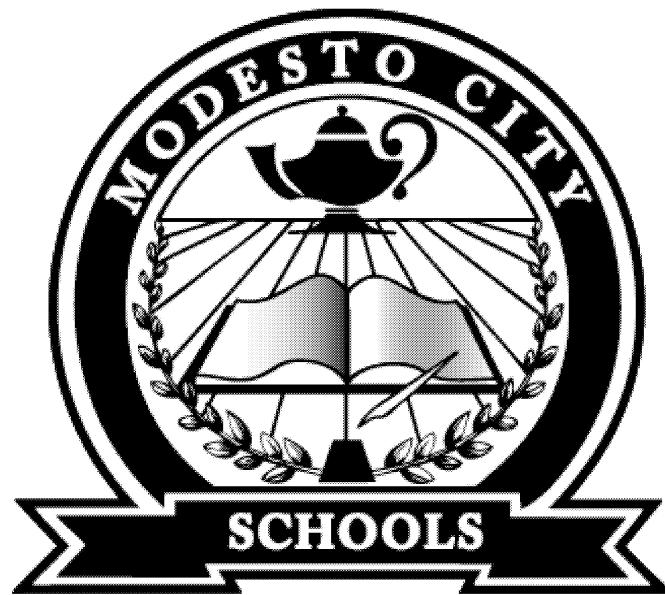


Writing and Literacy Handbook



Modesto City Schools

2013

Literacy and Writing Handbook Introduction

Chapter 1

Writing and Literacy Handbook Introduction

The changing expectations in the areas of literacy and writing inherent to the Common Core State Standards (CCSS) and Smarter Balance Assessment Consortium (SBAC) testing have prompted Modesto City Schools to rethink both its curriculum and instructional approaches. Starting in 2014/15, students will be required to write both brief and extended pieces during the testing period which will replace STAR testing. The reading and writing expectations of the state testing board require students to engage more comprehensively in the reading and writing process. Clearly, schools within the Modesto City Schools district will need to increase both the frequency and rigor of activities meant to engage students in critical thinking if they are to meet the expectations of the Smarter Balance Assessment Consortium. This handbook evolved through the understanding that students need to read more closely and write more critically. The handbook is a foundation upon which teachers and students can build to meet the expectations of the new Common Core State Standards.

The handbook committee was comprised of teachers from every high school in MCS. Its goal was to create a clear, simple, and functional document as a stand-alone guide for teachers and students throughout the year. Decisions affecting the content of this handbook were made with both quality and quantity in mind and based on considerations such as how much material a teacher can teach and how much a student can learn in one school year. The committee attempted to include as much information and as many concise explanations as possible, including authentic examples of student work to make each chapter useful for both MCS teachers and students. Although a wide variety of useful strategies are included throughout the chapters, the handbook's main emphasis is writing. The goal was to create essays in the three discourses (narrative, informational, and argumentative) that reflect the rigor, complexity, and sophistication of Common Core writing. No attempt was made to make those essays perfect, but instead, these essays provide models for students of what constitutes exemplary high school writing.

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Chapter 2

1. Sentence Types

A **simple sentence** is an independent clause that stands on its own.

Ex. The plumber could not find the leak under the sink.

Ex. He had to call another plumber.

(Notice there is only one subject-verb combination, but there may be several modifiers)

A **compound sentence** consists of two or more independent clauses joined by a comma **and** a coordinating conjunction (for, and, nor, but, or, yet, so).

Ex. The plumber could not find the leak under the sink, so he had to call another plumber.

(Notice that each side of the comma-conjunction can stand alone as a simple sentence)

A **complex sentence** consists of at least independent clause and at least one dependent (subordinate) clause. The dependent clause will begin with a subordinating conjunction or a relative pronoun. The dependent clause may introduce the independent clause, follow it, or interrupt it.

Ex. Because the plumber could not find the leak, he was fired.

Ex. The boss will be able to find another plumber if he advertises in the right newspaper.

Ex. The newspaper that is most successful is the Small Town Times.

(Notice each dependent clause begins with *because*, *if*, and *that*).

2. Independent Clauses

An independent clause contains a subject-verb combination and expresses a complete thought. Independent clauses can be joined by (a) ending the first with a period and starting the second with a capital letter, (b) a semi-colon, or (c) a comma and a coordinating conjunction (for, and, nor, but, or, yet, so). (See run-ons and comma splices)

Incorrect	Correct
The storm raged the house stood. (run-on)	The storm raged; the house stood.
The storm raged, the house stood. (comma splice)	The storm raged. The house stood.
The storm raged but the house stood.	The storm raged, but the house stood.

3. Dependent Clauses

A dependent (or subordinate) clause contains a subject-verb combination, but is subordinated by either a subordinating conjunction or a relative pronoun. To be part of a complete sentence, dependent clauses need to be joined with an independent clause. (see fragments)

Incorrect	Correct
Sam was allowed to play video games. Because he finished his homework.	Sam was allowed to play video games because he finished his homework.
The passenger who was holding the map noticed the exit sign first.	The passenger, who was holding the map, noticed the exit sign first.

4. Introductory Clauses

An introductory clause is a dependent (or subordinate clause) that precede the independent clause. Introductory clauses should be followed by commas.

Incorrect	Correct
Although Columbus thought he was near India he was actually in the Americas.	Although Columbus thought he was near India, he was actually in the Americas.
After Milo passed the exam he shouted for joy.	After Milo passed the exam, he shouted for joy.

5. Fragments

An incomplete thought punctuated as a complete sentence, either lacking a subject or a verb, or subordinated without an independent clause.

Incorrect	Correct
He failed the course in physics. Either because of laziness or lack of time.	He failed the course in physics, either because of laziness or lack of time.
Thoreau was released from jail. Although he still refused to pay his tax.	Thoreau was released from jail, although he still refused to pay his tax.
Because Milo was late for work. He was fired.	Because Milo was late for work, he was fired.

6. Run-ons

A run-on (or fused sentence) is created when two independent clauses are joined with no punctuation or conjunction. Two independent clauses become a compound sentence when joined with a comma and a coordinating conjunction (or a semi-colon). By subordinating one clause, a complex sentence is created.

Incorrect	Correct
The children tore the stuffed stockings from the fireplace then they crept quickly back to bed.	The children tore the stuffed stockings from the fireplace; then, they crept quickly back to bed.
The children tore the stuffed stockings from the fireplace then they crept quickly back to bed.	After the children tore the stuffed stockings from the fireplace, they crept quickly back to bed.
The children tore the stuffed stockings from the fireplace then they crept quickly back to bed.	The children tore the stuffed stockings from the fireplace, and then they crept quickly back to bed.
The children tore the stuffed stockings from the fireplace then they crept quickly back to bed.	The children tore the stuffed stockings from the fireplace and then crept quickly back to bed. (one clause)

7. Comma Splices

A comma splice is created when two independent clauses are joined with only a comma (basically the same error as a run-on). Two independent clauses become a compound sentence when joined with a comma and a coordinating conjunction (or a semi-colon). By subordinating one clause, a complex sentence is created.

Incorrect	Correct
The campers cleared away the brush, then they built the fire.	The campers cleared away the brush; then, they built the fire.
The campers cleared away the brush, then they built the fire.	The campers cleared away the brush. Then, they built the fire.
The campers cleared away the brush, then they built the fire.	The campers cleared away the brush, and then they built the fire.
The campers cleared away the brush, then they built the fire.	The campers cleared away the brush so that they could build the fire.

8. Phrases

A phrase is a group of words that does not have a subject-verb combination (which make it a clause). Common phrases are prepositional phrases and verbal phrases. Further, phrases are modifiers and should be placed appropriately.

Incorrect	Correct
Having rotted in the damp cellar, the cook was unable use any of the potatoes. (misplaced modifier)	Having rotted in the damp cellar, the cook's potatoes were unfit for use. <i>Or</i> Since the potatoes rotted in the damp cellar, the cook was unable to use them.
On entering the room, only the huge portrait was visible. (dangling modifier)	On entering the room, we could see only the huge portrait.
At the age of ten, cowboys and Indians were my main interest.	When I was ten, cowboys and Indians were my main interest. <i>Or</i> At the age of ten, I was interested mainly in cowboys and Indians.

9. Faulty Sentence Structure

The structure of a sentence needs to be consistent. If there is any shift, it may confuse the reader.

Incorrect	Correct
Tom likes to read, completing jigsaw puzzles, and to play basketball.	Tom likes reading books, completing jigsaw puzzles, and playing basketball.
He is like a knight living in armor and not able to survive without the armor.	He is like a knight unable to survive outside his protective armor.
A person's brain is larger than a dinosaur.	A person's brain is larger than a dinosaur's brain.

10. Commas

<p>Commas are used to separate, but are used in a variety of ways:</p> <ol style="list-style-type: none"> 1. Use commas along with a coordinating conjunction to separate independent clauses in compound sentences (see independent clause). 2. Use commas following introductory words, phrases, or clauses. 3. Use commas to set off non-restrictive (non-essential) elements—there are several: appositives, direct address, parentheticals, clauses (hint: <i>which</i> clauses need commas, <i>that</i> clauses don't). 4. Use commas to separate items in a series. 5. Use commas to separate elements in geographical names and dates.

Incorrect	Correct
Milo went to the bank and he withdrew his life savings.	Milo went to the bank, and he withdrew his life savings.
Because he lost his bank card he was unable to complete his transaction.	Because he lost his bank card, he was unable to complete his transaction.
The Cadillac which was parked safely needed to be moved.	The Cadillac, which was parked safely, needed to be moved. ..but.. The Cadillac that was parked safely needed to be moved.
I went to Paris, London and Modesto.	I went to Paris, London, and Modesto.
My friend lives at 21 Morningside Dr. Arlington MA 02174, and he was born on February 30 1992.	My friend lives at 21 Morningside Dr., Arlington, MA 02174, and he was born on February 30, 1992.

11. Subject-Verb Agreement

The subject and verb must agree in both number and person.
--

Incorrect	Correct
The officers <u>was</u> the only students at the meeting.	The officers <u>were</u> the only students at the meeting.
Milo and Harry <u>rides</u> the subway to school but <u>walks</u> home.	Milo and Harry <u>ride</u> the subway to school but <u>walk</u> home.
Either mayonnaise or mustard <u>go</u> well with ham.	Either mayonnaise or mustard <u>goes</u> well with ham.
Milo, along with his brothers, <u>plan</u> to go to college.	Milo, along with his brothers, <u>plans</u> to go to college.
Each of the umpires <u>have</u> to have <u>their</u> eyes examined.	Each of the umpires <u>has</u> to have <u>his</u> eyes examined.

12. Conjunctive Adverbs

Conjunctive adverbs are transitional words between clauses that show a distinct relationship between the two clauses. They are not conjunctions, and do not determine sentence type. Examples of conjunctive adverbs are: *therefore*, *nevertheless*, *moreover*, *however*, *consequently*, and *furthermore*. If they introduce a clause, they are followed by a comma, if they interrupt a subject and a verb, they are set off with commas.

Incorrect	Correct
Bob went to the store, however, Jackie had already bought the groceries. (This is a comma splice.)	Bob went to the store; however, Jackie had already bought the groceries.
Sam nevertheless went shopping and bought yet another gallon of milk.	Sam, nevertheless, went shopping and bought yet another gallon of milk.

13. Semi-colons

A semi-colon is used to separate independent clauses when there is no conjunction (creating a compound sentence); in these cases, the two clauses should be very closely linked in meaning. A semi-colon is also used in place of a comma when a comma might cause confusion.

Incorrect	Correct
Milo was finally able to find the job of his dreams, he had been searching for years.	Milo was finally able to find the job of his dreams; he had been searching for years.
Milo began his career as a corporate accountant, his father was an engineer.	Milo began his career as a corporate accountant even though his father was an engineer.
Milo visited Paris, France, London, England, and Modesto, California.	Milo visited Paris, France; London, England; and Modesto, California.
Milo went to Paris, a city in France, and afterwards, he fled to London, England.	Milo went to Paris, a city in France; and afterwards, he fled to London, England.

14. Colons

A colon usually precedes a list that has been already introduced by a statement, often containing (or implying) the word following. A colon should not follow a verb.

Incorrect	Correct
Common silk dress goods are: silk, taffeta, and chiffon.	Common silk dress goods are silk, taffeta, and chiffon.
Common silk dress goods are: silk, taffeta, and chiffon.	Common silk dress goods are the following: silk, taffeta, and chiffon.
I have discovered that there are four kinds of people. Some are kind, some are angry, some are petty, and some are generous. (not incorrect, but could be revised)	I have discovered that there are four kinds of people: kind, angry, petty, and generous.

15. Punctuating Dialogue

Quotations are used for dialogue and direct quotes and are set off by commas, which go to the left of the quotation.

Incorrect	Correct
I am sorry Milo said but you are lying in poison ivy.	“I am sorry,” Milo said, “but you are lying in poison ivy.”
“I am sorry”, Milo said”, but you are lying in poison ivy.”	“I am sorry,” Milo said, “but you are lying in poison ivy.”

16. Hyphens

Hyphenate two or more words that act as a single adjective before a noun. Hyphenate compound numbers. Hyphenate words with prefixes such as ex-, self-, anti-, and pro-.

Incorrect	Correct
Well known author	Well-known author <i>or</i> the author is well known
Twenty three; ninety six	Twenty-three; ninety six
Ex-husband; antirevolutionary; protax	Ex-husband; anti-revolutionary; pro-tax

17. Pronoun Reference

A pronoun must agree in number, person, and gender with its antecedent.

Incorrect	Correct
If a person is convicted, they must be tried.	If a person is convicted, he or she must be tried. <i>Or</i> If people are convicted, they must be tried.
If they don't pass English, it means they may not graduate. (<i>It</i> is a vague pronoun)	If they don't pass English, they may not graduate.
In Hemingway's book, he writes about the Spanish Civil War. (The antecedent cannot be an adjective.)	In his book, Hemingway writes about the Spanish Civil War.
In the paper, it says the weather will change.	The paper says that the weather will change.
They say that the best plumber in town is Bob.	The best plumber in town is Bob.

18. Quotations

Quotation marks should enclose direct quotes, words actually said, or words previously written. (See Punctuating Dialogue)

Incorrect	Correct
I am sorry Milo said but you are lying in poison ivy.	“I am sorry,” Milo said, “but you are lying in poison ivy.”
Shaw writes that all civilization is based on respectability. (The latter part comes directly from a text.)	Shaw writes that all civilization “is based on respectability.”

