work the writing process using strategies that are best for you.

### Evaluation Guidelines:

4: Excellent 3: Good 2: Satisfactory 1: Needs Improvement

- Your focused response to the work demonstrates that you read the work in depth and thought carefully about your own response. **(4 marks)**
- Your focused response to the work shows that you considered both the literal meaning and the theme. **(4 marks)**

- The summary of the work is brief, but clear and accurate. **(4 marks)**
- Your thesis is clearly stated or implied. **(4 marks)**
- Your organizational plan is clear to the listener and appropriate to the topic and thesis. **(4 marks)**
- Your key points are supported by examples and explanations. **(4 marks)**
- The style of your response is formal without being too stiff, and it is consistent throughout. **(4 marks)**
- You end your composition with a conclusion that restates your thesis in an interesting way. **(4 marks)**
- Your final copy is free of errors in spelling, punctuation, grammar, and sentence structure. **(4 marks)**

**Total = 36 marks**

## Assign 1.4: Visual Response to Literature

### Instructions:

Prepare a visual presentation responding to Martin Luther King’s “I Have a Dream.” Follow the steps as outlined below:

**STEP 1:** Listen to the recording again, this time taking a few notes or making sketches on the literal meaning, and on the **theme** or implied meaning. Listen as many times as you need to describe the theme and the literal meaning in words and pictures.

**STEP 2:** Using a blank piece of 8.5” x 11” unlined paper, create a coloured illustration representing either the theme or the literal meaning of the selection. Use paint, pencil crayons, pastels or an electronic drawing program. Your work can be abstract (composed of shapes) or realistic (representing real objects). You will have to do one or more rough sketches to check that the sizes and alignment of your visual design elements are coming out the way you want them to. Be sure your illustration is labelled.

**STEP 3:** When you’ve finished your illustration, write a paragraph that explains how the colours, images, and shapes you show in your painting or drawing express either the theme or the literal meaning. This is called the artist’s statement.

**STEP 4:** Check the **Evaluation Guidelines** to make sure you’ve covered everything the instructor expects from your work.

Review the Visual Design Scoring Guide to understand how you will be assessed on the visual component.

**Note:** You may want to go to the English 11 Companion CD>Module 1 and review **Visual Design**.

### Evaluation Guidelines:

- Illustration: Visual Design Scoring Guide (**6 marks**)
- Artist Statement: Paragraph Scoring Guide x 2 (**12 marks**)

**Total = 18 marks**

## **Assign 1.4: Oral Response to Literature**

**Note:** Talk to your teacher about how to submit your recording.

### **Instructions:**

The topic for your oral presentation is to complete a review of one of the short stories you have read in this module. Think of this like a movie review . . . would you give this story a thumbs up or a thumbs down, and why?

You will use the guidelines for developing a response to literature that you learned in this section. Instead writing a response, you will deliver an oral presentation. You will apply what you've learned about speech writing and delivery for the presentation component. You may also want to consider using visuals for this presentation, if so, consider how you will deliver you presentation, i.e. through video or a movie-making program. You might find some good examples of movie reviews to emulate on the internet.

**STEP 1:** Select a short story from this module to use for your oral presentation.

**STEP 2:** Complete a response to literature in point form to use as the basis for your presentation.

**STEP 3:** Structure and write your presentation, using cue cards or another presentation technique.

**STEP 4:** Practise the delivery of your presentation using the techniques presented in the module. Try recording yourself and listening to your own response critically.

**STEP 5:** Provide a friend, family member, or fellow student with a copy of the Oral Communication Scoring Guide to review your presentation. Do a dry run of your presentation and have your reviewer give you a mark based on the criteria. Then, discuss with your reviewer how you could improve your oral presentation. Practise your presentation revisions.

**STEP 6:** Submit your final presentation to your teacher.

### **Evaluation Guidelines:**

- Oral Communication Scoring Guide x 5

**Total = 20 marks**

## Assign 1.4: Journal Entries

### Journal Entry 1.4: The Sleeper

In preparing a response to literature, be sensitive to the techniques the writer uses to create mood and evoke reactions in the reader. This will help you develop a more focused response to the work.

Answer the following questions in your journal. The answers will lead to a set of responses that focus your reactions to a particular piece.

Locate the poem “The Sleeper” in your English 11 Source File.

1. **Before re-reading the poem:** What do you recall from your first reading of this poem? What do you want to look at more closely this time?
2. Now, re-read “The Sleeper” once silently to yourself, then once aloud.
3. **After reading the poem:** Is the speaker in the poem a static or dynamic character? Did the speaker change? Explain.
4. How does achieving or not achieving your goals affect your self worth?

### Journal Entry 1.4: Deficits

Locate the story, “Deficits” by Michael Ignatieff in your English 11 Source File.

