

RHS

Writing Manual

This manual belongs to

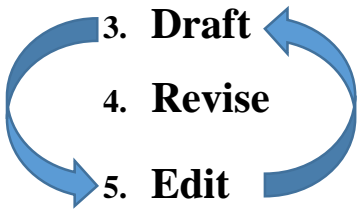
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Writing Process

The writing process helps you produce your best work by dividing writing tasks into manageable, specific steps.

- 1. Prewrite** Brainstorm, discuss, or develop a research question and begin research.
 - 2. Plan** Organize ideas in an informal outline, or in sketches and notes.
 - 3. Draft** Write a complete draft.
 - 4. Revise** Make big changes: add, remove, move or substitute to improve your writing (ARMS)
 - 5. Edit** Make small changes: improve capitalization, usage, punctuation, spelling (CUPS)
 - 6. Write final copy** Make sure all formatting is correct and your final copy is neat.
 - 7. Proofread** Correct any typos and minor errors that remain.
 - 8. Share or publish** Share with teachers, peers, family, and authentic (real-life) audiences.
- 

Task, Purpose, and Audience

Who are you writing for and why? The answers to these questions help you decide what form your writing will take.

Task—What is the assignment?

It could be a number of activities: short response, summary, report, or multimedia presentation. Identify the format, expected length, research requirements, or other details.

Purpose—What is the reason for writing?


The purpose could be to explain, convince, or tell a story. Knowing the purpose helps you choose an appropriate style and tone.

Audience—Who will read or view this work?

Audiences vary in knowledge, values, concerns, and beliefs. Knowing the audience helps you decide what vocabulary to use or define, what ideas to address, and what style and tone are appropriate.

The Three Types of Writing

**Informative/
Explanatory**



Writing that informs or explains

1

Introduction: Includes a topic sentence and a plan sentence that previews what will follow; may have a lead or hook

Body: Develops key/big ideas with elaboration and evidence; ideas are connected with transitions

Conclusion: Follows from and supports the ideas presented

Writing that supports a claim

2

Introduction: Presents the claim, its significance and a plan sentence that previews what will follow; may have a lead or hook

Body: Develops key/big ideas with elaboration and evidence; important opposing claims and addressed fairly; ideas are connected with transitions

Conclusion: Follows from and supports the ideas presented

Argument



Narrative



Writing that tells a real or imagined story

3

Beginning: Engages and gives context; nonfiction narratives address significance of the person or event

Middle: Develops story with logical sequence and transitions; includes vivid, descriptive, or sensory language and detail

End: Resolves the conflict or present the outcome, reflecting upon the events and experiences

Writing Tips & Tricks

Evaluating Prompts

Identify key words that indicate the topic, purpose, format, and audience.

Topic

Length

Freedom of speech is protected by the U.S. Constitution, with some exceptions. Write a one-page essay arguing under what circumstances, if any, the government should restrict freedom of speech.

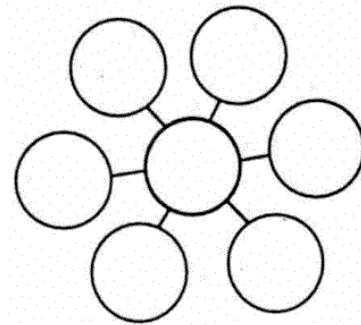
Purpose

Take a position

Prewriting

Explore ideas before planning your writing.

- Brainstorm: list, web, use graphic organizers, freewrite
- Research: find out more
- Sort ideas into categories
- Discuss ideas with others
- Reflect on your audience and purpose



Evaluating Sources

Selecting credible, accurate sources is key to making sure you have strong elaboration and evidence to support your ideas. Assess your sources using this checklist:

- Relevance:** Is the information relevant or related to your topic? Is the purpose of the article, website, or video to inform or to entertain?
- Accuracy:** Is the information correct? Can you verify it against other sources?
- Current information:** Is this source up to date?
- Credibility:** Is the author or source an expert?

Bias

Ask the following questions about the source to uncover bias:

- Is the source selling something?
- Could the source have a conflict of interest?
- Is the purpose to appeal to emotion rather than inform?
- Who is the intended audience?
- Are the claims logically supported with evidence?

How to be a Good Writer

Good Writer's Checklist

- ✓ Consider their reasons for writing.
- ✓ Observe the world around them.
- ✓ Brainstorm and organize their ideas *before* writing.
- ✓ Develop their own writing styles.
- ✓ Choose words carefully.
- ✓ Create a first draft.
- ✓ Evaluate their writing.
- ✓ Revise and edit their writing.
- ✓ Share their writing.
- ✓ Read and analyze the work of other writers.
- ✓ WRITE!!!

Good Writers Ask Questions

| Trait | Questions |
|----------------|---|
| Organization | <ul style="list-style-type: none">• Does my beginning or introduction set a clear purpose for my writing?• Are my ideas ordered logically so that they build to a whole?• Do transitions help connect my ideas and clarify their relationships?• Does my structure fit the writing type? |
| Ideas/Content | <ul style="list-style-type: none">• Does my writing fit the assignment and achieve its purpose?• Is my content appropriate for the audience?• Does my piece start and end in an interesting way?• Did I fully develop important ideas with well-chosen details? |
| Language/Style | <ul style="list-style-type: none">• Are my sentence lengths and structures varied?• Does my voice, style, and tone all work for the purpose and audience?• Do I use rich and precise vocabulary, figurative language, and/or sensory details? |
| Conventions | <ul style="list-style-type: none">• Does my text contain any errors in CUPS (capitalization, usage, punctuation, spelling)?• Are my paragraphs and pages properly formatted?• Did I cite all my sources properly? |

Using the Modern Language Association (MLA) Style

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. Although there are other writing styles, if you know one, it becomes much easier to learn another. We will use MLA to write essays in grades 9-12. This writing style can and should be applied for writing in all class subjects.

Formatting the Page

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper or hand-write neatly if permitted by your teacher.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks.
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the “Tab” key.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin.
- Use italics throughout your essay for the titles of longer works and only when necessary for providing emphasis.

In summary:

Times New Roman

Size 12

Double-spaced

The diagram shows a page layout with the following elements and annotations:

- Header:** "Susie Student (Your Name)" on the left and "Student 1" on the right. A red arrow labeled "Headers" points from the center to both.
- Text:** "Ms. Teacher (Teacher's Name)", "Freshman Literature (Class Name)", and "4 May 2020 (Date)" are listed on the left side.
- Title:** "Banquo: 'Thou shalt get kings, though thou be none'" is centered. A red arrow labeled "Title" points from the center to the text.
- Intro:** "Kings, witches, murderers: William Shakespeare's play Macbeth has many interesting characters; however, among those characters one stands out as particularly interesting. The" is on the left. A red arrow labeled "Intro" points from the left to the text.

How to Properly Double-Space

Make sure your entire document is spaced “Double”. Check the “Don’t add space...” box as seen here:

Spacing

Before: 0 pt Line spacing: At:

After: 8 pt Double []

Don't add space between paragraphs of the same style

Cite Like a Pro: ICE ICE, Baby

Any time you quote or paraphrase from the text, you need to cite where you got that information. This ensures that you are not plagiarizing and reinforces your evidence. The acronym ICE will help you give context to your quote, remember to cite it and explain why you included it.