19. Capitalization

Capitalize proper nouns (and adjectives that derive from proper nouns), the first word of a sentence, the pronoun I, any reference to a deity or religious text, initials and abbreviations, and the first and important words in a title.

Incorrect	Correct
During my Second Year in High School, I took american literature, french, and european history.	During my second year in high school, I took American literature, French, and European history.
I went to the Library and read a copy of the Library.	I went to the library and read a copy of <u>The Library</u> .
The quran, the bible, and the torah have many similarities.	The Quran, the Bible, and the Torah have many similarities.

20. Parts of Speech

Eight parts of speech are verb, noun, pronoun, adjective, adverb, conjunction, preposition, and interjection. Parts of speech depend on context; for example, in the following sentence, *swimming* is both a noun and an adjective: Swimming often requires a swimming pool. Do not use one part of speech in place of another or create words.

Incorrect	Correct
Philosophy is a must in a liberal arts program.	Philosophy is necessary in a liberal arts program.
Thusly, the research paper was accepted.	Thus, the research paper was accepted.
After the storm, there was much unhappiness.	The victims of the storm were unhappy.

21. Subject Pronouns

Nominative (Subjective) case pronouns are used for subjects and subject complements (predicate nominatives). Do not use reflexive pronouns as subjects.

Incorrect	Correct
Jim and me made the team.	Jim and I made the team.
Since I wasn't hungry, I told them that him and Mary could finish the pie.	Since I wasn't hungry, I told them that he and Mary could finish the pie.
"May I speak to Dr. Jordan, please? "This is him."	"May I speak to Dr. Jordan, please? "This is he."
My friend and myself were given awards for perfect grammar.	My friend and I were given awards for perfect grammar.

22. Object Pronouns

Objective case pronouns are used in the place of direct objects, indirect objects, and objects of the preposition. Do not use reflexive pronouns as objects.

Incorrect	Correct
There was an argument between the prince and I.	There was an argument between the prince and me.
The manager promised my wife and I the new apartment.	The manager promised my wife and me the new apartment.
It was impossible for Mary and I to hand in our essays on time.	It was impossible for Mary and me to hand in our essays on time.
The principal gave John and myself awards for perfect grammar.	The principal gave John and me awards for perfect grammar.

23. Possessives-Apostrophes

To show possession, the correct singular or plural of the noun is followed by ' or 's.

Incorrect	Correct
Milo and Harrys bicycle shop	Milo and Harry's bicycle shop
Milo and Harrys bicycles	Milo's and Harry's bicycles
The mother's-in-laws purse	The mother-in-law's purse
The peoples' choice; all mens' fate	The people's choice; all men's fate
Carl Zeiss' lens; the Jones's house	Carl Zeiss's lens; the Joneses' house

24. Contractions

Use an apostrophe to indicate the missing letter(s) or figures. Examples: can't, o'clock, the gold rush of '49.

Incorrect	Correct
You can pick a cat up by the back of it's neck.	You can pick a cat up by the back of its neck.
Your going to the awards banquet.	You're going to the awards banquet.
There going to be in the play.	They're going to be in the play.
I should of gone to the ball game.	I should've gone to the ball game. <i>Or</i> I should have gone to the ball game.

25. Basic Spelling Rules

- 1. Use i before e.** Remember the old rhyme? Believe me, it's very useful to know! Here are the lines of the verse with examples or other information at the end of each line.
(Verse) (Examples)
Use *i* before *e* (*friend, view, believe, niece, retrieve*)
Except after *c*, (*receive, ceiling, deceive*)
Or when sounded like "a,"
As in *neighbor* and *weigh*; (*eight, vein, freight, sleigh, reign*)
But *leisure* and *seize*
Do as they please. (Other exceptions are *either, science, weird, height, foreign.*)
- 2. Add -s to form the plurals of most nouns** (*books, desks, iPods*).
 - Add *-es* to singular nouns that end in *-s*, *-sh*, *-ch*, or *-x* (*kisses, wishes, watches, boxes*).
 - For nouns that end in a single consonant + *o*, add *es* (*heroes, potatoes*). If the final *-o* is preceded by another vowel, as *-os* (*studios, videos*). (Note that the plural of *zero, tornado, and volcano* can be formed by adding either *-s* or *-es*. Both spellings are acceptable.)
 - For most words that end in *-f* or *-fe*, change the *-f* or *-fe* to *-v* and add *-es* (*life, lives; wolf, wolves*).
- 3. For words that end in a consonant + y, change the y to i before adding -s, -es, -ed, or a suffix that does not begin with i** (*try, tries, tried; library, libraries; marry, marries, married, busy, busily, business*).
 - If the word ends in a vowel + *y*, simply add the *-s* or *-ed* (*relay,*

relays, *relayed*; key, *keys*). Exceptions: pay, *paid*; lay, *laid*. (Proper names are an exception: the Murphys, the O'Reillys).

4. When a word ends in silent *e*, drop the final *e* before adding a suffix that begins with a vowel (write, *writing*; dine, *dining*; move, *movable*; use, *usage*; weary, *wearily*; beauty, *beautiful*).

- Keep the *e* if the suffix begins with a consonant (nine, *ninety*, *nineteen*; hope, *hopefully*; place, *placement*). Exceptions: *judgment*, *truly*, *argument*.
- When you add the suffix *-ous* or *-able*, keep a silent *e* that is preceded by a *c* or a *g* (notice, *noticeable*; peace, *peaceable*; courage, *courageous*).

5. When you add a suffix that begins with a vowel, double the final single consonant if

- **the consonant ends a one-syllable word or ends a stressed (accented) syllable and**
- **the consonant is also preceded by a single vowel** (get, *getting*; drop, *dropped*; regret, *regrettable*; refer, *referred*; occur, *occurred*; permit, *permitting*).

26. Verbals

Verbals are verb forms that are used as other parts of speech.

Past and Present participles can be used as adjectives; gerunds are present participles used as nouns; infinitives can be used as nouns.

Incorrect	Correct
The principal was not amused by them playing poker in class. (Playing is a gerund and needs to be modified correctly.)	The principal was not amused by their playing poker in class.
I was always surprised by my father believing in ghosts.	I was always surprised by my father's believing in ghosts.

27. Formal/Informal Language

In academic and business communication, try to avoid informal language such as colloquialism, idiom, and slang. Try to maintain a consistent formal or academic tone.

Incorrect	Correct
Hi! I saw in the want ads that you were like looking for a cashier. I think I can be really good for that job because I've done stuff like that before, am pretty good with money, and am pretty good about organizing stuff.	I am applying for the cashier position advertised in the local paper. I am an excellent candidate because of my significant experience handling money in a variety of situations. I am punctual, well-spoken and well-organized.

28. Numbers

Spell out numbers that can be expressed in one or two words; use digits for others. Use digits for numbers that are always expressed in digits: dates, addresses, specific amounts of money, etc.

Incorrect	Correct
83 people	Eighty-three people
1 million dollars	One million dollars
31 years	Thirty-one years
Thirty-one dollars and fifty-two cents	\$31.52
December twelfth	December 12
Four thirty P.M.	4:30 P.M. <i>or</i> Four thirty in the afternoon

29. Style

The way you choose words and forge words into sentences creates your writing style. The elements of style listed below work together to form your unique way of expressing ideas:

Verbs	Use stronger verbs
Sentence Structure	Sentence length, variety of sentence types, arrangements of words
Diction	Word choices; formal versus informal
Imagery	Direct, literal descriptions or figurative, unusual descriptions
Mechanics	Punctuation and capitalization
Tone	Attitude of writer toward subject
Voice	Sense of a person behind the words
Topic Choice	Choice of topic is original or is approached in a fresh manner

Less effective	More effective
State governments must prevent the pollution of our waterways so that we can be assured of fresh water that is drinkable and can swim	State governments must prevent the pollution of our waterways to ensure fresh drinking water, to safeguard our beaches, and to protect marine life. (notice

in the lakes and so that the marine life o the lakes will not die.	parallelism)
Bob got a present.	Bob received a gift.
The reason that Andy is absent is due to the fact that he is sick.	Andy is absent because he is ill.
Gandhi was totally and completely committed to nonviolence and used nonviolent methods to achieve reform of a political nature.	Ghandi’s commitment to nonviolence reformed social politics.
The reason you are paying so much for eggs today is simply that the cost of eggs has risen sharply.	The cost of eggs has risen sharply.
Mr. Earl is an excellent coach because he is good at coaching.	Mr. Earl is an excellent coach.

30. Powerful Verbs

We depend on the verbs *to be*, *to do*, and *to have* as auxiliary verbs, and because they are so common, we tend to overuse them. As a result, along with the verb *to get*, our writing becomes dull and stilted. Use stronger verbs for more effective writing. Verbs in the active voice are more effective than verbs in the passive voice.

Incorrect	Correct
After many attempts to “revive” downtown Modesto, it finally appears to be happening. Streets that were once empty after dark are now bustling with activity – or at least they are showing signs of life. There are now clubs lining J Street, and they are full of twenty- and thirty-somethings. An older crowd has been lured downtown by new art galleries, and live performances are now offered at two theaters.	After many attempts to “revive” downtown Modesto, it finally appears to be happening. Streets that once stood empty after dark now bustle with activity – or at least show signs of life. Clubs full of twenty- and thirty- somethings line J Street. New art galleries and two theaters offering live performances have lured an older crowd downtown, where they can find before- or after-theater specials at a few fine restaurants.
Streets that were once empty.	Streets that once stood empty.
An older crowd has been lured downtown by new art galleries, and live performances are now offered at two theaters. (Verbs are in the passive voice.)	New art galleries and two theaters offering live performances have lured an older crowd downtown. (Active voice)
There are clubs lining J Street. (Try not to begin sentences with <i>There are</i> or <i>There is</i> .)	Clubs line J Street.

These 30 errors represent the most common convention problems for high school students.

Figurative Language and Rhetorical Terms

Chapter 3

Figurative and Rhetorical Language Terms

Authors and poets use many different techniques when they write. These techniques help to convey ideas and feelings and create memorable works of literature. As you become more familiar with these, you will begin to incorporate them in your own writing.

What Is It Called?	What Does It Mean?	What Does it Look Like?
1. Allegory	The representation of ideas or moral principles by means of symbolic characters, events, or objects	Arthur Miller's <u>The Crucible</u> uses the Salem Witch Trials as an allegory for the hunt for Communists in America during the 1950s.
2. Alliteration	The repetition of a consonant sound to create rhythm and aid memory	The falling flakes fluttered to the ground. The swift, silent serpent slithered along.
3. Allusion	A brief reference to a historical or literary person, place, object, or event	Biblical allusions are frequently used in English Literature; a writer may refer to Adam, Eve, Serpent or The Garden to tap into associations that already exist for the reader.
4. Analogy	The comparison of two similar things so as to suggest that if they are alike in some respects, they are probably alike in other ways as well	Learning to walk is a good analogy for learning to ride a bike; you start slowly, you are a little wobbly at first, but once you have your balance, you are zooming along.
5. Anecdote	A short narrative that tells the particulars of an interesting and/or humorous event	My father and mother often used anecdotes as away to teach us various safety rules.
6. Antagonist	A person or thing that opposes the protagonist or hero/heroine of a story	The antagonist is not always a person; it may be a force of nature or a corrupt institution.
7. Apostrophe	A figure of speech where someone (usually absent or dead), an object, some abstract quality, or a nonexistent person is directly addressed as though present and real	"Roll on, thou deep an dark blue ocean--roll!" (Byron) "Death be not proud, though some have called thee Mighty and dreadful, for thou art not so." (Donne) "How do I love thee? Let me count the ways." (E.B. Browning)
8. Assonance	The repetition of vowel sounds, usually internally, rather than initially	Her goodly eyes, like sapphires shining bright, her forehead ivory white.
9. Blank Verse	Unrhymed, but otherwise regular verse, usually iambic pentameter	Most of the text in Shakespeare's plays is written in blank verse, although he often liked to rhyme the last couplet of a scene so the audience would know it was ending.
10. Caricature-	A representation or imitation of a person's physical or personality traits that are so exaggerated or inferior as to be comic or absurd	When a villain is not a caricature, it makes him/her much more complex and interesting which adds depth to the piece.

1. Characterization	The creation of imaginary persons so that they seem lifelike	The six elements used to create a character are: physical description, speech, thoughts/feelings, actions/reactions, what other characters say about them and possible direct comments from a narrator.
12. Cliché	A word or phrase that is so overused that it is no longer effective in most writing situations	"Never judge a book by its cover." "Don't count your chickens before they are hatched." Avoid clichés "like the plague." (irony intended)
13. Climax	A high point or turning point in a piece of literature, the point at which the rising action reverses and becomes the falling action or denouement	At the climax of the play the true villain was revealed to the audience; no one had suspected her at all.
14. Coherence	The parts of a composition should be arranged in a logical and orderly manner so that the meaning and ideas are clear and intelligible	When we write essays, we want to check for coherence during the revision process so that our message is as clear and precise as possible.
15. Conflict	The problem or struggle that the characters have to solve or come to grips with by the end of the story	There are five types of conflict: Person vs. Person, Person vs. Society, Person vs. Nature, Person vs. Self, Person vs. Fate (God)
16. Connotation	The emotions and feelings that surround a word; they may be negative, neutral or positive, depending on their context	When people want to "soften" the word "died," they may use the phrases: "passed away," "at rest," or "at peace" so that the connotation is not as harsh.
17. Consonance	The repetition at close intervals of the final consonant sounds	Love, prove
18. Context	The environment of a word, the words that surround a particular word and help to determine or deepen its meaning	Often you can figure out the meaning of a word by re-reading the sentence or paragraph and looking for context clues that give you additional information about the word.
19. Couplet	In poetry (verse), two consecutive lines that rhyme	"Tiger! Tiger! Burning bright In the forests of the night," (Blake)
20. Critique	A critical examination of a work of art to determine its nature and how it measures up to established standards	Writing a critique of a book helps us to sharpen our critical thinking skills and deepen our understanding of what we look for in good literature.
21. Denotation	The literal or basic meaning of a word (the dictionary definition)	The denotation of the word "died" is "to cease living."
22. Denouement	The resolution or outcome of a play or story	In the denouement of a play, the loose ends of the plot get tied up or answered.
23. Dialogue	The conversation between two or more characters in a work of literature	To indicate dialogue in a novel, characters' exact words are enclosed in quotation marks, but in a play, where all the lines are made up of dialogue, the playwright does not need to use quotation marks.
24. Diction	The writer's choice of words based on their clarity and effectiveness	Mark Twain once said, "The difference between the right word and almost the right word is the difference between lightning and a lightning bug."