1. **Before re-reading the story:** What do you recall of this story from your first reading? What do you want to look at more closely this time?
2. Re-read “Deficits” in detail. While reading, notice what the author chooses to describe in detail, and what is left to the reader’s imagination.
3. **After reading the story:** What point of view is used to tell this story? How do you know?
4. How is this point of view used to help the reader identify with the experiences and feelings faced by the main character?
5. To what extent does the author use the following techniques to evoke a response from the reader?
  - a. detailed description
  - b. believable dialogue
  - c. recounting the central figure’s thoughts

6. Describe the theme of “Deficits.”

### **Journal Entry 1.4: Analyzing the Writing of a Speech**

On August 28th, 1963, Martin Luther King stood on the steps of the Lincoln Memorial in Washington DC and delivered a speech promoting racial equality and the end of discrimination. The famous speech, “I Have a Dream,” was a turning point in the American Civil Rights Movement.

Go to the multimedia piece, **I Have a Dream**, and listen to Martin Luther King’s famous speech.

You will have to concentrate to understand the speech, so be sure there are no distractions around you as you listen. Listen to the speech at least three times. First, listen to get the gist of content. Then, listen again for a more solid understanding of the structure and content. Lastly, listen again, but this time focus only on King’s oral delivery.

In your journal, answer the following questions.

1. What are some “hooks” that King uses that captured your attention?
2. Identify three examples of descriptive language that are used and discuss how they enhance the dramatic impact of the speech. (e.g., “seared in the flames of withering injustice” or “manacles of segregation and the chains of discrimination”)
3. What oratorical devices does King use such as refrains, repetition, variety of sentence lengths, shift in tone, etc. (e.g., use of refrains such as “I have a dream” or “let freedom ring”)

### **Evaluation Guidelines:**

Your journal entries will be marked according to the Journal Scoring Guide × 3

**Total = 12 marks**

## Visual Design Scoring Guide

**6**  
Wow!

Your **superior** product is thoughtful, creative and well designed:

- product has a clear purpose and sense of audience
- includes significant and relevant details
- layout is balanced and logically organized
- Effective use of titles and headlines; important elements are clearly emphasized
- strong visuals add to the product
- may contain some minor errors

**5**  
Strong!

Your **effective** product is clear, organized, and well designed:

- product has a sense of purpose and audience
- includes most significant details
- layout is balanced and logically organized
- appropriate titles and headlines with some elements emphasized
- effective visuals add to the product
- may contain a **handful of minor errors or gaps**

**4**  
Good!

Your **competent** product is acceptable:

- product has some sense of audience and purpose
- some details may be missing or repeated
- organization is present but may lack balance
- acceptable titles and headings with some elements emphasized
- **a number of errors**; some gaps present

**3**  
A Pass!

Your **adequate** product is minimally acceptable:

- weak sense of audience and purpose
- may contain irrelevant details or some details may be missing
- lack of organization and balance
- titles, headings, and visuals may be weak or missing
- **numerous errors**; gaps are present

**2**  
Almost

Your **inadequate** product is incomplete and unclear:

- product doesn't address audience or purpose
- details are irrelevant or missing
- some visual support but lacks balance
- titles and headings are weak or missing; visuals less than acceptable
- numerous errors interfere with meaning

**1**  
Not Yet

Your product is **unacceptable**:

- an attempt was made
- the product does not demonstrate an understanding or the purpose
- significant information is missing; layout is inappropriate

**0**  
Not At All

The product is off topic or difficult to understand:

## Paragraph Scoring Guide

**6**  
Wow!

Your paragraph is insightful, engaging, and focused; it shows a thorough understanding of the task.

**Content—what is said:**

- analyses or presents the topic in an engaging and logical manner
- focused topic sentence
- body is developed with interesting and convincing support
- concluding sentence makes a strong final statement of the main idea

**Written Expression—how it's said:**

- tightly focused, on topic, and fully developed
- sophisticated vocabulary, word choice, and transitions
- sentence structure is varied and controlled
- few mechanical or spelling errors

**5**  
Strong!

Your paragraph effectively accomplishes the requirements of the task.

**Content—what is said:**

- analyses or presents the topic in a well-organized manner
- focused topic sentence uses active language
- body is developed with appropriate support
- concluding sentence affirms the main idea of the paragraph

**Written Expression—how it's said:**

- focused, on topic, and developed
- appropriate vocabulary, word choice, and transitions
- sentence structure is varied and competent but uneven in places
- minor mechanical or spelling errors

**4**  
Good!

Your paragraph adequately fulfils the requirements of the task.

**Content—what is said:**

- analyses or presents the topic in a predictable manner
- topic sentence is clearly stated
- body is developed with some effective support
- concluding sentence completes the paragraph

**Written Expression—how it's said:**

- generally focused; may stray off topic; adequate development
- vocabulary, word choice and transitions are simple but correct
- sentence structure is correct, but simple sentences predominate
- some mechanical or spelling errors are present but do not affect understanding

**3**  
A Pass!

Your paragraph accomplishes the task at a basic level.