1. **Introduce your quote.** Find a way to preview what you are about to include and use transition words. Don't just put a quote in the middle of a paragraph! For example, state who said the quote, where the quote is from, or explain what the quote is illustrating.

In Scamander's book, he explains, “Nifflers are fascinated by shiny objects” (265).

2. **Cite evidence.** Either use the **direct words** from the text OR **paraphrase** and put it in your own words. Never put something in quotes if it didn't come straight from the text. Use ellipses ... (ellipses is *always* three dots) to show you've removed words from the quote and brackets [] to show you've changed the wording.

Direct Quotes: For example, Banquo tells Macbeth, “And oftentimes, to win us to our harm,/The instruments of darkness tell us truths,/.../to betray ‘s” (Act 1.3).

Paraphrases: Specifically, Banquo tells Macbeth that he should not trust the witches, even if what they said might have some truth (Act 1.3)

Using brackets: This is made clear when Lady Macbeth prays to demons and asks them to “take [her] milk for gall” (Act 1.5).

3. **Explain!** This is easily the most important part. It doesn't help your writing to just pick good evidence. You have to be able to explain what makes it good evidence. How does it support your point? Make it clear to the reader.

Basic In-Text Citation Rules

In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

In-text citations: Author-page style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. Oxford UP, 1967.

Works Cited Page

- Begin your Works Cited page on a separate page at the end of your paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50. Note that MLA style uses a hyphen in a span of pages.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.

How to Cite from a Book

The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. Title of Book. Publisher, Publication Date.

How to Cite Online Sources

Include a URL or web address to help readers locate your sources. Because web addresses are not static (i.e., they change often) and because documents sometimes appear in multiple places on the web (e.g., on multiple databases), MLA encourages the use of citing containers such as Youtube, JSTOR, Spotify, or Netflix in order to easily access and verify sources. However, MLA only requires the www. address, so eliminate all https:// when citing URLs. Many scholarly journal articles found in databases include a DOI (digital object identifier). If a DOI is available, cite the DOI number instead of the URL.

Use the following format:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

Power Writing Guide

POWER WRITING, which focuses on analysis, will help you understand structure in a single paragraph or even an entire essay. This structure teaches organization and stresses providing topic sentences, giving evidence, using transitions between sentences, and ending in concluding sentences.

A Power 1 sentence is also called a thesis, a topic sentence, or a claim. (Green)

This is the claim of your entire essay (in the Introduction) or topic of your paragraph; it **establishes the topic** of the paragraph. As a thesis, or claim, it also includes a number word or number indicator, as in the following examples:

- There are three reasons why **Lady Macbeth is the most interesting character** in the play.
- Several things make the **witches stick out as the most interesting characters** of the play.
- One of the main reasons **Macbeth is such an interesting character is that he is full of emotions**.

A Power 2 sentence is a major supporting detail (Yellow)

These sentences demonstrate to the reader what you are trying to prove. Power 2 sentences include evidence from the text in various forms:

Direct Quotes: For example, Banquo tells Macbeth, “And oftentimes, to win us to our harm,/The instruments of darkness tell us truths,/.../to betray ‘s” (Act 1.3).

Paraphrases: Specifically, Banquo tells Macbeth that he should not trust the witches, even if what they said might have some truth (Act 1.3).

A Power 3 sentence explains the significance or relation of the evidence to the claim. (Pink)

This demonstrates that Banquo is already skeptical of the witches, even though he has only met them once. This sets up his character to be much less gullible than Macbeth. It also foreshadows that something bad might possibly come Banquo’s way because of the witches, which makes the reader curious to see what happens next.

A Power 4 sentence comments on the ideas discussed or brings closure to the idea. (Blue)

This wraps up your paragraph or essay by restating the importance of what you’ve discussed and how it all relates back to the main claim or topic sentence.

Example Paragraph: 1-2-3-2-3-4 (you do not label your Powers in your actual essay)

Body Paragraph #1: Banquo doesn’t trust the witches

(1) At the start of the play, the witches revealed that Banquo’s sons will be kings; however, Banquo does not trust them at all. This sets him up right away to be an interesting character. (2) For example, Banquo tells Macbeth, “And oftentimes, to win us to our harm,/The instruments of darkness tell us truths,/.../to betray ‘s” (Act 1.3). (3) This demonstrates that Banquo is already skeptical of the witches, even though he has only met them once. This sets up his character to be much less gullible than Macbeth. (2) A second event that demonstrates Banquo’s distrust of the witches is when he tells Macbeth they are giving him nightmares (Act 2.1). (3) This foreshadows that something bad might possibly come Banquo’s way because of the witches, which makes the reader curious to see what happens next. (4) For these reasons, Banquo leaves the reader wondering if the witches should or shouldn’t be trusted, adding an element of suspense to the play and making his character interesting.

Power Writing Transitions

| Power 2 Transitions Words and Phrases | | |
|---|--|--|
| First Importantly To begin with Second Third More than that Besides Furthermore Also Above | Lastly Even more Moreover Equally Additionally Likewise Plus Another reason Then Still others | Again Finally Next With that in mind In addition to Some other Others Sometimes |
| <u>Example</u> : Second, I really like to read. | | |

| Power 3 Transition Words and Phrases | | |
|--|--|---|
| This is to say Namely As you can see To make that clear The author says Just as Specifically To be sure | In such cases For instance For example To be specific To be more specific This can be made clear Because of this Like | In other words This can be clarified In the same manner This can be explained by |
| <u>Example</u> : This can be made clear by all the books I checked out from the library. | | |

| Power 4 Transition Words and Phrases | | |
|--|---------------------------------------|------------------------------------|
| In conclusion Basically To conclude | To sum up In summary All in all | Clearly Overall To summarize |
| <u>Example</u> : In conclusion, I like to spend my time reading. | | |

Sentence Stems for Writing

Sentence Stems to...

| Cite Text Evidence | |
|---------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. I read _____. I think _____. 2. Page _____ says _____. 3. I read this. I think _____. 4. This Says _____. I think _____. 5. The text says _____. That makes me think _____. |
| Proficient | <ol style="list-style-type: none"> 1. The (poem, paragraph, dialog, line, page, section, paragraph, quote) says _____. That makes me think [of] _____. 2. The author writes/ states _____. This means _____. 3. The author uses the (word, phrase, image, picture) _____. This tells me _____. 4. I think _____ because the (story, poem, text) says _____. |
| Advanced | <ol style="list-style-type: none"> 1. The (story, poem, section paragraph, quote, line) says _____, Which makes me think [of] _____. 2. Because the text/author says _____, I know _____. 3. The (word(s), phases(s), image(s)) indicates _____. 4. I think the author uses the (word, phrase, image) in order to _____. |

Practice: _____

Sentence Stems to...

| Make Inferences | |
|------------------------|---|
| Basic | 1. I read _____. I know _____. I think _____. |
| Proficient | 1. I read _____. I know _____ and so _____. |
| Advanced | 1. The text says _____. I know _____ so I can infer _____. 2. The author does not say so explicitly, but he/she says _____, and I know _____, so _____. 3. The author implies that _____, so _____. |