25. Drama	A story told by actors who play the characters who reveal the conflict through their actions and dialogue	If the actors in a drama give a great performance, they seem to become the characters they are taking on and we get emotionally hooked.
26. Editorial	A short essay in a newspaper or magazine that expresses the opinion of the writer	In the editorial section of the newspaper, the editor, as well as community members can express their opinion on a current issue or topic.
27. Elegy	A formal poem that meditates on death or another solemn theme	Thomas Gray's "Elegy Written in a Country Churchyard," was composed as the poet wandered in an old cemetery and thought about other people's deaths and his own as well.
28. Empathy	When you put yourself in someone else's place and imagine how that person must feel	Sympathy is "feeling sorry for," someone, while empathy takes us closer to the experience by "feeling the same as" someone else.
29. Enjambment	A run on of a line without a pause or period and without a syntactical break	<p>“There is none but her Whose being I do fear; and under him My genius is rebuked, as it is said Mark Antony’s was by Caesar”</p>
30. Epic	A long narrative poem about the deeds of a great hero that reflects the values of the society that produced it	Beowulf is the oldest surviving piece of English literature; it is an epic that describes the gory details of gruesome battles between men and monsters.
31. Epitaph	A short verse or poem in memory of someone	Epitaphs are often engraved on tombstones.
32. Essay	A piece of prose that expresses an individual's point of view; it is a series of closely related paragraphs that discuss a single topic	All strong essays need a clear and specific thesis statement that lets the reader know the writer's opinion and direction he/she will take.
33. Eulogy	A formal speech praising a person or thing	A eulogy can be written for the living as well as for the dead.
34. Euphemism	When you replace one word or phrase for another in order to avoid being offensive	Corporate "restructuring" or "downsizing" are euphemisms for "laying off" or "firing" workers.
35. Exposition	The introductory section of a play or novel that provides background information on setting, characters, and plot	Exposition helps the reader to get a sense of the who, when, and what a story or play is about.
36. Fable	A brief tale told to point to a moral	Aesop, a Greek slave living about 600 B.C., wrote several fables that use animals as their main characters. In modern times, some of Walt Disney's animal stories and Jim Henson's muppet stories can be classified as fables.
37. Falling Action	The last section of a play or story that works out the decision arrived at during the climax	During the falling action in a tragedy, the hero's fortunes will take a turn for the worse and often end in disaster or catastrophe.
38. Farce Literature	Literature that has essentially one purpose, to make the audience laugh	Farce often depends less on plot and character than on improbable situations. Many situation comedies on television can be classified as farce.

39. Figurative Language	Language that cannot be taken literally since it was written to create a special effect or feeling	Writers use figurative language to add depth and interest to their pieces.
40. Figures of Speech	A literary device used to create a special meaning in a piece of writing	The most commonly used figures of speech are: apostrophe, hyperbole, metaphor, metonymy, personification, simile, symbol, and synecdoche.
41. Flashback	Insertion of a scene or event that took place in the past, for the purpose of making something in the present more clear	A novelist may include a flashback to reveal a childhood incident in the life of an adult character.
42. Foil	The term is applied to any person who through contrast underscores the distinctive characteristics of another	In the tragedy Hamlet, the characters of Laertes and Fortinbras serve as foils for the main character Hamlet; they offer a contrast since they are able to take swift action of which he is incapable.
43. Foreshadowing	The suggestion or hint of events to come later in a literary work	Gray clouds at the beginning of a story may foreshadow turmoil or conflict that occurs later.
44. Free Verse	Verses written without rhyme, meter or regular rhythm	For centuries, many poets used regular patterns of rhyme, meter and rhythm in their poetry, but in the 18th century they began to free themselves from these strict conventions.
45. Genre	A French word used as a synonym for type or form of literature	The most common literary genres are: essay, drama, poetry, novel, screen play, short story, etc.
46. Half Rhyme	In poetry, or poems, an approximate rhyme that takes the place of an expected perfect rhyme	Eyes, light; years, yours.
47. Hamartia	The error, frailty, mistaken judgment, or misstep through which the fortunes of a tragic hero are reversed	Hamartia is similar to tragic flaw, yet is distinguished by the fact that it is not so much a defect in the character as it is a misjudgment or error that causes a definite action or failure to act.
48. Heroic Couplet	Two consecutive lines of rhymed verse written in iambic pentameter	"But when to mischief mortals bend their will, How soon they find fit instruments of ill."
49. Historical Fiction	Fiction whose setting is in some time other than that in which it is written	Arthur Miller's The Crucible was written in the 20 th century, but is a fictional account of the Salem witch trials.
50. Hyperbole	A type of figurative language that makes an overstatement for the purpose of emphasis	I was so embarrassed, I could have died. I'm so tired I could sleep for years.
51. Iambic Pentameter	A line of poetry that contains five iambic feet; an iamb is a foot consisting of an unaccented syllable followed by an accented syllable	"And we / are put / on earth / a litt / le space, That we / may learn / to bear / the beams / of love." (William Blake)

52. Imagery	The use of descriptive words or phrases to create vivid mental pictures in the minds of the reader, often appealing to sight, sound, taste, or smell	The tree roots clutched the ground like gnarled fingers. The frightened screech of an unseen animal tore through the night.
53. Irony: Dramatic	When the audience knows more than the characters on stage, which creates tension	Horror films use dramatic irony to create suspense: the audience knows that the ax murderer is in the closet, but the unsuspecting victim is totally unaware ...until it is too late!
54. Irony: Situational	A situation or event that is the opposite of what is or might be expected	It would be ironic if a lifeguard had to be saved from drowning.
55. Irony: Verbal	The expression of an attitude or intention that is the opposite of what is actually meant	When a late-comer is told sarcastically, "Thanks for joining us."
56. Legend	A narrative or tradition handed down from the past; distinguished from a myth by having more historical truth and perhaps less of the supernatural	Johnny Appleseed is a famous American legend.
57. Limerick	A form of light verse that follows a definite rhyme scheme where the first, second, and fifth lines rhyme and the third and fourth lines rhyme (patterns may vary)	"There once was a lady from Maine, Who was as thin as a cane; When her bathing was done And the water did run, She slid through the hole in the drain."
58. Lyric	A short poem that expresses the personal feelings and thoughts of a single speaker	Types of lyrics include the elegy, epitaph, ode and sonnet.
59. Malapropism	When two words become jumbled in the mind of a speaker because they resemble each other and he/she uses the wrong one	In Ulysses, Joyce's character, Molly Bloom speaks of "the preserved seats" in a theatre, instead of "reserved seats."
60. Melodrama	An exaggerated, sensational form of drama which is intended to appeal to the emotions of the audience	Many television soap operas fall into the category of melodrama.
61. Metaphor	A type of figurative language that makes a comparison but does not use "like" or "as"	The girls were tigers on the playing field, devouring the competition.
62. Direct Metaphor	When the writer directly states both of the things being compared	All the world is a stage.
63. Indirect Metaphor	When the writer states one of the things and the reader must infer the other	Life is a long road with many twists and turns. You have come to a fork in the road and cannot go back.
64. Metonymy	The substitution of an object closely associated with a word for the word itself	Instead of referring to a monarch, often you might hear a reference to "the crown."
65. Motif	Recurring ideas, images, and actions that tend to unify a work	The motif of love and its complications runs through many of Shakespeare's comedies.

66. Myth	A traditional story that presents supernatural beings and situations that attempt to explain and/or interpret natural events	The Greek myth of Demeter and Persephone was created to explain how the seasons came about.
67. Narrator	The person who is telling the story	See point of view for the different choices of narration.
68. Novel	Covering a wide range of prose materials which have two common characteristics: they are fictional and lengthy	Because of the length of a novel, the reader has the opportunity to see a character grow and develop as a result of events or actions.
69. Objective	When a writer makes every attempt to simply present the facts, without opinion or bias	The reporting of the news should be done in an objective manner so the reader can make up his/her own mind on the issues and events.
70. Onomatopoeia	A type of figurative language in which words sound like the things they name	Bang, buzz, crackle, sizzle, hiss, murmur, and roar.
71. Oxymoron	A self-contradictory combination of words (usually paired)	Jumbo shrimp, dear enemy, sweet sorrow, bittersweet.
72. Parable	A short descriptive story whose purpose is to illustrate a lesson or moral	Many religious works will use parables to teach the desired learning of that religion.
73. Paradox	A statement that at first seems contradictory, but in fact, reveals a truth	"I must be cruel, only to be kind." (Shakespeare) "Death, thou shalt die." (Donne)
74. Parody	When a writer imitates an already existing form for the purpose of humor	The television show, Saturday Night Live, uses parody to poke fun at famous people and political figures.
75. Personification	A type of figurative language that gives animate (living) characteristics to inanimate (nonliving) things	The sun smiled down on the village. The leaves danced in the wind. The thunder growled in the distance.
76. Plot	The action of a story; all of the events that occur from the beginning to the end	There are five basic parts or elements that make up the plot line or plot structure: exposition, rising action, climax, falling action and resolution (denouement).
77. Point of View	From whose angle the story is being told	Writers think very carefully about their choice of point of view since it has a tremendous impact on the story.
First Person	When a character in the story tells the story using "I" or "We" (F or NF)	I strolled into the classroom, not knowing what to expect on my first day of class.
Second Person	Used in nonfiction, primarily for the purpose of writing instructions or directions, using "you" (NF)	When you are a new teacher, you should try to be as well prepared and as confident as possible.

Third Person	When the narrator is telling the events from "outside" the story from a neutral or unemotional viewpoint, using "he," "she," etc. (F or NF)	The young teacher strolled into his classroom looking confident and competent.
Omniscient	When the narrator can see into the hearts and minds of more than one of the characters in the story	The teacher was giving himself a silent pep talk about making his first day great. Casey, who always sat by the window, thought he looked like a pretty nice guy.
Limited Omniscient	When the narrator can see into the mind and heart of only one of the characters in the story	The teacher's head was spinning with what he should say first; Casey, who sat by the window, glanced up to take a look at the new teacher.
78. Protagonist	The main character in a work; the action revolves around this person and the antagonist, or opposing force	The protagonist will never have a hard time finding an antagonist since their struggle is what creates the conflict and action of a story.
79. Pseudonym	Means "false name" and is used by some writers instead of their real name	Samuel Langhorne Clemens used the pseudonym Mark Twain when he published his work. Charlotte Bronte used the pseudonym Currer Bell when she began since women often were not published unless they disguised their gender.
80. Pun	A word or phrase which has a "double meaning" as intended by the writer; often these words sound the same (or nearly the same) but have different meanings	When Hamlet says, "I am too much in the sun," he is making a play on the words "sun" and "son."
81. Repetition	Repeating a word or group of words for emphasis or effect	There in the sudden blackness, the black pall of nothing, nothing, nothing – nothing at all.
82. Resolution	The portion of a play or story where the problem is solved	Resolution does not always mean a happy ending; in some stories or plays, especially tragedies, the resolution of the conflict may end sadly.
83. Rhetorical question	A question asked only for effect or to make a statement, but not to get an answer	How much longer will we put up with this injustice? Isn't it time that we took action?
84. Rising Action	The portion of a play after the initial incident (introduction of the conflict) where the action is complicated by the opposing forces ending with the climax	In a novel, play, or movie, the rising action moves the story along and the plot usually becomes more complicated. Because rising action leads to climax, there is usually building tension throughout the climax rising action.
85. Satire	A type of writing that uses humor, irony, or wit to make a point	At this rate, we might as well dump garbage straight into the ocean if we're not going to increase the penalty for polluting the environment.
86. Setting	The time and place of a story The setting often plays an important role in a story, influencing characters, conflicts, and themes	In the case of Call of the Wild by Jack London, for example, the northern, snow-covered tundra plays an important role in the outcome of the story.
87. Short Story	A relatively brief fictional narrative in prose (500-12,000 words)	Edgar Allen Poe's short stories often delight readers with their intrigue and suspense.

88. Simile	A comparison using "like" or "as"	Her eyes gleamed like stars. The house was as large as a castle.
89. Soliloquy	A long speech given by a character alone on stage that reveals his/her innermost thoughts and feelings	One of Shakespeare's most famous soliloquies begins with the line, "To be, or not to be, that is the question..." spoken by the main character, Hamlet.
90. Sonnet	A poem of fourteen lines written in iambic pentameter that follows one of several rhyme schemes	Elizabeth Barrett Browning used the line, "How do I love thee? Let me count the ways," as the opening to her famous love sonnet for her husband Robert Browning.
91. Stereotype	This is a pattern or form which does not change; this term is applied to oversimplified mental pictures or judgments	For many centuries, women were stereotyped as delicate and helpless creatures that needed a man to come in and rescue them from peril.
92. Structure	This is the organization or planned framework that a writer creates for his/her piece of literature	Carefully examining a writer's structure may help readers deepen their understanding of the work.
93. Style	This refers to how the author writes (form) rather than what he/she writes (content)	Style is a combination of a writer's diction, tone, and syntax.
94. Subjective	When a writer inserts opinion or bias into the piece of writing	An editorial is subjective since its purpose is to make clear one's opinion on a current topic.
95. Symbolism	A symbol is something that stands for something larger than itself	A rose symbolizes beauty. The flag symbolizes the country. Darkness symbolizes evil or the unknown.
96. Synecdoche	When a part represents the whole or when the whole represents the part	All hands on deck for duty! The law came to his door to issue a warrant for his arrest.
97. Syntax	The arrangement of words within a phrase, clause or sentence	Factors such as: the type of sentence, the length of the sentence, the use of punctuation and the use of language patterns can all contribute to an effective use of syntax. When the writer wanted the narrative pace to build, she lengthened her sentences and used very few pauses; then, just before the story's climax, she began to use short choppy sentences to build suspense which was an effective use of syntax.
98. Theme	A statement of the central idea of a piece of writing	Courage can be the topic or subject of a piece of writing, but the statement, "It takes a great deal of courage to stand up against one's peers," is a theme.
99. Tone	The attitude of the author toward his/her subject and audience	Comic, serious, formal, informal, solemn, playful, sarcastic, intimate, distant, etc.