**Content—what is said:**

- analyses or presents the topic in a manner which is difficult to follow
- a topic sentence is present, though not clearly stated
- body is developed with thin or repetitive support
- concluding sentence attempts to complete the paragraph

**Written Expression—how it's said:**

- loose focus; may stray off topic; limited development
- vocabulary is basic and repetitive; transitions may be ineffective
- sentence structure is awkward or simplistic
- mechanical or spelling errors are present but do not affect meaning

**2**  
Almost

Your paragraph does not accomplish the basic task.

**Content—what is said:**

- analyses or presents the topic in a manner which is illogical or insufficient
- paragraph structure and development is weak
- topic sentence is vague or not present
- concluding sentence may not be present or may add new, unrelated information

**Written Expression—how it's said:**

- lacks focus, purpose, and development
- vocabulary is informal and often colloquial; transitions are not present
- simple sentence forms predominate
- numerous mechanical or spelling errors disrupt the flow of the writing

**1**  
Not Yet

Your paragraph is incomplete.

**Content—what is said:**

- paragraph may be limited to one to two sentences
- a topic sentence is not present or does not introduce the topic
- structure and development are not present
- paragraph lacks a concluding sentence

**Written Expression—how it's said:**

- lacks focus, purpose, or does not have a single, clear topic
- vocabulary is immature or vague; word choice is not appropriate
- sentence structure is incoherent
- frequent grammar or spelling errors affect understanding

**0**  
Not At All

Paragraph is too brief to evaluate or not attempted at all.

## Oral Communication Scoring Guide

**4**  
Good!

**Presentation is outstanding and engages the audience.**

**Content:**

- main idea is stated clearly
- support is well chosen
- language use is vivid and sophisticated

**Organization:**

- substantial preparation is evident
- topic is logically developed to suit purpose
- effective use of transitions

**Delivery:**

- voice is used consciously and successfully to enhance the message
- audio/visuals are carefully chosen to enhance the presentation
- engages or entertains audience

**3**  
A Pass!

**Presentation achieves its purpose and maintains audience interest.**

**Content:**

- main idea is stated
- support is adequate
- language is appropriate but not varied

**Organization:**

- some preparation is evident
- topic is clearly developed to suit purpose
- transitions are used but may not be obvious

**Delivery:**

- voice is appropriate and correct but may not enhance the message
- audio/visuals are used with some effect to enhance the presentation
- maintains audience interest

**2**  
Almost

**Presentation is minimally accomplished and does not engage the audience.**

**Content:**

- main idea is present but not clearly stated
- support is weak or illogical
- language is correct not varied

**Organization:**

- little preparation is evident
- loose structure is present but difficult to follow
- transitions are not used appropriately

**Delivery:**

- voice problems interfere with message delivery in places
- audio/visuals are used ineffectively
- audience may struggle to understand or follow the presentation

**1**  
Not Yet

**Presentation is inadequate and does not maintain audience interest.**

**Content:**

- main idea is not stated
- support is under-developed or not evident
- incorrect word usage; little variety in word choice

**Organization:**

- preparation is not evident
- may be repetitive or off topic
- transitions are not used

**Delivery:**

- voice problems interfere with message delivery
- audio/visuals are not used
- audience is unable to understand or follow the presentation

**0**  
Not At All

**Presentation is too brief to evaluate or not attempted at all.**

## Multi-Paragraph Composition Scoring Guide

**6**  
Wow!

Your composition is engaging and developed with originality and flair. The writing is consistently strong in content and expression.

### Content—what is said:

- introduction captures the audience's attention with an imaginative lead
- thesis is clearly articulated, engaging, and developed throughout the composition
- paragraphs are well-developed with insightful support and organized for an intentional effect
- concluding paragraph is original, creative, and discerning; it presents a convincing, final statement

### Written Expression—how it's said:

- writing is focused and on topic, with strong voice and expression
- sophisticated vocabulary and effective word choice
- sentence structure is varied and controlled; transitional and topic sentences are well executed
- few mechanical or spelling errors

**5**  
Strong!

Your composition is effective and has a clear sense of purpose; however, there are areas of minor weakness that could be further polished.

### Content—what is said:

- introduction directs the reader to the topic in an interesting way
- thesis argues a clear point and is developed through the composition
- paragraphs are well-developed with appropriate support and logical organization
- concluding paragraph engages/captivates the reader; it presents a convincing, final statement

### Written Expression—how it's said:

- writing is focused and on topic
- vocabulary and word choice are appropriate
- sentence structure is varied and competent; transitional and topic sentences are used carefully
- mechanical or spelling errors are minor and do not interfere with understanding

**4**  
Good!

Your composition is competent and straightforward; there are areas of weakness that could be developed with more originality of thought or expression.