Practice: _____

Sentence Stems to...

| Determine Theme | |
|------------------------|--|
| Basic | <ol style="list-style-type: none"> 1. The (theme, most important idea) is _____. 2. The (text, story) is about _____. 3. The (text, story) mostly tells us/talks about _____. |
| Proficient | <ol style="list-style-type: none"> 1. The theme of this text is _____. One clue is _____. 2. The main idea in this text is _____. I know that because _____. 3. The (characters, setting, symbols, plot) support(s) the theme because _____. 4. The detail _____ support(s) the main idea because/by _____. |
| Advanced | <ol style="list-style-type: none"> 1. The (theme of, most important idea in) this text is _____, which is supported by details such as the _____. I know this because _____. 2. I think the author is trying to say _____ because _____. 3. Because _____, I can conclude _____. 4. The main idea is _____, which is supported by the details such as/like _____ and _____. 5. When I connect the details _____, _____, and _____ I can conclude that the main idea is _____. I think the author is trying to say _____ because _____. Because the [insert genre] says _____, I can conclude _____. |

Practice: _____

Sentence Stems to...

| Summarize | |
|------------------|--|
| Basic | <ol style="list-style-type: none"> 1. The story is about _____ and _____. 2. This is about _____. 3. First _____. (Then, Next) _____. (Last, At the end) _____. 4. The author writes about _____ (and _____). This supports the theme/ main idea by... |
| Proficient | <ol style="list-style-type: none"> 1. The (text, story, article) is about _____. 2. The first thing that happens is _____. The next event is _____. 3. The main character has to _____ because _____. As a result, he/she _____. Then _____. 4. The author explains the problem is that _____. One action taken is _____. Another possible solution is _____. The result is _____. 5. The author includes details such as _____ and _____ to support the theme/ main idea. 6. This [insert genre] is about _____ and _____. 7. First, the author writes _____ and then _____. Finally, he/she writes _____. 8. The author includes details such as _____ and _____ to support the theme/ main idea. |
| Advanced | <ol style="list-style-type: none"> 1. The story is about _____; it takes place in _____. 2. The author begins by _____. He/She then _____, and concludes by _____. 3. In order to support the theme/main idea, the author includes details such as _____ and _____, which show _____. 4. To summarize, the [insert genre] (explains, describes, argues, provides information about) _____. |

Practice: _____

Sentence Stems to...

| Retell Analyze Plot | |
|----------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. First _____. Next, _____. Last, _____. 2. In the beginning, _____. Next, _____. Finally/At the end, _____. |
| Proficient | <ol style="list-style-type: none"> 1. First the _____ and then _____. Finally, _____. 2. At the beginning, _____. (as a result of, Since, Because) _____, after that _____. 3. The conflict is that/ between _____. One complication is _____. The climax is _____. In the resolution, _____. |
| Advanced | <ol style="list-style-type: none"> 1. The story conflict begins when _____. During the rising action, the complication are _____, _____, and _____. At the climax, _____. In the resolution, _____. 2. When the story begins, _____. (Consequently, Therefore) _____, after that _____. As the story ends, _____. |

Practice: _____

Sentence Stems to...

| Analyze Characters | |
|---------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. [insert character's name] (is, does) _____. Then _____ happens. After that, [insert character's name] (is, does) _____. 2. [insert event] happens. Then [insert character's name] changes. First he/she was _____. Then he/she was _____. 3. [insert character's name] wants (to) _____. He/She _____. |
| Proficient | <ol style="list-style-type: none"> 1. Because/ Due to the fact that [insert event] happens, [insert character's name] changes. He/ She was _____. Then he/she was _____. 2. At first, the character [insert character's name] because [insert event]. After [insert event] he/she changes/responds by _____. 3. Before [insert event] happens [insert character's name] was _____. After [insert event] happens, he/she _____. 4. Because [insert character's name] wants (to) _____, he/she _____. As a result, _____. |
| Advanced | <ol style="list-style-type: none"> 1. The character [insert character's name] begins by _____. He/She (changes, responds, adjusts) to _____ by _____. 2. [insert character's name] is motivated to _____ because _____. |

Practice: _____

Sentence Stems to...

| Analyze Interactions Among Ideas | |
|---|--|
| Basic | <ol style="list-style-type: none">1. The author writes_____. It shows _____.2. The author writes about _____. One example he/she gives is _____.3. First the author writes _____. Next, _____. Last, _____. |
| Proficient | <ol style="list-style-type: none">1. The author writes about [insert event]. He/She tells about actions that led to the event, such as _____. He/She also describes the results of the event. One result was _____.2. The author begins with _____. He/She then writes _____. Finally, he/she write _____. |
| Advanced | <ol style="list-style-type: none">1. The author (gives an example of, tells a story about) _____, to talk about [insert person, event, idea].2. The author (gives an example of, tells a story about) _____. In _____, he/she is showing the reader that [insert person, event, idea] _____.3. The author first writes (about) _____, followed by _____. He/She concludes with/by _____. |

Practice: _____

Sentence Stems to...

| Determine Word Meaning | |
|-------------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. The writer says _____. 2. This word/phrase shows/means _____. |
| Proficient | <ol style="list-style-type: none"> 1. The author used the word/phrase _____ to show _____. 2. The word/phrase _____ means _____. 3. The word/phrase means more than just _____. It means _____. |
| Advanced | <ol style="list-style-type: none"> 1. The author used the word/phrase _____; its figurative/connotative means is _____, and it shows _____. 2. “_____” is an example (of a simile, of a metaphor, of personification). It compares _____ to _____. I think the author (means, wanted to say, wanted the reader to think) _____. 3. The author used the word/phrase _____; its figurative/connotative meaning is _____, and it shows _____. 4. Because the author used the (similar, metaphor, comparison) _____ I think he/she was trying to make the reader think/feel (_____ about _____, that _____ was like _____.) |

Practice: _____

Sentence Stems to...

| Analyze Connotative Meaning | |
|------------------------------------|--|
| Proficient | <ol style="list-style-type: none"> 1. The word/phrase _____ means _____. It has a (positive, negative) connotation. It makes readers feel _____. 2. I think the author used the word/phrase _____ to make the reader feel _____. |
| Advanced | <ol style="list-style-type: none"> 1. The word/phrase _____ makes the reader feel _____ about _____. 2. Because the author used the word _____, I think he/she wanted the reader to feel _____ about _____. 3. If the author had used the word _____ instead of _____ it would make the reader feel _____ instead of _____. |

Sentence Stems to...

| Analyze Technical Meaning | |
|----------------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. The (word, phrase) _____ means _____. In (science, math, social studies) it means _____. |
| Proficient/ Advanced | <ol style="list-style-type: none"> 1. In everyday language, the (word, phrase) _____ means _____, but in (science, math, social studies) it means _____. |

Practice: _____

Sentence Stems to...