<p>100. Tragedy</p>	<p><i>Classical tragedy:</i> A dramatic work where a noble hero's tragic flaw causes him/her to break a moral law that leads to his/her downfall <i>Modern tragedy:</i> A dramatic work where the hero is often an ordinary person who faces their circumstances with dignity and courage of spirit</p>	<p>Oedipus Rex and Antigone are classical tragedies that deal with the fall of their respective hero and heroine due to a series of seemingly unavoidable circumstances.</p> <p>The Crucible, Death of a Salesman, and All My Sons are modern tragedies written by Arthur Miller.</p>
<p>101. Unity</p>	<p>A piece of writing is organized so that all of its parts belong and are well integrated</p>	<p>When you revise a piece of your writing, check unity by making sure all of the sentences in a given paragraph belong and connect to the main idea.</p>
<p>102. Writer's Voice</p>	<p>The writer's awareness and effective use of such elements as: diction, tone, syntax, unity, coherence and audience to create a clear and distinct "personality of the writer"</p>	<p>The more familiar a writer is with all of the possible literary devices and techniques, the stronger his/her writer's voice will become.</p>

Literary Terms

Chapter 4

Foundational Critical Literary Terms for 9-12

1. **Allegory:** A story in which characters and settings stand for something beyond themselves, usually virtues and vices.
2. **Ambiguity:** A quality that allows something to be interpreted in several different or conflicting ways.
3. **Antagonist:** The character that the main character struggles against.
4. **Archetype:** Old patterns, characters, or images that appear over and over in works of literature. Archetypes can be plots, characters, places, or things.
5. **Aside:** A short speech, delivered to the audience or to another character that others onstage are not supposed to hear.
6. **Atmosphere:** Mood or feelings brought on by a story's ending.
7. **Characterization:** The way writers create characters in a story direct characterization and indirect characterization.
8. **Character Foil:** A character who contrasts dramatically with another character. A "foil" serves to highlight the qualities of the characters he or she is contrasted with.
9. **Character Traits:** The special qualities of a character, such as his or her behaviors, values, habits, likes, and dislikes.
10. **Characters:** The people, animals, or monsters who take part in the action of a story.
11. **Climax:** The most exciting part of a story; the moment when the outcome of the conflict is determined. The climax usually comes near the end of a short story.
12. **Comedy:** A play that ends happily, in which the main character gets what he or she wants.
13. **Complications:** The problems that come up during the story as the characters try to resolve, or deal with, the conflict.
14. **Conflict:** A struggle between two forces- external conflict and internal conflict.
15. **Connotations:** Meanings and emotions associated with a word that go beyond its dictionary definition, or denotation.
16. **Dialogue:** The conversations characters have with other characters.
17. **Diction:** The writer's choice of words.
18. **Dynamic Character:** A character who changes during the story. The change might involve recognition of some truth about life.
19. **Epic:** A long narrative poem that tells about the adventures of a great hero. Epics embody the values of the people who tell them.
20. **Exposition:** The opening of a story, when the characters and their conflicts are introduced.
21. **Fable:** An allegory in which animal characters who usually symbolize vices and virtues act out a story in order to teach a practical lesson about how to succeed in life.
22. **Figurative Language:** A word or phrase that creates an imaginative comparison. There are several types of figures of speech: simile, metaphor, and personification.

- 23. Figures of Speech:** Language in which one thing is compared to something that seems to be entirely different. A figure of speech is never literally true, but a good one always suggests a powerful truth.
- A **simile** is a comparison containing the word *like* or *as*.
 - A **metaphor** is a comparison without *like* or *as*.
 - **Personification** is a special kind of metaphor, in which an object, animal, or idea is described as if it were a person.
- 24. First-person Narration:** A story told by an “I” narrator. An “I” narrator is a character in the story.
- 25. Flashback:** An action that interrupts the story to introduce an event that took place in the past.
- 26. Flash-forward:** An action that jumps ahead of the story to narrate an event that happens at a later time.
- 27. Flat character:** A character who is not fully developed in the story. A flat character is almost never the main character.
- 28. Foreshadowing:** Hints in the story that certain events are going to happen later.
- 29. Free Verse:** Poetry that does not follow a regular, or steady, pattern of rhyme and meter.
- 30. Generalization:** A broad statement that applies to many individuals, experiences, situations, or observations.
- 31. Genre:** Type or category to which a literary work belongs.
- 32. Homeric or Heroic Simile:** An extended simile with elaborate descriptive details that continues over a number of lines.
- 33. Hyperbole:** Extreme exaggeration to add meaning.
- 34. Imagery:** Language that appeals to one or more of the five senses: sight, hearing, taste, touch, and smell.
- 35. Invented symbol:** A symbol invented by a writer, which usually stands for something abstract, such as evil, innocence, or love.
- 36. Irony:** The difference between what we expect or what seems suitable and what actually happens. There are three types of irony: verbal irony, situational irony, and dramatic irony.
- 37. Meter:** A pattern of stressed and unstressed sounds.
- 38. Monologue:** A long speech made by one character to one or more other characters onstage.
- 39. Mood:** The overall feeling or atmosphere of a work of literature. Diction, figures of speech, and setting all contribute to the mood.
- 40. Motif:** A recurring feature of a literary work that is related to the theme.
- 41. Motivations:** The reasons behind a character’s actions and feelings.
- 42. Myths:** Traditional stories, rooted in a particular culture that usually explain a belief, a ritual, or a mysterious natural phenomenon.

- 43. Narrator (Point of View):** The teller of a story. A narrator tells the story from one of three points of view.
- In a story told from the omniscient point of view, the narrator can tell us everything about the characters, including how they think and feel. This narrator is not a character in the story.
 - A first-person narrator is a character in the story who refers to himself or herself as “I” or “me.” In a story told from the first-person point of view, the reader knows only what this narrator knows and chooses to reveal. Some first-person narrators are credible, or trustworthy. Others are unreliable: They may not always tell the truth about characters or events in the story.
 - A third-person-limited narrator is an omniscient narrator. This narrator, however, focuses only on one character’s actions and feeling.
- 44. Onomatopoeia:** Use of a word whose sound imitates its meaning: “hiss.”
- 45. Oxymoron:** Phrase that consists of two words that are contradictory: “living dead.”
- 46. Parable:** An allegory in the form of a brief story, set in the everyday world, told to teach a lesson about ethics or morality.
- 47. Personification:** Figure of speech in which non-human things are given human characteristics.
- 48. Play:** A story acted out live, using dialogue and action.
- 49. Plot:** A series of related events in a story, each connected to the next.
- 50. Protagonist:** The main character in a story.
- 51. Public symbol:** A symbol that has become widely recognized, such as the bald eagle or the olive branch.
- 52. Resolution:** The very end of a story, when loose ends of the plot are tied up.
- 53. Rhyme:** The repetition of the sound of the stressed vowel and the rest of the word.
- 54. Rhyme Scheme:** Pattern of rhyme along lines of poetry [denoted using letters, as in ABAB CDCD EE].
- 55. Rhythm:** A musical quality in poetry that comes from the alternation of stressed and unstressed sounds that make the voice rise and fall.
- 56. Round character:** A character who is fully developed, just a person in actual real life is.
- 57. Sequence:** The order in which a story’s events take place.
- 58. Setting:** The time and place in which the story happens.
- 59. Soliloquy:** A speech made by a character who is alone onstage, speaking to himself or herself to the audience.
- 60. Speaker:** Voice in a poem; the person or thing that is speaking.
- 61. Static Character:** A character who does not change during the story.
- 62. Stereotype:** Standardized, conventional ideas about characters, plots, and setting.
- 63. Stock character:** A one-sided character whom we think of as a “type.”
- 64. Style:** The particular way a writer uses language. Style is revealed chiefly through diction (word choice), sentence structure, and tone.

65. **Subject:** The topic of a work of literature. The subject can usually be stated in a single word or phrase, such as love, war, childhood, growing up, and aging.
66. **Subordinate Characters:** Minor characters in a story.
67. **Suspense:** The excitement and tension that builds up in a story, which makes readers curious to find out how the story ends.
68. **Symbol:** An object, a person, an animal, or an event that stands for something more than itself.
69. **Theme:** The general idea or insight about human life that a work of literature reveals. The theme can be stated in one or more sentences.
70. **Tone:** The writer's attitude toward the subject of a story, toward a character or toward the audience. A story's tone can be described by words like humorous, serious, sad, sarcastic, and sympathetic.
71. **Tragedy:** A play that presents serious and important actions and ends unhappily for the main character(s).
72. **Tragic Flaw:** A failing that leads a character to make choices that result in a tragedy.
73. **Tragic Hero:** An admirable figure who has a personal failing that leads to his or her downfall.
74. **Universal themes:** Themes that can be found in literature from different times, countries, and cultures.
75. **Voice/Register:** The writer's use of language and overall style, created by tone and choice of words.

These 75 terms are from the Freshmen and Sophomore Holt textbook. They are cross-referenced because many appear in both texts.

Academic Vocabulary

Chapter 5

Academic Verbs for Critical Thinking

Quad A: Arrange, Calculate, Define, Draw, Identify, List, Label, Illustrate, Measure, Repeat, State, Memorize, Name, Report, Recall, Tell, Tabulate, Use, Quote, Recite, Recognize, Match Who, What, Where, When, Why, Choose, Describe, Locate, Record, Select

Quad B: Infer, Collect, Display Identify Patterns, Graph, Organize, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Analyze, Categorize, Conclude, Contrast, Defend, Diagram, Differentiate, Discriminate, Evaluate, Examine, Explain, Infer, Judge, Justify, Prove

Quad C: Revise, Assess, Develop a Logical Argument, Apprise, Construct, Use Concepts to Solve Non-Routine Problems, Formulate, Critique, Explain Phenomena in Terms of Concepts, Investigate, Hypothesize, Draw Conclusions, Differentiate, Cite Evidence, Adjust, Apply, Build, Calculate, Demonstrate, Dramatize, Follow, Illustrate, Interpret, Interview, Model, Produce, Relate, Sequence, Solve

Quad D: Design, Connect, Synthesize, Apply Concepts, Critique, Create, Prove, Adapt, Argue, Compose, Conclude, Construct, Evaluate, Formulate, Invent, Justify, Modify, Predict, Prioritize, Propose, Rate, Recommend, Revise, Teach

These words were adapted from A-D quadrants and Depth of Knowledge (DOK) cross referenced to create a practical number for teachers and high schools.

Top 100 High-Utility Words

Top 1-50 Words

Analyze, Approach, Area, Assess, Assume, Authority, Available, Benefit, Concept, Consist, Context, Constitute, Contrast, Data, Define, Derive, Distribute, Economy, Environment, Establish, Estimate, Evident, Factor, Finance, Formula, Function, Income, Indicate, Individual, Interpret, Involve, Issue, Labor, Legislate, Major, Method, Occur, Percent, Period, Principle, Proceed, Process, Policy, Require, Research, Respond, Section, Significant, Specific, Theory, Vary

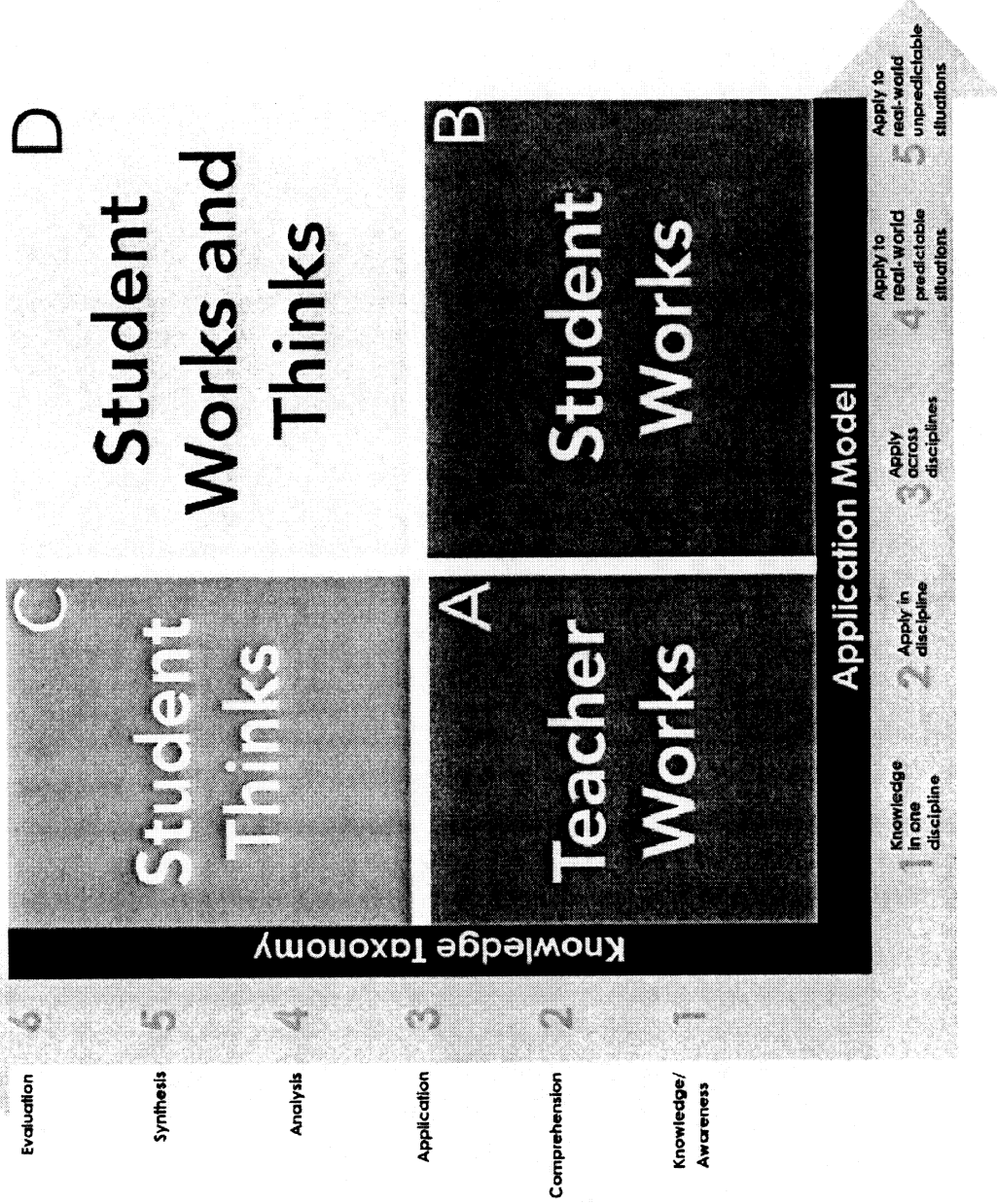
Top 51-100 Words

Achieve, Acquire, Administrate, Affect, Appropriate, Aspect, Assist, Category, Chapter, Commission, Community, Complex, Compute, Conclude, Conduct, Construct, Consume, Credit, Culture, Design, Distinct, Equate, Element, Evaluate, Feature, Focus, Impact, Institute, Invest, Maintain, Obtain, Participate, Perceive, Positive, Potential, Previous, Primary, Purchase, Range, Region, Regulate, Relevant, Reside, Resource, Restrict, Secure, Select, Site, Strategy, Survey, Text, Transfer