### Content—what is said:

- introduction states the main idea of the composition but may be predictable
- thesis is simply expressed and developed through the composition
- paragraphs exist with adequate support and are organized logically
- concluding paragraph makes a final statement but is predictable in its ideas

### Written Expression—how it's said:

- writing is generally clear and remains on topic
- vocabulary and word choice are simple but correct
- sentence structure is correct, but simple; transitional and topic sentences are predictable
- some mechanical or spelling errors are present but do not affect understanding

**3**  
A Pass!

Your composition is passable and basic; areas of weakness are obvious.

### Content—what is said:

- introduction is present but is unimaginative; may be linked to first body paragraph
- thesis is apparent but weak or not directly supported by the composition
- paragraphs may be brief, unimaginative, or off topic; organization is difficult to follow
- concluding paragraph makes a final statement but is predictable

### Written Expression—how it's said:

- writing is unfocused but attempts to address the topic
- vocabulary is basic and repetitive
- sentence structure is awkward or simplistic; transitional and topic sentences may not be effective
- mechanical or spelling errors are present but do not affect meaning

**2**  
Almost

Your composition is weak and under-developed. More attention to developing ideas and structuring the composition are required.

### Content—what is said:

- introduction is not present or is mixed into the main body of the composition
- thesis is suggested but not clearly stated or developed
- paragraphs may be too poorly developed or organized to communicate meaning
- concluding paragraph is not present or mixed into a body paragraph

### Written Expression—how it's said:

- writing is unfocused and often unclear
- vocabulary is informal and often colloquial
- simple sentence forms predominate; transitional sentences are not present
- numerous mechanical or spelling errors disrupt the flow of the writing

**1**  
Not Yet

Your composition is inaccurate or incomplete.

### Content—what is said:

- no attempt to include an introduction and conclusion to frame the composition
- structure is very weak—very brief or single paragraph
- ideas are poorly developed with little sequence or logic

### Written Expression—how it's said:

- controlling idea and purpose are not clear
- vocabulary is immature or vague; word choice is not appropriate
- frequent grammar or spelling errors impede understanding

**0**  
Not At All

The composition is too brief to evaluate or not present at all.

# Journal Scoring Guide

**4**  
Good!

**Your journal response is reflective, detailed, and lively.**

**Written Expression—how it's said:**

- actively helps to organize and facilitate the group
- obvious purpose for writing
- interesting and engaging to the reader
- intentional organizational structure

**Content—what is said:**

- specific, accurate information
- well-chosen examples and details
- insightful reflections and connections to broader issues

**3**  
A Pass!

**Your journal response is reflective, effective, and solid.**

**Written Expression—how it's said:**

- sense of purpose is apparent
- good development but unoriginal
- clear organizational structure

**Content—what is said:**

- accurate but general information
- appropriate examples and details
- basic reflections and connections to broader issues

**2**  
Almost

**Your journal response is minimally developed and weak.**

**Written Expression—how it's said:**

- purpose is hard to determine
- minimal development and unoriginal ideas
- loose organizational structure; difficult to follow

**Content—what is said:**

- brief and generalized information
- obvious or unrelated examples and details
- few reflections and connections to broader issues

**1**  
Not Yet

**Your journal response is inaccurate and incomplete.**

**Written expression—how it's said:**

- sense of purpose is not evident
- response is too brief to evaluate
- disorganized structure makes the response difficult to understand

**Content—what is said:**

- presents brief and possibly inaccurate information
- response is a summary or a single idea rather than a reflection

**0**  
Not At All

**Your journal response is barely answered or not answered at all.**

# Dramatic Reading Scoring Guide

**4**  
Good!

**Dramatic reading is outstanding and engages the audience.**

- volume, rate, and pitch are effective and vary according to the message
- words are pronounced and articulated correctly
- a fluent and polished presentation
- audience is engaged and / or entertained throughout

**3**  
A Pass!

**Dramatic Reading is effective and maintains audience interest.**

- volume, rate, and pitch are appropriate but may not vary according to the message
- words are mostly pronounced and articulated correctly
- may lack fluency and polish in places
- audience can easily follow the presentation but may not be engaged

**2**  
Almost

**Dramatic Reading is minimally effective.**

- volume, rate, and pitch are understandable but don't enhance the presentation
- some words may be mispronounced or inarticulate
- lack of fluency and polish
- audience may struggle to understand or follow the presentation

**1**  
Not Yet

**Dramatic Reading is weak.**

- problems with volume, rate, and pitch interfere with the presentation
- audience is unable to understand or follow the presentation

**0**  
Not At All

**Has not participated enough to evaluate.**

- reading is not attempted or is too brief to evaluate
- difficulty with pronunciation and usage is such that the reading is too difficult to understand