| Analyze Author's Word Choice | |
|-------------------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. This/These word(s) make(s) me think/feel _____. |
| Proficient | <ol style="list-style-type: none"> 1. I think the author chose the words because _____. 2. The author uses the word(s)/phrase _____ because _____. 3. " _____ " is formal/informal. The author uses it to show _____. 4. In formal English, we say, _____. In a less formal English, we say _____. |
| Advanced | <ol style="list-style-type: none"> 1. The author chose to use the word _____. He/ She could have said _____. By saying _____, the author wanted the reader to think/feel _____. 2. The author used the word/phrase _____ instead of _____ because _____. 3. " _____ " is formal/informal language. The author uses it to set a _____ tone. 4. The reason the author used the word/phrase _____ instead of _____ is _____. |

Sentence Stems to...

| Analyze Author's Choices | |
|---------------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. The author writes _____ because/ to show _____. 2. This part goes back in time because/ to show _____. |
| Proficient | <ol style="list-style-type: none"> 1. The author uses the (sentence, paragraph, chapter, section) " _____ " (because/to show) it means _____. 2. The (sentence, paragraph, chapter, section) moves (faster, goes back in time) (because, to show) _____. |
| Advanced | <ol style="list-style-type: none"> 1. The (sentence, paragraph, chapter, section) " _____ " build the (story's, article's) ideas by _____. 2. The author manipulates time in this (paragraph, chapter, section) by using (faster pacing, flashbacks) in order to _____. |

Sentence Stems to...

| Analyze Text Structure: Chronological Order | |
|--|--|
| Basic | 1. The text tells about events. First _____ (happens, happened). Then/Next _____ (happens, happened). Last _____ (happens, happened). |
| Proficient/ Advanced | 1. The text is in (sequential, chronological) order. 2. The text tells about a series of events. First _____ . The _____. After that, _____ . (As a result of this, Finally), _____ . |

Sentence Stems to...

| Analyze Text Structure: Problem/Solution | |
|---|--|
| Basic | 1. The author writes about a problem. The problem is _____. Then the author writes about solution. The solution is _____. [Person] has a problem. It is _____. [Person] thinks of a solution. It is _____. |
| Proficient/ Advanced | 1. The author writes about a problem. The problem is _____. He/ She describes the issues: _____, _____ and _____. Then the author offers some possible solutions such as _____ and _____. Finally, the author explains the preferred option which is _____. 2. The author writes about _____, which is a problem because _____. The author (explains, describes, argues, notes) _____. He/ She (advocates, suggests, presents, offers) the solution _____, which solves the problem by _____. |

Practice: _____

Sentence Stems to...

| Analyze Text Structure: Cause and Effect | |
|---|--|
| Basic | <ol style="list-style-type: none"> 1. I read about how _____ causes _____. 2. This part goes back in time (because, to show) _____. 3. I read in this (paragraph, section, chapter) that _____ cause(s)_____. 4. _____ cause(s)_____. 5. _____ happened. The result (is, was) _____. |
| Proficient | <ol style="list-style-type: none"> 1. As a result of _____, _____ happened. 2. First I read about _____. The effect of _____ (is, was) _____. 3. I read about _____ (in this paragraph, section, chapter). Then I read that _____ cause(d)_____. 4. I read about how _____ (was, is caused by, causes) _____. 5. The author tells about a cause and an effect. First (he, she) (describes, tells) about _____ (in this paragraph, section, chapter). Then (he, she) explains the solution _____. |
| Advanced | <ol style="list-style-type: none"> 1. First the author (describes, tells about) _____. Then the author (shows, describes) how _____ (results in, changes, causes)_____. 2. The author writes about a character names _____. He/ She (shows, suggests) that _____ because_____. 3. I think that one reason that _____ in the story is because _____. As a result, _____. 4. The author introduces the cause (in this paragraph, section, chapter), which is _____. He/ She describes the impact: _____, and _____. Then (in this paragraph, section, chapter) the author explains how _____ is a result of _____. 5. The author writes about _____. He/ She (shows, explains, describes, argues, notes) the effects, which include _____. These effects clearly result from _____ because _____. |

Practice: _____

Sentence Stems to...

| Analyze Text Structure: Compare and Contrast | |
|---|--|
| Basic | <p>1. I read about _____ and _____. They are alike. They both _____. They are also different. One _____. The other _____.</p> |
| Proficient | <p>1. The author compares _____ and _____. Both _____ and _____ (have/are) _____, _____ and _____ are different because _____.</p> <p>2. Although _____ and _____ are similar in some ways, such as _____ and _____, they are also different. One difference is _____. Another difference is _____.</p> <p>3. The (paragraph, chapter, section) (moves faster, goes back in time because) _____ and _____, they are also different. One difference is _____. Another difference is _____.</p> <p>4. In this (paragraph, section, chapter), the author show how _____ and _____ are (similar, different). Both _____ and _____ are/have. There are different because _____.</p> |
| Advanced | <p>1. The author compares two things: _____ and _____. The author begins by telling how they are (alike, different). For example, _____. Then the author explains their (differences, similarities). One similarity is _____. A difference is _____.</p> <p>2. This text compares _____ and _____. Similarities include _____. Differences include _____. By comparing these things, the author shows _____.</p> <p>3. Some people think _____ and _____ are the same. I disagree. _____ (has/is) _____ while _____ (has/is) _____.</p> |

Practice: _____

Sentence Stems to...

| Analyze Text Structure: Description | |
|--|---|
| Basic | 1. In this (paragraph, section, chapter), the author describes a _____ . He/ She says it has _____ . |
| Proficient/ Advanced | 1. The author describes (a) _____ . He/ She gives examples such as _____ . 2. The author describes (a) _____ . It has several parts. One part is _____ . Another part is _____ . |

Practice: _____

Sentence Stems to...

| Explain Point of View/ Analyze Viewpoint | |
|---|--|
| Basic | <ol style="list-style-type: none"> 1. The character (says, thinks) _____. It means _____. 2. [Name] (says, thinks) _____. It means _____. 3. [Name] is from _____. He/ She feels _____. 4. The author thinks _____. This is what he/she writes about it: “_____”. 5. I (read/see _____). This shows the author is trying to (inform, explain, tell, argue) _____. 6. The author uses (facts, feelings). He/ She wants to _____. |
| Proficient | <ol style="list-style-type: none"> 1. The author writes _____. This shows the (narrator’s, speaker’s) point of view because _____. 2. I know [Name] (is, thinks, believes) _____. I know this because the author writes _____. 3. [Title] is a (legend, story, play, poem) from _____, so the (narrator’s, speaker’s) point of view is _____. 4. The author says _____ because (his, her) (point of view, purpose) is _____. 5. The author’s purpose is _____. He/ She (shows, explains, conveys) this by _____. 6. The author’s viewpoint is _____. The reader understands this when the author writes _____. 7. The author’s viewpoint is _____. He/ She use (facts/emotions) to _____. |
| Advanced | <ol style="list-style-type: none"> 1. When the author writes that the (narrator, speaker)_____, it shows that he/she_____. 2. [Name] viewpoint is _____. We know this because the author writes _____. 3. Because [Title] is a (legend, story, play, poem) from _____, the (narrator’s, speaker’s) viewpoint is _____. In this way, the author shows _____. 4. When the author writes_____, it shows that (his, her) (point of view, purpose) is _____. 5. The words_____ show that the author thinks _____. 6. The author uses (logic, an emotional appeal, credibility) to (show, convince) readers that _____. |