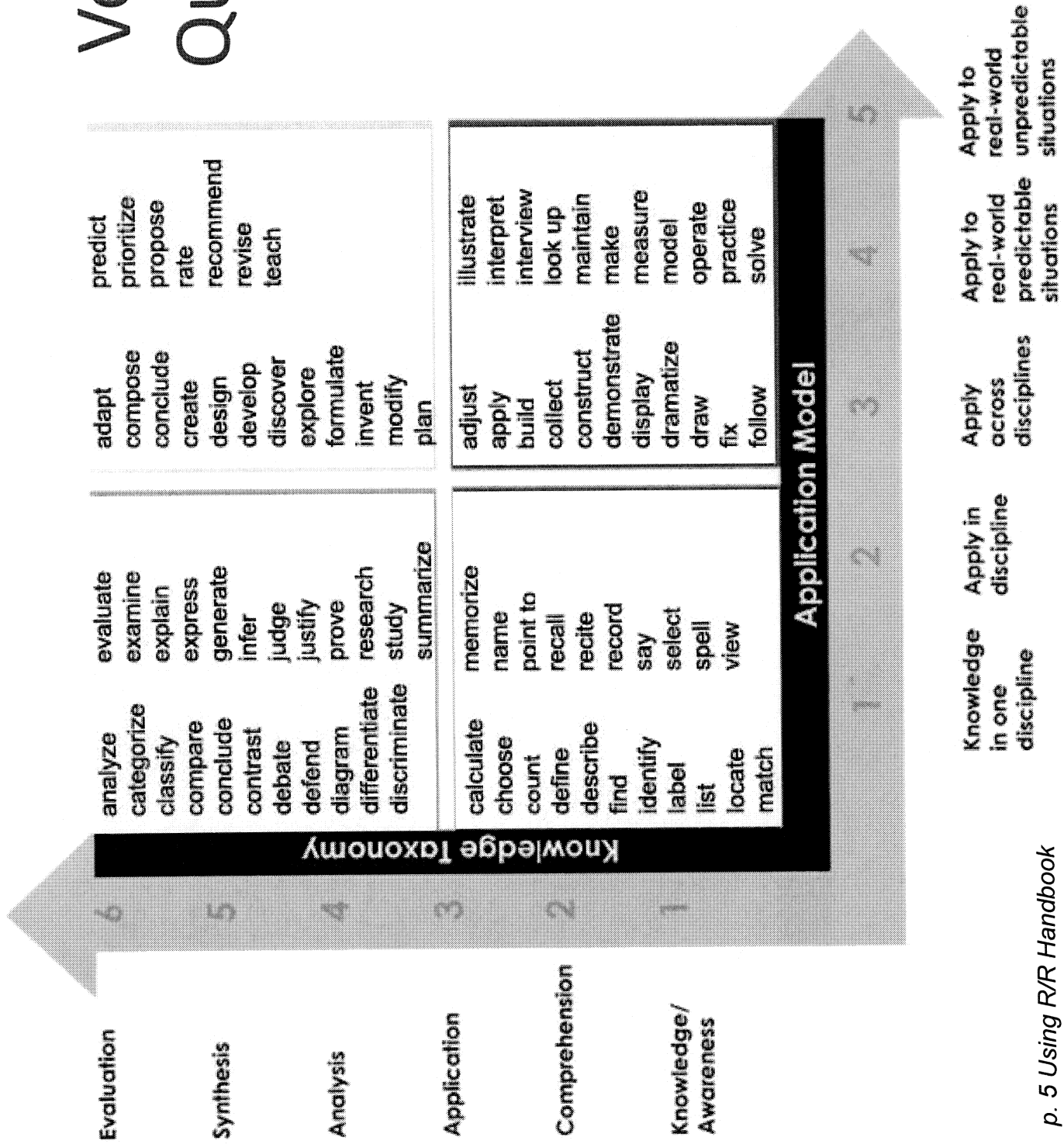
The *Academic Word List* is not restricted to a specific field of study. This high utility academic word list does not contain technical words likely to appear in only one specialized field of study. Secondary students who are taught these high-utility words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation (Coxhead, Averil, 2000).

See full sublist in Chapter 29: Teaching Strategies and Ideas.

Rigor/Relevance Framework



Verbs by Quadrant



Teacher Questions by Quadrant

Ask questions to summarize, analyze, organize, or evaluate.

- How are these similar/different?
- How is this like ___?
- What's another way we could say/explain/express that ___?
- What do you think are some reasons/causes that ___?
- Why did ___ changes occur?
- How can you distinguish between ___?
- What is a better solution to ___?
- How would you defend your position about ___?
- What changes to ___ would you recommend?
- What evidence can you offer?
- How do you know?
- Which ones do you think belong together?
- What things/events lead up to ___?
- What is the author's purpose?

C

Ask questions to predict, design, or create.

- How would you design ___ to ___?
- How would you compose a song about ___?
- How would you rewrite the ending of the story?
- What would be different today, if that event occurred differently?
- Can you see a possible solution to ___?
- How could you teach that to others?
- If you had access to all resources, how would you deal with ___?
- How would you devise your own way to deal with ___?
- What new and unusual uses would you create for ___?
- Can you develop a proposal which would ___?
- How would you have handled ___?
- How would you do it differently?

D

Note: Quadrants B & D involve students doing as well as answering questions, but these questions help to move toward increased relevance.

Ask questions to recall facts, make observations, or demonstrate understanding.

- What is/are ___?
- How many ___?
- How do/does ___?
- What did you observe ___?
- What else can you tell me ___?
- What does it mean ___?
- What can you recall ___?
- Where did you find that ___?
- Who is/was ___?
- In what ways ___?
- How would you define that in your own terms?
- What did/do you notice about this ___?
- What did/do you feel/see/hear/smell ___?
- What do you remember about ___?
- What did you find out about ___?

B

Ask questions to apply or relate.

- How would you do that?
- Where will you use that knowledge?
- How does that relate to your experience?
- How can you demonstrate that?
- What observations relate ___?
- Where would you locate that information?
- Calculate that for ___?
- How would you illustrate that?
- How would you interpret ___?
- Who could you interview?
- How would you collect that data?
- How do you know it works?
- Can you show me?
- Can you apply what you know to this real world problem?
- How do you make sure it is done correctly?

Writing Terms

Chapter 6

Writing Terms 9-12

1. **Discourses:** The three types of writing: narrative, informational, and argument.
2. **Purpose:** The paper's overall goal and where the writer wants to end up.
3. **Pre writing:** Steps leading to final draft, usually includes brainstorm, outline, and rough draft.
4. **Post writing:** Edit and revise and publish.
5. **Organization:** Logical sequence of events; paragraphing.
6. **Introductory Paragraph:** First paragraph that introduces topic, often includes hook, orient the reader (OTR), and thesis.
7. **Orient Reader:** Build background in introduction.
8. **Introduction Strategies:** Specific strategies that go beyond "have a hook" in your writing.
9. **Body Paragraph:** Includes topic sentence, evidence, and commentary.
10. **Conclusion/Final Thoughts:** Restates main claims, answers "so what?"
11. **Claims (Assertions):** A broad opinion and statement on a given subject.
12. **Thesis:** A claim of opinion; tells what the essay is about; one or two sentences.
13. **Topic Sentence:** First sentence of a body paragraph; subclaim of opinion; tells what paragraph is about.
14. **Concrete Details:** Facts, evidence; can be quoted material or paraphrase.
15. **Evidence:** See also "Concrete Detail."
16. **Commentary:** Writer's opinion, explanation, and words.
17. **Chunking:** **A.)** Breaking text into smaller units for reading. **B.)** In writing, creating an outline using major points or chunks while creating a scratch outline.

18. **Weaving- Integration:** Weaving concrete details and commentary together.
19. **Focus:** Staying on a topic (thesis) in an essay or maintaining coherence.
20. **Coherence:** All sentences in the paragraph work together in supporting topic sentence.
21. **Unity:** All paragraphs work together to support the paper's thesis.
22. **Echo Word:** A repetition of a key word to create focus and coherence.
23. **Transitions:** Links one paragraph to another or one sentence to another.
24. **Editing:** Examining a piece of writing to improve it; fix mistakes.
25. **Revision:** Correcting the errors found during editing.
26. **Diction:** Word choice.
27. **Syntax:** Word order; sentence fluency.
28. **Analogies:** A comparison between two things or ideas.
29. **MLA Format:** College format: Modern Language Association.
30. **Conventions:** Spelling, grammar, and punctuation.
31. **Audience/Register:** Who is meant to read the essay? This will determine word choice.
32. **Sentence Variety:** Mixture of sentences; simple, complex, compound, and compound-complex sentences.
33. **Point of View:** First person, second person, third person.
34. **Voice:** Writer's personality; voice should match purpose.
35. **Subjective POV:** Influenced by personal feelings.
36. **Objective POV:** Non-biased, completely fair.
37. **Formality of Language— Slang, Colloquial, Informal, and Formal:** Different levels of formality in oral and written speech.
38. **Rhetoric:** The art of communication in reading, writing, and speaking.

39. Rhetorical Devices: Literary devices.

40. Bias/Slanting: Is the writer biased or slanting his or her writing unfairly to argue a point?

41. Denotation: Exact meaning of a word— literally from the dictionary.

42. Connotation: Mental associations with a word— cultural and historical associations.

43. Fiction: Not a true story.

44. Non-Fiction: A true story.

45. Tone: The attitude a writer takes toward a subject.

Common Core Rubric

Chapter 12

RUBRIC FOR WRITING ACROSS THE CURRICULUM

Inadequate 1

Developing 2

Proficient 3

Skilled 4

	Skilled 4	Proficient 3	Developing 2	Inadequate 1
A. INTRODUCTION/PURPOSE <ul style="list-style-type: none"> Writes to Prompt Clear Introduction Effective Thesis 	<p>Clear and focused thesis. Student demonstrates original thought and sophisticated point of view and language. Thesis clearly connects to the prompt.</p>	<p>Thesis statement may lack depth, but demonstrates clarity. Addresses the topic but may neglect an aspect of it. Overall, solid opinion.</p>	<p>Contains thesis sentence that does not adequately relate to the prompt. May distort the topic.</p>	<p>Thesis does not address the prompt. Shows an inability to comprehend the topic.</p>
B. BODY/STRUCTURE <ul style="list-style-type: none"> Organization Topic Sentences Support Thesis (Clear Sub-claims) Relevance Unity 	<p>Essay is clearly organized and structured; promotes clarity. Topic sentence responds to prompt in a logical manner that clearly understands audience.</p>	<p>Logically organized sequence of claims. Topic sentences relate to the prompt. Demonstrates a generally accurate understanding of purpose.</p>	<p>Not adequately organized and lacking any logical sequence. Essay lacks focus or effective topic sentences and demonstrates simplistic thinking.</p>	<p>Essay lacks any logical sequence. Lacks topic sentences. Claims do not relate to the topic/prompt. No clear controlling idea throughout.</p>
C. CONCLUSION/COMPLETENESS <ul style="list-style-type: none"> Relates to Overall Thesis Overall Purpose Clear No New Information Conclusion Completes Unity 	<p>Conclusion is logical, clear, and effective. Sophisticated thought and language are used to convey a clear final purpose.</p>	<p>Conclusion is clear, logical and complete but lacks some sophistication of thought and language.</p>	<p>Conclusion demonstrates a connection to essay, but lacks any sophistication of thought and language. Simplistic conclusion without real depth.</p>	<p>Conclusion lacks clear connection to the other paragraphs. Lacks logic and a real ending. Incomplete or an abrupt ending.</p>
D. CONTENT/ELABORATION <ul style="list-style-type: none"> Idea Development Evidence Depth of Commentary 	<p>Shows deep understanding of main ideas. Cites evidence clearly and consistently, contains insightful commentary, and develops ideas effectively. Maintains a consistently mature tone.</p>	<p>Shows an adequate understanding of main ideas. Sufficient commentary. Ideas are adequately developed. Claims are generally, though inconsistently, supported with evidence. Tone is varied, but mostly mature.</p>	<p>Commentary is general and lacking depth. Makes limited use of evidence in developing a weak response.</p>	<p>Does not effectively communicate ideas. Presents generalizations without support. Paragraphs don't relate to thesis.</p>
E. REVISION/LANGUAGE <ul style="list-style-type: none"> Use of Language Conventions Sentence Fluency 	<p>Essay contains few or no errors. Demonstrates sophisticated control of language and conventions. Effective use of language to convey points. Variety of sentence types.</p>	<p>May have some errors, but maintains control of syntax, language, grammar, and spelling.</p>	<p>Has an accumulation of errors that sometimes interfere with meaning.</p>	<p>Contains numerous errors in spelling or grammar that interferes with meaning. Poor syntax makes sentences difficult to comprehend.</p>

Three
Discourses:
Characteristics
of Discourses
Defined

Chapter 15

Three Discourse Types

Discourse is an area or type of writing. Narration is a discourse. Argument is a discourse. Informational writing is discourse. Each of the three discourses or essay types is the major emphasis for Modesto City Schools and Common Core writing. Each essay has its own objectives or purposes. Narrative writing is emphasized the least of the three. Exposition and argument constitute approximately 80% of the writing. All essays contain the important writing elements of organization, clarity, controlling ideas (thesis), focus, coherence, unity, evidence and support, and effective conventions.

I. Argument/Persuasive:

Argument writing presents a thesis that requires the student/writer to support the thesis through a variety of evidence. In a literature piece, textual evidence is required to credibly support the paper's thesis. An argument essay presents a rational appeal. A persuasive essay is still an argument, but the writer utilizes emotional appeal to persuade his readers. An argument essay requires the writer to defend a position and support through evidence. The writer also examines the opposing position and offers a counterargument.

II. Expository/Informational:

An informational paper explains something to the audience. Informational or Expository writing provides information or informs. This writing is non-fiction writing. Examples of expository or informational writing include reports, letters, and research papers.... The writer states facts, results, studies, or defines an issue.

III. Narrative:

A narrative essay tells a story or relates an experience.. The point of view (POV) can be from three perspectives: first person, third- person limited, and third-person omniscient. First person uses "I" and the narrator is a part of the story. Third-person limited focuses on just one character and refers to the character as "he" or "she." Omniscient means "all knowing" and the narrator sees all – and can tell the audience everything about every character. Narrative writing often, but not always, includes characters, setting, conflict, plot, narrative words, and dialogue.

Word Choices to Support Each Discourse

Argumentative: Detail, Explain, Support, Evidence, Text, Cite, Claim, Cohesion, Tone, Consider, Opinion, Debate, Oppose, Issue, Position, Counterargument, Point of View, Appeals, Pro, Con

Informational: Sequence, Logical Order, Events, Timeline, Process, Reason, Process, Product, Analysis, Compare, Contrast, Cause- why something happened?, Effect- what happened?, Credibility, Chronology, Problem-Solution

Narrative: Description, Narrative, Plot, Line, Characteristic, Story Line, Dialogue, Events, Suspense, Theme, Setting, Narrate, Recall, Tell, Recount, Remember, Event, Sequence, Chronological, Linear

Writing Domains

Chapter 16

Writing Domains

(Subcategories of the Three Discourses)

1. **Thesis Support (Opinion):** A straightforward essay that has a clear thesis and body paragraph of support.
2. **Argumentative/Persuasive:** Argumentative writing is writing that appeals to reason/logos. Persuasive writing is writing that appeals to emotions/pathos.
3. **Autobiographical/Biographical Writing:** These narratives focus on the writer himself and his life (I) or focus on another person's life and the details of that person's life.
4. **Response to Literature/Criticism:** The writer in a literary response paper establishes a thesis and then attempts to prove that assertion through literary deconstruction and analysis.
5. **Personal Narrative (Reflection):** Reflective writers write on a significant event, situation, or experience and how that event affected them and what insight was learned.
6. **Process Analysis:** Process analysis papers explain. They either direct a process (how to) or explain a process. Most follow a chronological sequence.
7. **Evaluation:** An evaluation essay focuses on a subject and makes a critical, rational, and mature judgment. The judgment or evaluation must be based on a rubric, standard, or predetermined criteria. Evidence is required to support the initial claim.
8. **Cause and Effect:** Cause and effect papers answer the "why" and "what if" questions. These papers look to prove how a cause produces an effect(s).
9. **Comparison and Contrast:** Comparison and contrast papers show the similarities (compare) and differences (contrast) between subjects.
10. **Problem Solution:** A writer identifies a problem, defines the problem, and proposes a solution or plan of action. A student's claim is supported with evidence and reason for the proposal.
11. **Expository Research Reports:**
12. **Business Writing: Resume, Business Letter, Manuscript:**
13. **Technical Writing:** Science and math courses with an emphasis on concrete and factual reporting.

Examples and discussion of domains can be found in the Holt Textbooks Grades 9-12.

Three Stages in the Writing Process: I, II, III

Chapter 17

I. Prewriting

Prewriting

What Is It?

Prewriting is the generation and organization of ideas prior to the formalized writing process. In the same way that an architect would not begin to build a house without blueprints or a plan, a writer should not begin without his or her own set of blueprints or plans. There are several strategies to use in the prewriting phase. One strategy is mapping. Using this strategy the student makes visual records and creates such mapping designs as clustering, listing, and outlining. These strategies are usually recorded to aid in remembering the prewriting process. Other prewriting strategies include questioning, looping, journaling, cubing, and pair sharing.

Why Do We Do It?

Prewriting gives formalized writing focus and direction while ultimately allowing the writer to present his or her ideas in a clear, efficient, and effective manner. Prewriting helps the student to fully explore and research a topic before creating the first draft.

How Do We Do It?

1. **Mapping:** This is a visual record of any kind that writers where can also include key words, phrases, and pictures.
2. **Clustering:** Helps reveal relationships among facts and ideas — the writer is looking to create connections that relate to the prompt
3. **Listing:** Listing is quick and allows the writer to order his ideas and essay quickly.
4. **Outlining:** Is both creating and organizing ideas. The outline can be informal or formal—time will dictate the outline the student creates.
5. **Chunking:** Involves a quick scratch outline where the essay is organized into chunks. Chunking allows the student to break the essay into workable parts or tasks.
6. **Questions:** who, what, where, when, how, why. Answer these questions in a free writing format.
7. **Looping:** looping is especially useful for the stages of exploring a topic. Looping involves writing quickly and then looping back to starting point and continuing again.
8. **Journaling:** Free writing and the opportunity to explore ideas in a more informal manner.
9. **Cubing:** Cubing involves exploring a topic from six different perspectives.

Prewriting:
Student
Samples

Outline

I Intro Paragraph

a) Author Lev Grossman

b) Title "Inventor of the Future"

c) situation - the maturing of apple

~~d) transitions - no text to text~~

Thesis: As technology progresses, so does man's ability to achieve more

II Body #1

The bettering of computers

detail - better computers are able to do more
comment - talk about how effects us

detail - better computers able to do more faster
comment - talk about how affect us.

comment - changed all

III Body #2

The bettering of phones (Smart phones)

detail - better phones allow better communicating
allow id fast / safety

comment - talk about how

detail - better phones allow access of knowledge ^{anywhere}

comment - how improve us

Quote - Pg 42 2nd sentence "powerful personal
... introducing it"

comment - changed all

IV Conclusion

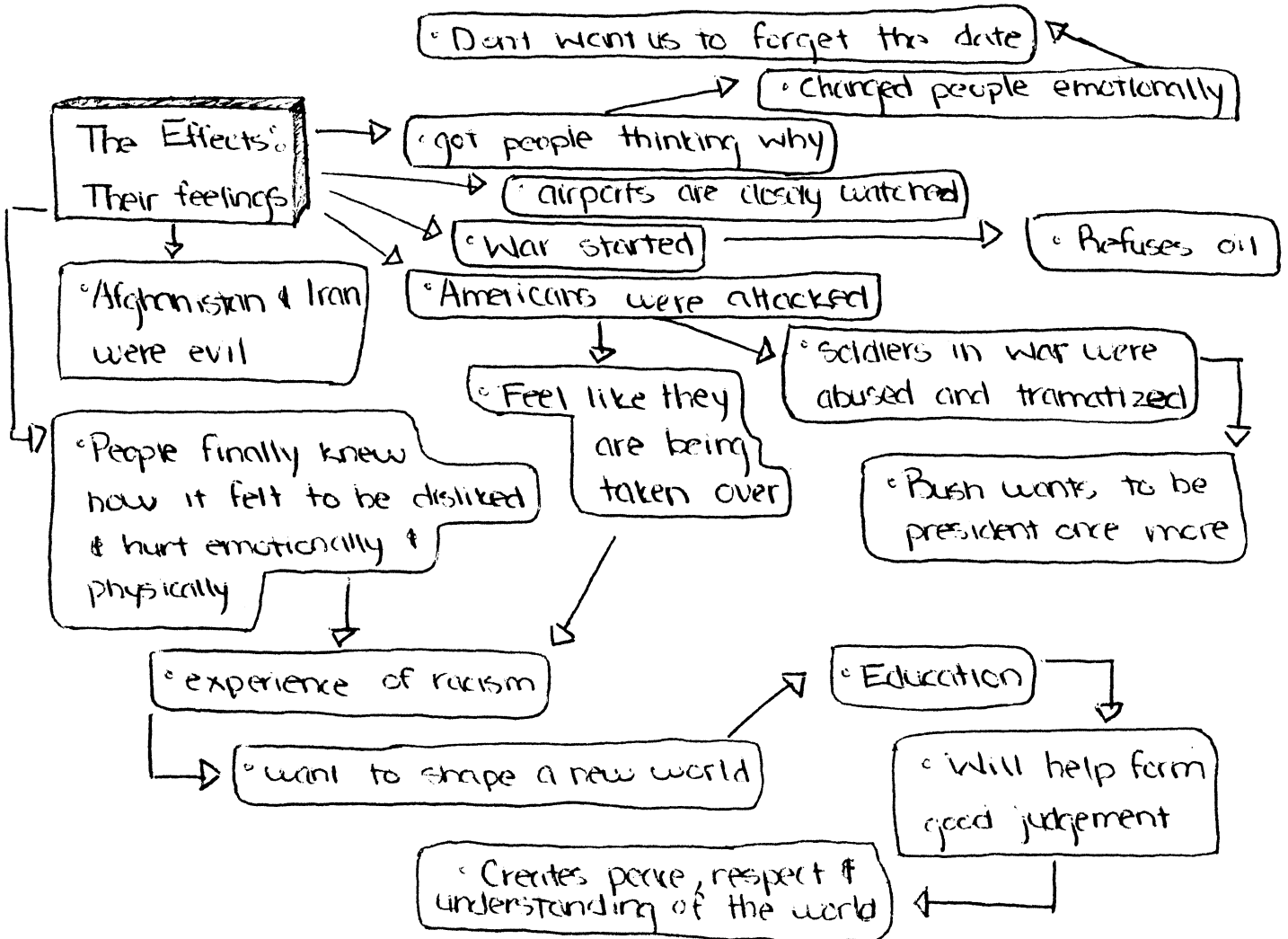
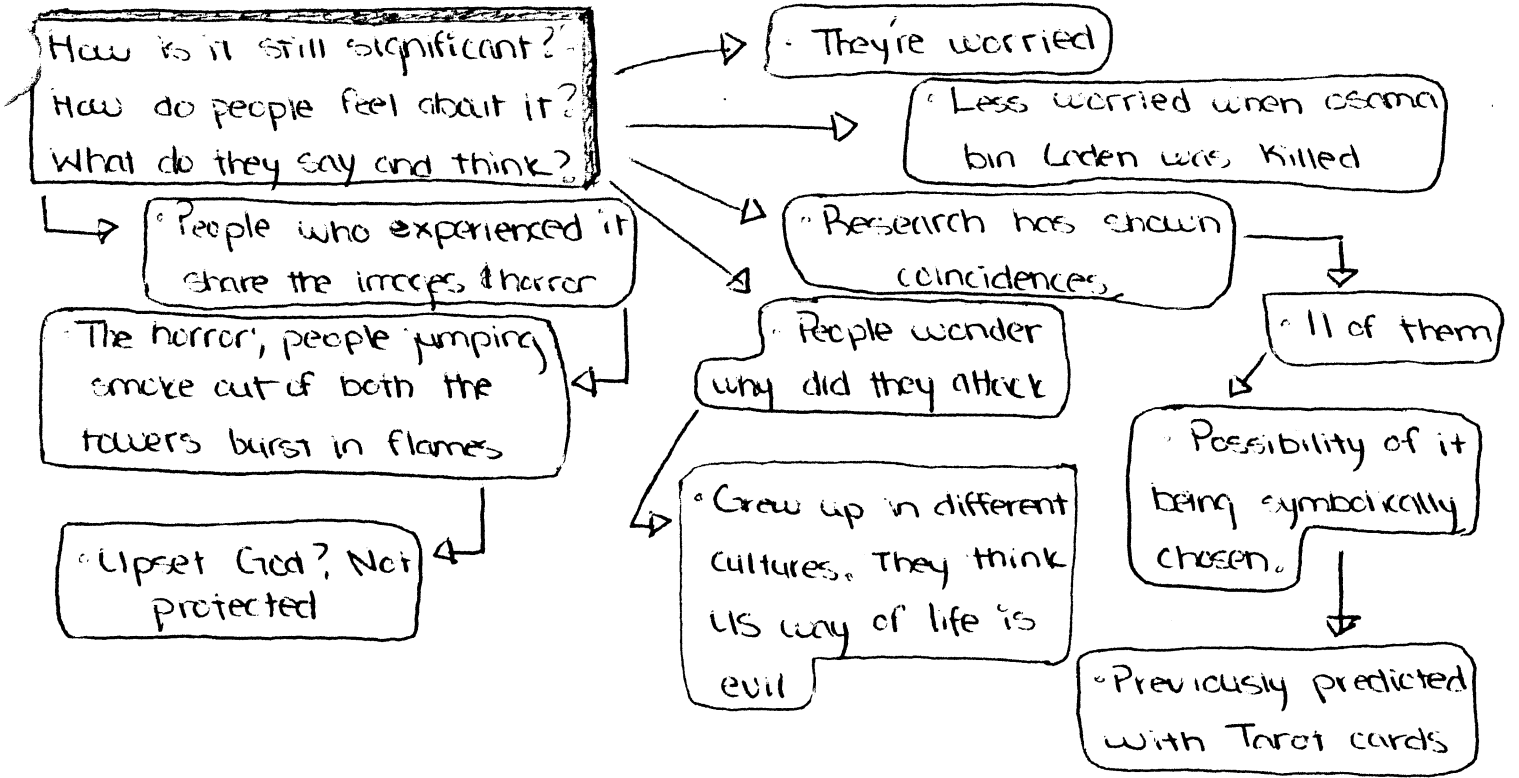
sum up info

in a way say thesis

comment - effect on world

Impact - society

Brainstorm



The Making of Modern Politics

Nixon / Kennedy Debates

SOVIET WAR

1960'S

conservative stance: civil rights & re-invent catholic (contradictory)

America needs a strong leader

Kennedy & Nixon debates: first televised presidential debates in American history.

RADIO DEBATES AND CAMPAIGNS

WOULD KENNEDY HAVE WON IF NOT TELEVISION?