Practice: _____

Sentence Stems to...

| Analyze Text Features/ Analyze Media | |
|---|---|
| Basic | <ol style="list-style-type: none"> 1. The (image, graph, video, sound) shows _____. It is important because _____. 2. The (image, graphic) helps me understand because _____. 3. The (story, poem) (has/ does not have) _____. The painting (has, doesn't have)_____. |
| Proficient/ Advanced | <ol style="list-style-type: none"> 1. The author included this (illustration, diagram, chart, graph) to show _____(because _____). It is important because _____. 2. By adding the (chart, graphic, photo), the author (lets us see, shows us) _____. This is important because _____. 3. The (poem, story, painting) emphasizes/omits _____ because the (author, artist) _____. |

Sentence Stems to...

| Contrast Text and Media | |
|--------------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. I read _____. I (felt, thought) _____. I (saw, heard) _____. I (felt, thought) _____. |
| Proficient | <ol style="list-style-type: none"> 1. When I read _____, I (felt, thought, imagined) _____. But when I (saw, heard) _____, I (felt, thought) _____. 2. The (author, director, composer) includes/leaves out _____ because _____. 3. The (article, text) says _____, but the (movie, program) says _____. It is different because _____. |
| Advanced | <ol style="list-style-type: none"> 1. When I was reading _____, I (imagined, pictures) _____. (Seeing, Hearing) _____ was the (same, different) because _____. 2. When I read _____, I (imagined, pictured) _____. After (seeing, hearing)_____however, I realized _____. 3. The (author, director, composer) emphasizes/ omits _____ in order to _____. |

Sentence Stems to...

| Analyze Arguments | |
|--------------------------|--|
| Basic | <ol style="list-style-type: none"> 1. The author (says, believes) _____. (His, Her) reason is _____. This reason (supports, does not support) (his, her) idea. 2. The author says _____. I think this is (false, wrong) because_____. |
| Proficient | <ol style="list-style-type: none"> 1. The author (claims, argues) _____. The claim was (supported, not supported) by _____. 2. The author (claims, states, argues) _____. He/ She (supports, does not support) the idea by/because _____. 3. The author (claims, states, argues) _____. The author includes evidence to support the claim. This evidence is _____. 4. The evidence _____ does not support the claim _____ because _____. 5. The claim _____ is not supported by clear evidence. 6. The author’s statement _____ is (false, incorrect) because _____. |
| Advanced | <ol style="list-style-type: none"> 1. I read the article _____. After evaluating it, the author (did, did not) do a good job supporting (his, her) claim. For example, _____. 2. The reason _____ helps the author connect the evidence _____ to the claim _____. 3. The author claims _____. He gives (this, these) reason(s) _____. It/They help(s) prove his point. 4. The evidence and reasons (are, are not) strong enough to support the claim _____. For example, _____. 5. Although the author (states, claims) that _____, his/her reasoning is (false, incorrect) because _____. |

Practice: _____

Sentence Stems to...

| Compare Genres | |
|-----------------------|--|
| Basic | <ol style="list-style-type: none"> 1. Both stories are about_____. 2. The first one is/has_____. The second one is/has _____. 3. [Title] is/has_____. [Title] also is/has_____. 4. Both stories are about _____. [Title] is/has_____. 5. [Title] is from _____ and [Title] is from _____. |
| Proficient | <ol style="list-style-type: none"> 1. The stories' themes/topics are alike because they both _____. They are different because_____. 2. [Title] is a [form or genre] and/but [title] is a [form or genre]. They are both_____. 3. [Title] and [title] are alike because _____. [Title] and [Title] are different because _____. 4. [Name] wrote [title] in _____. [Name] developed the ideas in [Title], in _____. They are alike because _____. They are different because _____. |
| Advanced | <ol style="list-style-type: none"> 1. The stories are alike because in the first text, the author approaches the theme/ topic by _____. In the second, the author_____. They are different because _____. 2. [Title] is a [form or genre] so it has is _____. And/But [Title] is a [form or genre]so it has/is _____. They are both _____. Although both are about _____, they take different approaches. In [title 1] the author _____. In contrast, in [title 2] the author _____. 3. [Title] was written by [name] in _____. He/ She develops/transforms the original idea by/because _____. |

Practice: _____

Sentence Stems to...

| Compare Texts | |
|----------------------|--|
| Basic | <ol style="list-style-type: none"> _____ is about _____. _____ is also about _____. Both tell/ describe _____. _____ is about _____. _____ is also about _____. They tell the story/event differently. [A] _____ . [b] _____. |
| Proficient | <ol style="list-style-type: none"> The theme of both _____ and _____ is _____. _____ and _____ are (similar, different) because _____. _____ is _____. (In contrast, however, on the other hand, alternatively), _____ is _____. _____ is _____. (Similarly, Also), _____ is _____. _____ is about _____. _____ is also about _____. _____ and _____ are similar/different because _____. |
| Advanced | <ol style="list-style-type: none"> While the theme of both _____ and _____ is _____, the first is a _____ and the second is a _____. They are similar/different because _____. While the theme of both _____ and _____ is _____, the author of the first text _____ and the author of the second text _____. _____ and _____ give different perspectives on _____ [story/event]. [A] does it by _____. [B], in contrast, _____. |

Practice: _____

Sentence Stems to...

| Give Positive Feedback | |
|-------------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. The (part, paragraph, section) is (good, clear, strong). 2. I like this part because _____. |
| Proficient | <ol style="list-style-type: none"> 1. This section is very (good, clear, interesting, entertaining, convincing) because _____. 2. The (part, section, paragraph) made me think/ feel _____. 3. This part is good. It reminds me of _____. 4. This (part, section, paragraph, scene) has a strong (voice, focus, development of ideas, organization). 5. Your style works well for your audience because _____. |
| Advanced | <ol style="list-style-type: none"> 1. I like how you used the (word(s), phrase, example, detail) _____ to show _____. It really makes the reader (think, feel, understand) _____. 2. I think your readers will really (feel, think, understand) _____ because your _____ in this (part, section, paragraph, scene) is so _____. 3. I noticed that you _____ in this (part, section, paragraph). That really made your writing _____. |

Sentence Stems to...

| Request Clarification | |
|------------------------------|--|
| Basic | <ol style="list-style-type: none"> 1. Can you make this (part, section, paragraph) more clear? 2. Why did you write this (word, sentence, paragraph, section)? |
| Proficient/ Advanced | <ol style="list-style-type: none"> 1. I'm not sure I understand this (part, section, paragraph). 2. This (part, section, paragraph) is not (clear, complete). 3. I'm a little confused because _____. |

Practice: _____

Sentence Stems to...