EFFECTS ON HISTORY

- Political campaigns
- media exposure
- TELEVISIONED DEBATES

Nixon wins Radio Kennedy wins television

RADIO vs. TELEVISION

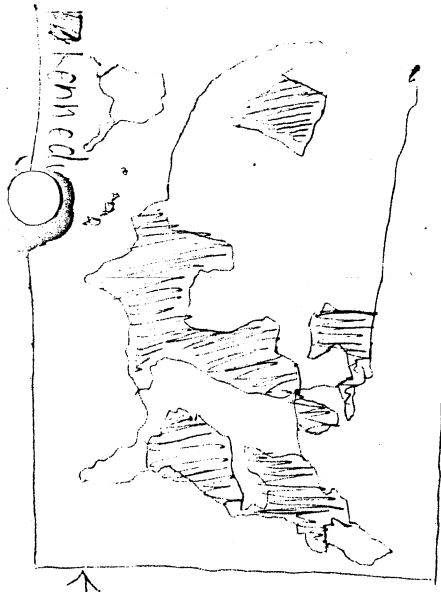
Voting turnout increases

debates

"Picture worth a thousand words"

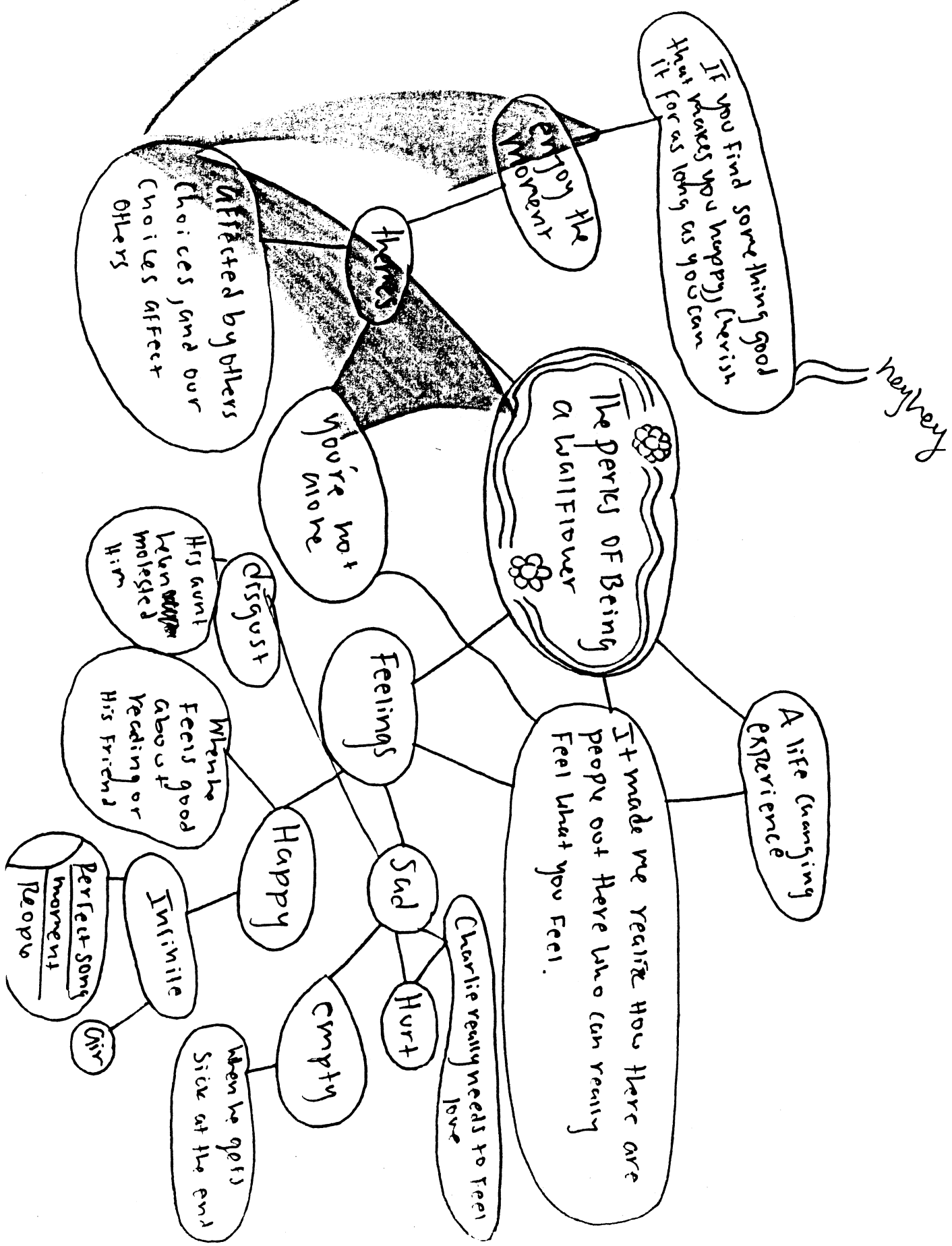
Nixon less because no TV appeal?

ALL DEBATES become TELEVISION



Nixon 26 states / Ken 29 states

Kennedy wins popular and electoral votes



If you find something good that makes you happy, cherish that for as long as you can

hey hey

Empathy

The Perks of Being a Wallflower

A life Changing Experience

It made me realize how there are people out there who can really feel what you feel.

Affected by others Choices, and our Choices affect Others

There's

You're not

Disgust

His aunt Helen molested him

When he feels good about reading or his friend

Happy

Intimile

Perfect songs movement Reopie

Gir

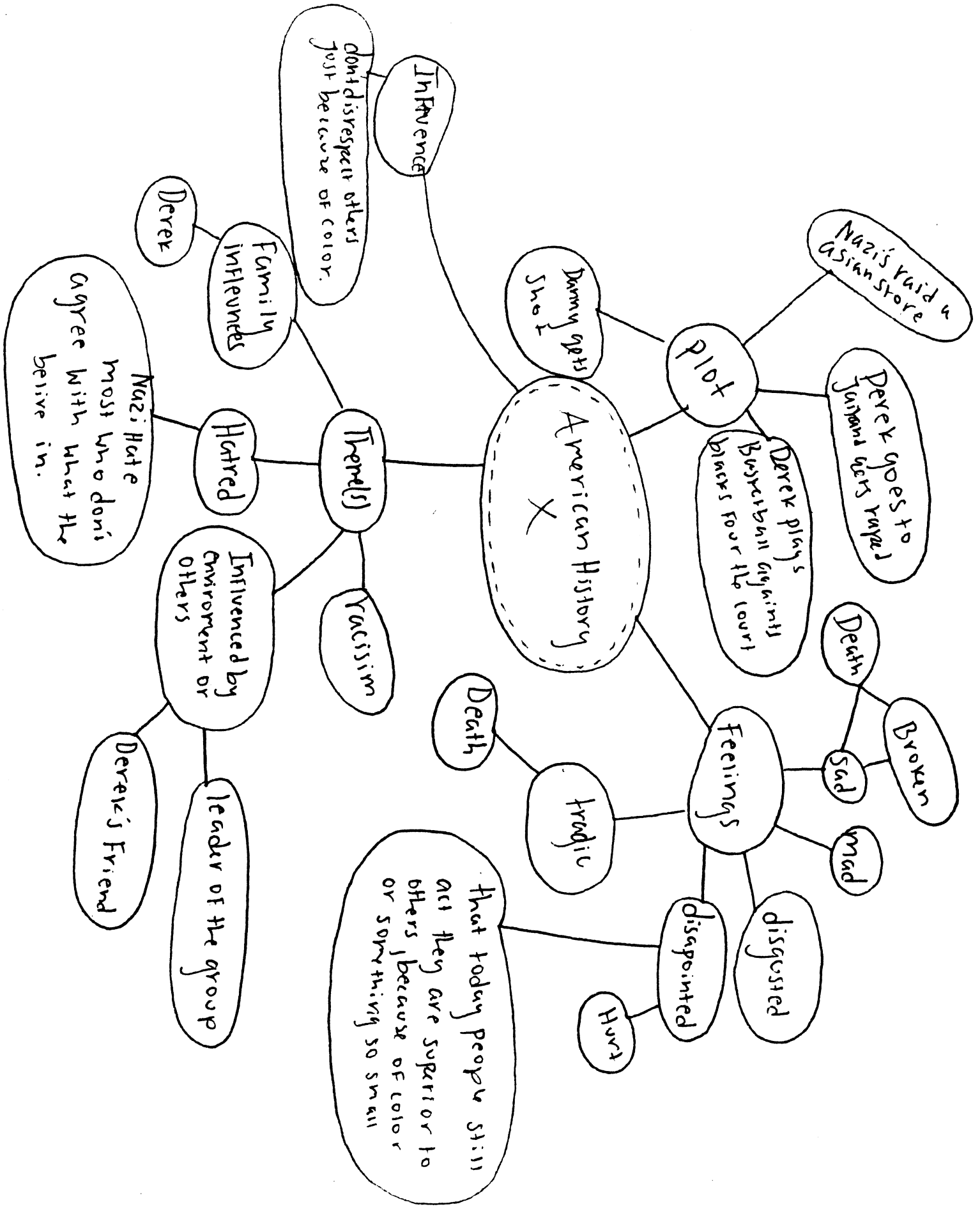
Sad

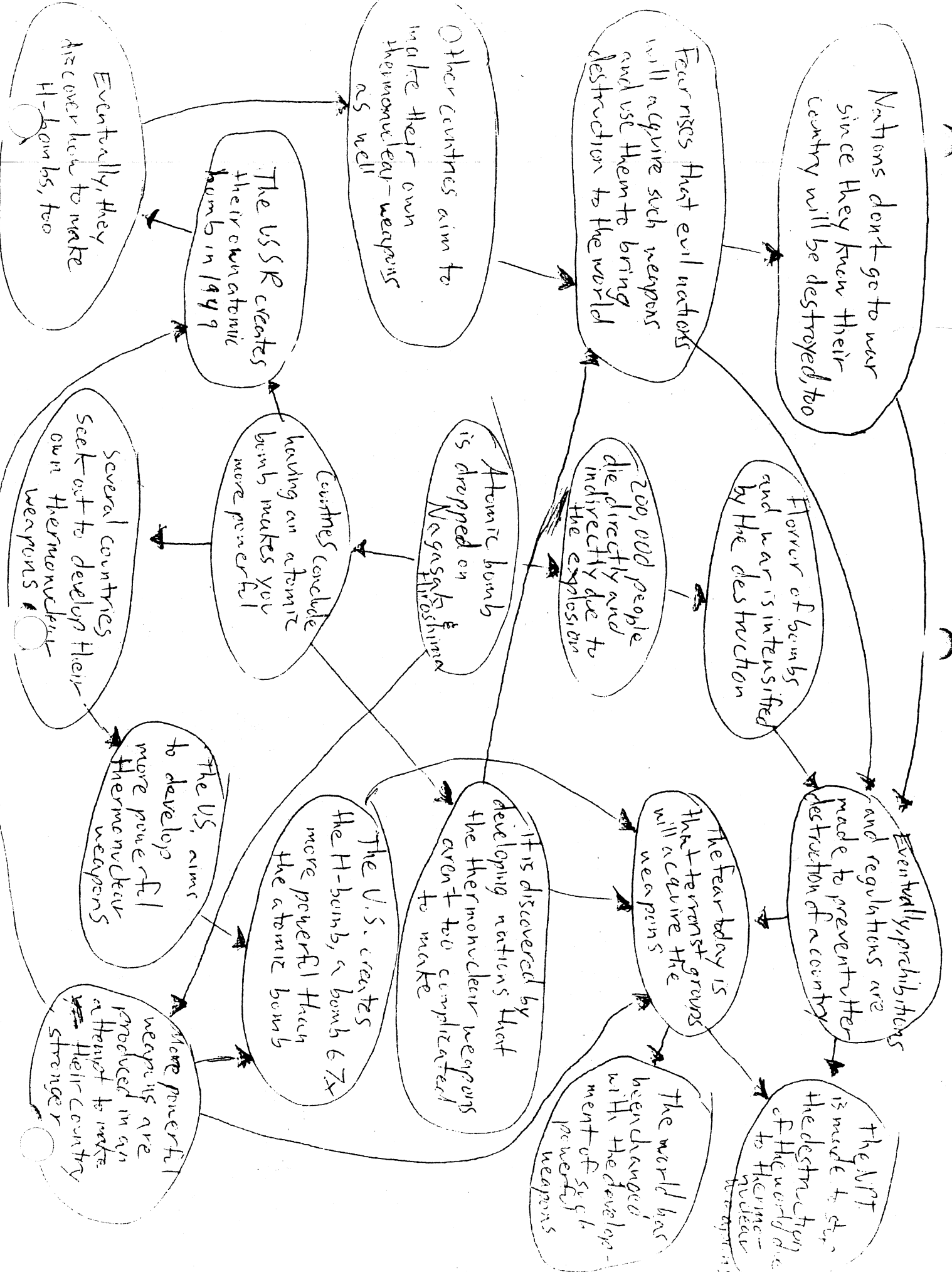
Charlie really needs to feel love

Hurt

Empty

When he gets sick at the end





Thesis Statements

- I. An essay's most important sentence is a thesis statement.
- II. A thesis statement is an opinion that answers the question and is an arguable point. It is the main idea in an essay or piece of writing, to which all topic sentences, details, ideas, and supporting evidence and commentary relate. A thesis statement is the controlling idea of an entire essay. A writer must support his or her thesis with textual examples and supporting evidence.

III. A Thesis is NOT

- a. A thesis is not a title.
 - The decline of boxing.
 - The fad of fashion.
- b. A thesis is not an announcement of the subject.
 - I will be talking about...
 - The topic of my paper...
 - My thesis is...
- c. A thesis is not a statement of absolute fact.
 - I was born on August 9.
 - My favorite food is pasta.

A Thesis IS a Complete Sentence.

- a. A good thesis is **restrictive**.
 - Weak thesis: People are too selfish.
 - Good thesis: Human selfishness is seen at its worst at rush hour.
- b. A good thesis is **unified**.
 - One major idea- do not take on more than one major idea in the thesis.
- c. A good thesis is **specific**.
 - Weak: Drug addiction is a real problem.
 - Good: Drug addiction has caused a huge increase in crimes of violence.
 - Weak: My mom is the best mom ever!
 - Good: Everything my mother does is for the future of her children.

1. **Expository Thesis Sentence:** This essay will explain how students spend their time studying, attending class, and socializing with peers.
2. **Argumentative Thesis Sentence:** “High school graduates should be required to take a year off to travel before entering college in order to expand their experiences.” This essay will present evidence why students should travel before entering college.
3. **Narration:** A narrator does not really have a thesis statement but a controlling idea. Narration is a sequence of events that are connected in time that tells a story. It answers the who, what, where, when, why, and how. Whatever the narrative subject, the writer should be trying to make a point. A narrative thesis can be at the beginning or at the end to intensify the story. The narrative thesis may be explicit or implicit, but the narrative needs a direction. This will relate the significance of the narrative. “I used to think my life was dull and unexciting. Until one day, I learned to fly without any wings, and I learned with great power comes great responsibility.”

IV. Foreshadowing Thesis

- a. A foreshadowing thesis or forecasting thesis is stated in an organizational pattern that cues the reader how the thesis will be developed.

Ex: In Michael Cardoza’s poem “The Old Country,” the use of powerful diction, vivid imagery, powerful symbolism, and consistent meter, illustrate the speaker’s message that life is brief and must not be wasted on trivial matters.

V. A Basic Thesis Statement

- a. Marijuana should be legalized.

VI. The Expanded Thesis Statement Using Because

- a. Marijuana should be legalized because it has many medicinal benefits and enforcement of restrictive laws is too expensive.

VII. Expanded Thesis for Argumentative Essays Using “Although, Despite, and Because”

- a. Although marijuana has been considered a dangerous drug, it should be legalized because it has many medicinal benefits and because of enforcement of restrictive laws is too expensive.
- b. Despite marijuana’s negative effects, it should be legalized because it has many medicinal benefits and because of enforcement of restrictive laws is too expensive.