| Make Suggestions | |
|-------------------------|---|
| Basic | <ol style="list-style-type: none"> 1. You can make this (part, section, paragraph) _____. Try changing _____ to _____. 2. You should (add, take out, move) _____. That will make this (part, section, paragraph) better. 3. Try telling more about _____. |
| Proficient/ Advanced | <ol style="list-style-type: none"> 1. This (word, phrase, sentence, section) is/is not appropriate for your (task, purpose, audience). 2. Remember, you are writing for [audience], so make the writing sound _____. 3. To make your writing more (interesting, clear, effective) you could (add, delete, move, change _____). 4. I think this would be better if you added more (details, explanation, information, examples). 5. I think this would be better if you (deleted, removed, shortened) _____ in/ from this (part, section, paragraph). 6. You could move/add _____. 7. To help the reader _____, you should revise your writing by _____. 8. Because you are writing for _____, you should _____. 9. Since your (task, purpose, audience) is _____, you should use a more _____ (style, tone, words, phrases). 10. If you _____, then your writing will be (more appropriate, better) for your (task, purpose, audience). 11. You start each sentence the same way. Try _____. 12. Your conclusion might be stronger if you _____. 13. Look at the task again. I think you forgot to _____. So, _____. |

Practice: _____

Quick Guides for Writing

Make Your Mark

| | | |
|-------------------|----|---|
| Question Mark | ? | Do you like the pizza? |
| Exclamation Point | ! | We won the game! |
| Comma | , | I have shoes, socks, and hats. |
| Quotation Mark | “” | “Little pig,” said the wolf, “let me in.” |
| Period | . | I am a hard worker. |

Commas

Commas are used in dates: January 1, 2015.

Commas are used with items in a series: I have shoes, socks, and hats.

Commas are used when writing letter: Dear Aunt Helen,

Commas are used *before* a conjunction: Zach like hotdogs, and he like hamburgers.

Commas are used when citing evidence: The narrator states, “Little pig let me in.”

Put a Cap on It

| Always Capitalize... | |
|----------------------------|-------------------------------------|
| first words in a sentence | names of people the pronoun: I |
| Also Capitalize... | |
| proper nouns | Alex, Paris, Mexico, Nile River |
| beginnings of sentences | It was a dark and stormy night. |
| initials of people’s names | J.F. Kennedy, A.G. Bell, C.S. Lewis |
| beginning of greetings | Dear Grandma, Dear Uncle Dave |
| months | December, April, September |
| days | Friday, Saturday, Monday |

| | |
|--------|--------------------------------|
| titles | Mr. Jones, Mrs. Marx, Dr. Diaz |
|--------|--------------------------------|

Using Descriptive Language

Spice Up Your Writing

| | | |
|--|---|---|
| Instead of said use: | Instead of laughed use: | Instead of ran use: |
| called, cried, responded, demanded, asked, stated, shouted, whispered, remarked, questioned, replied, exclaimed | snickered, giggled, roared, chuckled, chortled, crowed, guffawed, cackled, howled, tittered, hee-hawed, bellowed | hurried, raced, scurried, dashed, galloped, trotted, bolted, darted, sped, jogged, sprinted, rushed |
| Instead of walked use: | Instead of saw use: | Instead of like use: |
| staggered, traveled, trudged, strutted, marched, hiked, Shuffled, Sauntered, lumbered, paraded, ambled, strolled | glimpsed, noticed, observed, sighted, spotted, stared at, glanced at, eyed, gazed at, spied, examined, watched | love, admire, appreciate, fancy, adore, idolize, prefer, cherish, care for, favor, enjoy, treasure |
| Instead of sad use: | Instead of pretty use: | Instead of good use: |
| downcast, depressed, woeful, gloomy, miserable, sorrowful, unhappy, dejected, forlorn, melancholy, crestfallen, mournful | beautiful, lovely, glamorous, attractive, elegant, cute, exquisite, gorgeous, stunning, handsome, striking, fair | Great, pleasant, marvelous, delightful, superior, wonderful, splendid, superb, grand, terrific, amazing, excellent |
| Instead of little use: | Instead of nice use: | Instead of funny use: |
| diminutive, compact, microscopic, petite, wee, small, tiny, minuscule, miniature, slight, minute | kind, benevolent, thoughtful, gracious, considerate, decent, congenial, agreeable, courteous, warm, cordial, humane | farcical, jocular, amusing, humorous, witty, comical, hysterical, sidesplitting, hilarious, laughable, silly, nonsensical |
| Instead of big use: | Instead of happy use: | Instead of smart use: |
| towering, huge, large, great, gigantic, mammoth, enormous, tremendous, massive, giant, colossal, immense | glad, jovial, jubilant, joyful, thrilled, cheerful, merry, contented, pleased, delighted, jolly, elated | witty, bright, quick-witted, knowledgeable, intelligent, clever, ingenious, sharp, brainy, brilliant, gifted, wise |

Informative/Explanatory Writing Rubric

| | No Credit (0) | Below Basic (1) | Basic (2) | Proficient (3) | Advanced (4) | Score |
|----------------------|---|--|--|---|--|--------------|
| Organization | <p>___ No introduction, topic/thesis or plan sentence</p> <p>___ Paragraphs are disordered</p> <p>___ Transitions are absent or confusing</p> <p>___ Conclusion is absent, unclear, or unrelated to the topic</p> <p>___ Formatting or text features* absent or distracting and off-topic</p> | <p>___ No plan sentence, or introduction is not clearly related to prompt, task, or topic</p> <p>___ Paragraphs have some logic to their order</p> <p>___ Conclusion is vague or drifts from topic/body content</p> <p>___ Formatting or text features* are irrelevant</p> | <p>___ Introduction's topic and plan sentence partially address prompt, task, or topic</p> <p>___ Most paragraphs follow a reasonable order</p> <p>___ Transitions link many ideas</p> <p>___ Conclusion relates to the topic sentence/thesis statement</p> <p>___ Formatting or text features* do not address important information</p> | <p>___ Topic sentence/thesis and plan sentence clearly fit the prompt, task, or topic</p> <p>___ Paragraphs follow plan; their development reveals connections and distinctions</p> <p>___ Varied transitions link and clarify complex ideas and create cohesion</p> <p>___ Conclusion follows from topic/body content</p> <p>___ Formatting or text features* are relevant</p> | <p>___ Introduction, topic sentence/thesis, plan sentence engagingly address topic; may include lead</p> <p>___ Logically ordered paragraphs follow plan and build a unified whole</p> <p>___ Varied and subtle transitions link and clarify complex ideas and create cohesion</p> <p>___ Purposeful conclusion addresses topic's significance or implications</p> | |
| Ideas/Content | <p>___ Ideas are inaccurate or unclear</p> <p>___ Elaboration is unrelated to topic or audience</p> <p>___ Prompt, task, and topic are undeveloped; insufficient ideas presented</p> <p>___ Graphics or multimedia features* are omitted, irrelevant, or distracting</p> | <p>___ Ideas presented are simple; some are unclear/inaccurate</p> <p>___ Much elaboration repeated, off-topic, or inappropriate for the audience</p> <p>___ Prompt, task, topic, or ideas are largely undeveloped</p> <p>___ Graphics or multimedia features* wander from topic</p> | <p>___ Few complex ideas are presented, or they are unclear</p> <p>___ Some elaboration may be off-topic or fits audience poorly</p> <p>___ Prompt, task, topic, or ideas are incompletely developed</p> <p>___ Graphic or multimedia features* relate to topic</p> | <p>___ Complex ideas are presented</p> <p>___ Elaboration is clearly relevant to topic and audience</p> <p>___ Prompt, task, topic, and ideas are well developed</p> <p>___ Graphics or multimedia features* are relevant</p> | <p>___ Complex ideas are accurate, clear and build upon each other</p> <p>___ The most significant and relevant elaboration for this audience brings the topic to life</p> <p>___ Prompt, task, topic, and ideas are fully developed</p> <p>___ Graphic or multimedia features* enhance understanding</p> | |

| | | | | | | |
|-----------------------|---|--|--|--|--|--|
| Language/Style | <p>__ Incorrect sentence structures (fragments, run-ons)</p> <p>__ Basic and inaccurate words/phrases</p> <p>__ Language is unclear and confusing</p> <p>__ Style or tone is not appropriate to purpose or audience</p> | <p>__ Some incorrect sentences make reading difficult</p> <p>__ Basic words/phrases repeat: some are inaccurate</p> <p>__ Language is simple and sometimes unclear</p> <p>__ No formal style or objective tone; language largely doesn't fit purpose or audience</p> | <p>__ Complete sentences, with little variety</p> <p>__ Basic, accurate words fit topic</p> <p>__ Language is simple but understandable</p> <p>__ Formal style, objective tone are inconsistent; language sometimes fits purpose of audience</p> | <p>__ Different sentence structures add meaning</p> <p>__ Some academic/content-related words help address the topic</p> <p>__ Language conveys ideas clearly, but with limited use of precise words</p> <p>__ Formal style, objective tone are consistent; language fits purpose and audience</p> | <p>__ Varied sentence structures are used for effect and enhance meaning</p> <p>__ Academic and content-related vocabulary clarifies complex ideas</p> <p>__ Rich and precise words or figurative language is used</p> <p>__ Formal style, objective tone display qualities of discipline specific texts</p> | |
| Conventions | <p>__ Text is confusing due to frequent errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Paragraphs are not formatted properly</p> <p>__ Unclear if sources were used</p> | <p>__ Misunderstanding result from many errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Paragraphs are not formatted</p> <p>__ Sources used are largely not cited, no standard format used</p> | <p>__ Text is understandable despite some errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Most paragraphs are formatted properly</p> <p>__ Some sources used are cited in standard format, possibly incomplete</p> | <p>__ Text clearly understandable, due to few errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Paragraphs are formatted properly</p> <p>__ All sources used are cited properly, with minimal formatting errors</p> | <p>__ Text communicates clearly with minimal errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Paragraphs are formatted properly</p> <p>__ All sources used are cited properly</p> | |
| | | | | | Total Score (16 possible) | |

*Not all topics, prompts, or tasks require formatting, graphics, or multimedia

Argumentative Writing Rubric

| | No Credit (0) | Below Basic (1) | Basic (2) | Proficient (3) | Advanced (4) | Score |
|----------------------|---|--|---|--|---|--------------|
| Organization | <p>___ No introduction, topic/thesis or plan sentence</p> <p>___ Paragraphs have no order</p> <p>___ No transitions</p> <p>___ Conclusion is absent, unclear, or unrelated to the topic</p> | <p>___ Introduction may relate to the topic or task, but doesn't state a claim</p> <p>___ Some paragraphs have order</p> <p>___ Transitions link so ideas, but not all</p> <p>___ Conclusions relates to the topic, but not the claim</p> | <p>___ Introduction includes a topic/thesis; the claim is present but unclear</p> <p>___ Most paragraphs follow a reasonable order</p> <p>___ Transitions link many ideas: relationship between ideas are correct</p> <p>___ Conclusion relates to the claim</p> | <p>___ Introduction includes a topic/thesis that clearly states a claim; has plan sentence</p> <p>___ Writing follows from topic and plan sentence</p> <p>___ Varied transitions create cohesion and clarify the relationships</p> <p>___ Conclusion follows from the claim and argument</p> | <p>___ Engaging introduction includes topic/thesis that clearly states claim</p> <p>___ Logically ordered writing builds a compelling plan</p> <p>___ Varied transitions create cohesion and enhance flow</p> <p>___ Convincing conclusion follows from the claims</p> | |
| Ideas/Content | <p>___ Claims are undeveloped, or rely on false reasoning</p> <p>___ Opposing claims are not addressed</p> <p>___ No sources are used to support the claims, or sources are not credible or accurate</p> <p>___ Ideas are not appropriate to the audience</p> | <p>___ Claims are partially developed, with some false reasoning or unrelated evidence</p> <p>___ Opposing claims are unfairly presented with evident bias</p> <p>___ Most sources are not well-chosen or credible</p> <p>___ Some ideas are appropriate to the audience, others are not</p> | <p>___ Claims are mostly developed with valid reasoning and related evidence</p> <p>___ Opposing claims are presented, but incompletely and thus somewhat unfairly</p> <p>___ Sources are mostly accurate and credible</p> <p>___ Ideas are largely appropriate to the audience</p> | <p>___ Meaningful claims are well developed with valid reasoning</p> <p>___ Claims and opposing claims are distinguished; fair presentations of evidence</p> <p>___ Sources are accurate and credible</p> <p>___ Ideas are appropriate for the audience's knowledge and concerns</p> | <p>___ Knowledgeable claims are fully developed with valid reasoning</p> <p>___ Significant and opposing claims are distinguished; presentation of strengths, weaknesses, most relevant evidence</p> <p>___ Sources are accurate and credible</p> <p>___ Ideas suit the audience's knowledge, concerns, and possible biases</p> | |

| | | | | | | |
|-----------------------|--|--|---|--|--|--|
| Language/Style | <p>___ Inappropriate tone creates a sense of unfairness and bias</p> <p>___ Style is not appropriate to purpose or audience</p> <p>___ Incorrect sentence structures (fragments, run-ons)</p> <p>___ Basic and inaccurate words/phrases; language is unclear and confusing</p> | <p>___ Tone is inconsistent or creates a sense of unfairness</p> <p>___ No formal style; language doesn't fit purpose or audience</p> <p>___ Some incorrect sentence make reading difficult</p> <p>___ Basic words/phrases repeat or may be inaccurate; language is somewhat unclear</p> | <p>___ Fair and objective tone is mostly present</p> <p>___ Formal style is inconsistent; language sometimes fits purpose or audience</p> <p>___ Complete sentences with little variety</p> <p>___ Basic, accurate words fit topic; language is simple but understandable</p> | <p>___ Fair and objective tone is consistently maintained</p> <p>___ Formal style is consistent; language fits purpose and audience</p> <p>___ Different sentence structures add meaning</p> <p>___ Some precise, academic, and content-related words help address the topic</p> | <p>___ Fair and objective tone enhances the argument's validity</p> <p>___ Formal style displays qualities of discipline-specific texts</p> <p>___ Varied sentence structures are used for effect and enhance meaning</p> <p>___ Precise, academic, and content-related vocabulary clarify ideas and engage the reader</p> | |
| Conventions | <p>___ Text is confusing due to frequent errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>___ Paragraphs are not formatted properly</p> <p>___ Unclear if sources were used</p> | <p>___ Misunderstanding result from many errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>___ Paragraphs are not formatted</p> <p>___ Sources used are largely not cited, no standard format used</p> | <p>___ Text is understandable despite some errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>___ Most paragraphs are formatted properly</p> <p>___ Some sources used are cited in standard format, possibly incomplete</p> | <p>___ Text clearly understandable, due to few errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>___ Paragraphs are formatted properly</p> <p>___ All sources used are cited properly, with minimal formatting errors</p> | <p>___ Text communicates clearly with minimal errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>___ Paragraphs are formatted properly</p> <p>___ All sources used are cited properly</p> | |
| | | | | | Total Score (16 possible) | |

Narrative Writing Rubric

| | No Credit (0) | Below Basic (1) | Basic (2) | Proficient (3) | Advanced (4) | Score |
|-----------------------|---|--|---|---|--|-------|
| Organization | <p>__ Beginning is missing or confusing; no context provided</p> <p>__ Transitions missing or inappropriate; events are confusing or disconnected</p> <p>__ Ending is missing</p> | <p>__ Beginning is unclear, cliché or provides little context</p> <p>__ Some transitions are missing or do not link events logically</p> <p>__ Ending is abrupt/disconnected</p> | <p>__ Beginning introduces some context, point of view, or characters/narrators</p> <p>__ Transitions and techniques link events logically</p> <p>__ Ending resolves some conflict</p> | <p>__ Beginning clearly establishes context, point of view, and characters/narrator</p> <p>__ Transitions and other techniques link events, build meaningfully</p> <p>__ Ending resolves conflict and reflects upon events</p> | <p>__ Engaging beginning establishes context, POV, and characters/narrators</p> <p>__ Varied transitions and techniques link events and build meaningfully</p> <p>__ Satisfying ending resolves conflict naturally; reflects upon events</p> | |
| Ideas/Content | <p>__ Does not address prompt/assignment</p> <p>__ Middle does not develop events or conflict</p> <p>__ Characters are omitted, undeveloped, or confusing</p> <p>__ Descriptions are missing or ineffective</p> | <p>__ Prompt/assignment is largely unanswered</p> <p>__ Middle leaves many events undeveloped; little progression</p> <p>__ Basic characters lack unique identities; are easily confused with each other</p> <p>__ Descriptions are few or confusing</p> | <p>__ Partially addresses prompt/assignment</p> <p>__ Middle develops some events or conflict; narrative progresses</p> <p>__ Characters are not completely developed or believable</p> <p>__ Description lack detail</p> | <p>__ Addresses prompt/assignment</p> <p>__ Middle develops events and conflict; provides a smooth progression</p> <p>__ Characters/narrators are developed; each is distinct and believable</p> <p>__ Some descriptive details of events, settings, and characters</p> | <p>__ Fully addresses prompt/assignment</p> <p>__ Middle fully develops events and conflict; compelling progression</p> <p>__ Interesting characters/narrators change and grow in complex ways</p> <p>__ Descriptive details of events, settings, and characters show rather than tell</p> | |
| Language/Style | <p>__ Words chosen are basic and repeated or inaccurate</p> <p>__ Language is limited, unclear, or confusing</p> | <p>__ Words chosen are sometimes repeated, inaccurate</p> <p>__ Language is simple and at times unclear</p> | <p>__ Word Choice is simple but correct</p> <p>__ Language is largely simple, with little sensory or figurative speech</p> | <p>__ Word choice includes some precise, rich words</p> <p>__ Language includes some vivid images, sensory or figurative language, or reflection</p> | <p>__ Word choice is precise and rich</p> <p>__ Language includes vivid images, sensory and figurative language, and</p> | |

| | | | | | | |
|--------------------|---|---|--|--|---|--|
| | <p>__ Sentences are largely incorrect (fragments, run-ons)</p> <p>__ Point of view is unclear or unstated</p> | <p>__ Sentences are choppy, repetitive, with some run-ons or fragments</p> <p>__ Point of view is inconsistent</p> | <p>__ Sentences are correct, with little variety</p> <p>__ Point of view drifts</p> | <p>__ Sentences vary in structure, length</p> <p>__ Point of view maintained throughout</p> | <p>reflection; brings narrative to life</p> <p>__ Sentences are varied, enhance pacing</p> <p>__ Consistent, interesting point of view</p> | |
| Conventions | <p>__ Text is confusing due to frequent errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Paragraphs and dialogue are not formatted properly*</p> <p>__ Unclear if sources were used*</p> | <p>__ Misunderstanding result from many errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Paragraphs and dialogue* are not formatted</p> <p>__ Sources used are largely not cited, no standard format used*</p> | <p>__ Text is understandable despite some errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Most paragraphs and dialogue * are formatted properly</p> <p>__ Some sources used are cited in standard format, possibly incompletely*</p> | <p>__ Text clearly understandable, due to few errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Paragraphs and dialogue* are formatted properly</p> <p>__ All sources used are cited properly, with minimal formatting errors*</p> | <p>__ Text communicates clearly with minimal errors in CUPS (capitalization, usage, punctuation, spelling)</p> <p>__ Paragraphs and dialogue* are formatted properly</p> <p>__ All sources used are cited properly*</p> | |
| | | | | | Total Score (16 possible) | |

*Dialogue and/or sources are not required for all narrative writing assignments

R.A.C.E. Short Response Writing Rubric

| | Unsatisfactory (1) | Below Basic (2) | Basic (3) | Proficient (4) | Advanced(5) | Score |
|--|---|--|--|---|--|-------|
| <u>R</u>estate the question as a main idea statement [Power 1] | The topic of the response is <u>unclear</u> | The main idea is <u>weak</u> , and the question is not re-stated | The main idea is <u>clear</u> , but the question is not clearly re-stated | The main idea is <u>mostly clear and complete</u> , re-stated so that the question is easy to understand | The main idea is <u>clear and complete</u> , re-stated so that the question is obvious | |
| <u>A</u>nsWER in a grade appropriate length and style | Your answer is <u>incorrect or unrelated</u> to the prompt | Your answer is <u>weak</u> (too vague or broad = not specific) | Your answer is acceptable (<u>basic</u> , but correct) | Your answer is <u>proficient</u> (accurate with signs of grade-appropriate response) | Your answer is thorough (<u>advanced</u> style that is grade-appropriate) | |
| <u>C</u>ite Evidence Or Examples to support your main idea [Power 2] | No evidence cited | Your evidence is <u>weak, or not relevant</u> to the question. | Your evidence is <u>relevant</u> , but <u>cited incorrectly</u> | Your evidence is <u>relevant</u> and <u>cited correctly</u> | <u>Several pieces</u> of relevant evidence or examples are used and <u>cited correctly</u> | |
| <u>E</u>xpand (explain how your evidence connects to your answer) [Power 3] | <u>No expansion</u> connecting evidence to your answer | You have a <u>weak expansion</u> that explain how your evidence connects to your answer | You <u>have a basic expansion</u> that explains how your evidence connects to your answer | You <u>proficiently</u> explain how your evidence connects to your answer | You have a <u>strong ending</u> that perfectly ties your evidence to your answer. | |
| | | | | | Average Score (5 points possible) | |