VIII.

Compare and Contrast Theses

- a. Collectively, McMurphy and Harding are united in their struggle against conformity; however, they differ in nature, and thematically Harding transforms in his insecurities while McMurphy causes the men to change with his mind-altering doctrine.
- b. MacBeth's conflict is solely internal, while Stephen's is a result of outside influences such as church; consequently, Stephen's struggle is more accurate in expressing the condition of man when confronted with conflicting dynamics.
- c. President Bush and Senator Obama have similar ideas concerning the domestic issues of crime and drugs; however, their philosophical and strategic ideas contrast dramatically concerning the Iraq War.

How to Write an Outline

I. What is it?

An outline is a general plan of the material that is to be presented in a speech or a paper. The outline shows the order of the various topics, the relative importance of each, and the relationship between the various parts.

II. Why Do We Do It?

The purpose of outlining is to create an organized plan for an essay or any type of response paper.

- **Full-Process Essay**

- Full-process outlining allows for more time, greater detail, and more elaborate planning, including sentence outlining.

- **In-Class Essay**

- In-class outlining only allows or requires that a writer make a sketch, chunk, or topic outline to quickly plan an in-class essay.

III. Thesis Statement of Summarizing Sentence

All outlines should begin with a thesis statement or summarizing sentence. The thesis sentence presents the central idea of the paper.

IV. Types of Outlines: Topic Outline and Sentence Outline

The two main types of outlines are the **topic outline** and the **sentence outline**. In the topic outline, the headings are given in single words or brief phrases. In the sentence outline, all the headings are expressed in complete sentences.

V. Sentence and Topic Outline Examples

Prompt: What are the factors affecting Americans' economic health?

Topic Outline	Sentence Outline
1. Americans' economic health is being undermined by a variety of economic factors.	1. Americans' economic well being is being affected by the real estate market, job losses, and college costs.
2. Real Estate	2. The downturn in the real estate market affected many Americans.
3. Job Loss	3. Unemployment and overall job loss leave many Americans homeless.
4. College Costs	4. Soaring college costs are putting many families into deep debt.
5. Conclusion	5. Conclusion - Final Thoughts

Basic Essay Outline

I. Introduction Paragraph:

1. Orient the reader
 - a.) Author and Title
 - b.) Protagonist
 - c.) Situation- 3 lines
 - d.) Thesis
2. Clear Thesis: paper's controlling idea

II. Body Paragraph Number One:

1. Clear topic sentence- clear support for thesis
2. Concrete detail
3. Commentary
4. Concrete detail
5. Commentary
6. Quote- Sandwich technique
7. End paragraph with three lines of commentary – specific to topic sentence

III. Body Paragraph Number Two:

1. Transition: word, sentence, or core
2. Clear topic sentence
3. Concrete detail
4. Commentary
5. Concrete detail
6. Commentary
7. Quote
8. End paragraph with three lines of commentary – specific to topic

IV. Repeat Steps II and III for Each Succeeding Paragraph

V. Conclusion: Final Thoughts

1. No new information
2. Do not just restate thesis
3. Final analysis on claim
4. Some universal application

Topic Sentence Definition

1. The topic sentence tells what the paragraph is going to be about by stating the central idea. It is usually the first sentence in the paragraph (but not always). A topic sentence acts as a mini thesis for a paragraph.
2. A topic sentence is a cueing strategy [sign post] that lets the reader know the focus of the paragraph. If the sentences refer back to the topic sentence, they will all work together in a coherent paragraph. The topic sentence also helps the reader. It makes clear what the paragraph is going to discuss and the paragraph's number one focus. All sentences after the topic sentence should be subordinate to the topic sentence.

Paragraph with Topic Sentences/Examples

3. A Paragraph is a Group of Sentences that Work Together to Explain or Support a Central Idea.

- a. **Police in Arizona are after a different kind of thief.** They are chasing people who steal cactus plants and sell them to gardeners. The thieves' favorite cactus is the saguaro. Some gardeners pay high prices for these large, slow-growing plants. Thieves are taking so many plants that some people fear they may eventually disappear from the desert.

The first sentence tells the central idea of the paragraph: Police in Arizona are looking for thieves. The rest of the sentences explain what the thieves steal and why people are worried about them. All of these sentences work together to create an organized and coherent paragraph.

- b. **One reason peanut butter and jelly sandwiches are the best is because they are easy to make.** A peanut butter and jelly sandwich only requires bread, peanut butter, and jelly. Virtually any kind of bread can be used that is on hand, and the same is true for the peanut butter and jelly. With a quick smear of peanut butter and jelly on bread, the sandwich is complete. The ease with which a peanut butter and jelly sandwich can be made is not the only reason peanut butter and jelly sandwiches are the best.

4. In Writing, Remember the Following About the Topic Sentence:

- a. It helps you, the writer, by keeping you on topic and focused.
- b. It makes certain that all the ideas in a paragraph relate to each other.
- c. It acts as a guide by giving the reader a clear idea of what the paragraph is going to be about.
- d. It should be clearly stated.
- e. It should be a sentence that forces the writer to prove through concrete details.

- f. It should let the reader know that you can cover the material adequately in the paragraph.
- g. It is usually the first sentence of the paragraph.

5. A Topic Sentence is a Mini Thesis for the Paragraph.

6. All Sentences in a Paragraph are Supportive of or Subordinate to the Topic Sentence.

7. All Topic Sentences and Body Paragraphs are Supportive of or Subordinate to the Paper's Thesis.

II. Writing

What is an Effective Introduction?

An effective introduction is one that is clear, specific, and answers the prompt. One of the many introduction strategies can be used as the initial hook. The writer should first orient the reader to the situation. In an argument essay, a quick overview of the situation and a definition of the argument are required. If there is a book, magazine, or article involved, all important information should be introduced (writer, book, character, and situation.) Example: In Mark Twain's *Huckleberry Finn*, the protagonist Huck is on a path of self discovery as he journeys down the Mississippi with the slave Jim. Generally the introduction orients the reader, provides background information, and ends with a one or two- line thesis that clearly states an arguable opinion concerning the prompt. Details are not discussed, but only referenced, so to create a context for later discussion (Bodies). If you as a writer cannot quickly and easily identify your thesis, then you are unsure of your paper's purpose; consequently, your readers will be unsure as well. As an old, wise English teacher once said, "Clear thesis, clear essay."

Example:

(Anecdotal Opening)

When I was twelve years old, I was playing with my friend Joe and we were throwing rocks at one another. I accidentally hit him in the eye and he almost lost his eye. Consequently, I was able to understand the problems of the characters in the story that they experience. In Joseph Whitehill's short story, "The Day of the Last Rock Fight," many themes are conveyed. The protagonist, Ronnie Quiller, is involved in rock fights in school with his friends. They always made sure no one was hurt and everyone played by the rules. However, one day someone didn't play by the rules and a boy is killed. Ronnie witnesses a murder and his loyalty to his best friend is put to the test. Ronnie realizes the importance of being a loyal friend. Whitehill uses the theme of friendship and loyalty to demonstrate the profound challenges Ronnie endures.

What is an Effective Body Paragraph?

An effective paragraph has a clear topic sentence. This sentence and the paragraph relate directly to the thesis and support the paper's thesis and overall argument. A body paragraph is where the writer emphasizes details, uses examples, and comments on the topic sentence. A body paragraph should be coherent (all sentences work together); a body paragraph should be focused (write on the topic sentence); a body paragraph should provide evidence (statistics, facts, quotes, numbers, specifics, concrete details); a body paragraph should contain commentary (the writer explains or analyzes). The paragraph should contain transitions, strong verbs, effective language, and a mature voice. The paragraph should end with two or three sentences of commentary that connect to the topic sentence (circular connection). This beginning/ending conclusion will produce a paper that is focused and coherent. Remember: one paragraph, one idea, one idea, one paragraph.

Example:

"Blackberry-Picking" uses metaphors to create imagery that conveys carefree memories of childhood or adolescence. The words "hunger" and "lust" are used to describe the pickers and compare them to hunters with berries as their prey. Supporting this comparison is the illustration of the juice as "thickened wine" and "summer's blood." Heaney's speaker parallels the pickers to Bluebeard, a fairy-tale character who murders his wives. Bluebeard takes the lives of his wives, like the pickers take the life of summer by reaping the blackberry patches of their product. The annual routine of the picking and the "spoiling" of the blackberries represent the concept that all circumstances come to an end. When expressing his feeling on the rotting of the berries the speaker says, "I always felt like crying" (21). This represents the agony of passing time and the nostalgia that accompanies it. Heaney's application of metaphors deepens the poem's meaning; while it appears the speaker is writing of blackberries, he is really referring to the passing and aging of life and man's eventual "rotting" in the winter of his life.

Writing a Conclusion

Your conclusion should not be just a restatement of your thesis and key arguments. You have made your case in your introduction and body paragraphs. Your conclusion needs to have fresh and new ideas. It needs to be sufficiently compelling as to leave a strong impression on the reader. These are the last ideas your reader will take from your essay. You do not want a trite conclusion that is there just for the sake of needing a conclusion. You may choose to construct your conclusion with a thought-provoking question, a quotation, or an anecdote. However, these are less effective strategies.

A strong and compelling conclusion answers the question “so what?” You want to move your essay forward from proof to action rather than move backward to repeat what has already been said. The best strategies are to explain the significance—Why is this issue important to the reader? to offer a solution—What needs to be done? or a call for action—Is there something the reader can or should do?

Finally, you should clearly transition from the body of your essay and into your conclusion by giving your reader the sense that your thesis has been stated and the arguments in support of it have been concluded. Now it is time for reflection on these and for answering the final question of “so what?” Strong transitions should be used throughout your essay to logically and smoothly glue your ideas together. A strong transition should also be used at the beginning of your conclusion. Examples of transitions appropriate at the beginning of the conclusion are: as you can see, as I have shown, given these points, in short, in summary, finally, in the final analysis, in closing, to conclude, and to close.

Example:

As you can see dolphins are definitely extraordinary animals. Dolphins are highly intelligent and may have a level of intelligence close to our own. And the most extraordinary thing about them is that they may have a sense of morality. We have always thought that only we humans possess this higher order thinking domain, and this has been one of the main things that separates us from all other species. If we find out that these things are true about dolphins, we will be forced to re-examine our place among all other species.

Effective Introductory Strategies (Hook)

Teachers often reference the “hook” when discussing an effective introduction. This hook may be as vague as “say something interesting” or make it something that makes the reader interested and wants to continue reading. These thirteen openers (and there are others) are specific introductory strategies that allow a student to effectively create a “hook,” or lead-in, to the introduction.

1. Anecdote
2. Quotation
3. Shocker
4. Recent Dramatic Incident
5. Scene or Brief Illustration
6. Historical Connection/Analogy
7. Rhetorical Question(s)
8. Statistic(s)
9. Personal Reminiscence (Not for AP)
10. Signal Phrase with Expert or Research Study
11. Basic 101
12. Criticism of an Opposing Position
13. Funnel

I. Anecdote

- a.) One of my earliest memories is piling into my family's Suburban and heading off to Mass. After church, we would drive to Barnes and Noble and after choosing a snack from Starbucks, my whole family would sit in the children's section choosing different books to read together...

II. Quotation

- a.) Stephen Hawking, a leading theoretical physicist from the University of Cambridge, alludes to the presence of a supreme being in the universe. "Even if there is only one possible atomic theory, it is just a set of rules and equations. What is it that breathes fire into these equations and makes a universe for them to describe?"

III. Shocker

- a.) Gas should be priced at ten dollars a gallon. This would do wonders for America.

IV. Recent Dramatic Incident

- a.) Russia has recently suffered the effects of one of these natural disasters, having the unfortunate luck of being hit by a meteor. During these times the world comes to the aid of one another whether it be an earthquake or a meteor. It is understood that no one is at fault when a natural disaster occurs.

V. Scene or Brief Illustration

- a.) Tony crouched hidden behind some brush at the edge of the river. Nearby, Lupito, a war veteran and the murderer of the sheriff, is shot by a mob of angry men, including Tony's father, Gabriel. Using his final breath, Lupito asks Tony to bless him.

VI. Historical Connection/Analogy

- a.) Literature often transcends the literal and connects to historical references as an analogy of presage and serves as a parallel to the context. In the 1930s, the Russian Revolution ushered in a tyrannical dictatorship and served as the analogical and historical spine to George Orwell's *Animal Farm*, which focuses on the simple lives of farm animals. However, the animals respect the people and leaders of the Russian Revolution. Similarly, an analogy is also found....

VII. Rhetorical Question(s)

- a.) Can money buy happiness? Are millionaires the happiest in life? The truth is, one who hides all his money and never donates to charity, may become truly unsatisfied in life. Studies have proven that the more often a person spends money on causes, the happier the person may be when compared to one who never donates.

VIII. Statistic(s)

- a.) Great progress has been made in the fight against HIV/AIDS throughout the world. The past decade saw a 15% reduction in new infections and a 22% decline in AIDS-related deaths. But children are still falling through the gaps.

IX. Personal Reminiscence

- a.) The novel *Bless Me, Ultima* has a background full of traditional magic and culture; I feel a certain connection toward the many stories and ideas referred to within the novel because I find such beliefs to be interesting. As with any novel, I believe that if the reader does not find the subject to be interesting or at least worth the effort of reading, then they will never be able to fully understand the themes of the novel. As I read through the novel I was able to see a connection between the traditional culture and modern culture.

X. Signal Phrase with Expert or Research Study

- a.) According to Bono, lead singer of famous rock band U2, “Music can change the world because it can change people.” Music can influence us both externally and internally. In some cases music can even make us evolve into better people.
- b.) Dr. May Smith, an anthropologist at Stanford University, stated, “Life is all around us, and it has always been. We just have to learn to see beyond the reach of our arms.”

XI. Basic 101

- a.) In the poem “The Farmer’s Bride,” the language is an important factor as to how the reader might respond to the speaker and specific situations. The use of uneducated diction, distinct observations, and obsessive descriptions shows the reader the thoughts and manner of the farmer...

XII. Criticism of an Opposing Position

- a.) Organized religion is beneficial for hundreds of millions of people around the world. It provides a person hope and companionship. It provides someone with something to strive for and have faith in. However, it only ever provides one way to look at life. It doesn’t provide diversity or widespread acceptance.

XIII. Funnel

- a.) Whether it was the polytheism of the ancient Greeks and Romans or the monotheistic Judeo-Christian beliefs, religion has always played a key role in the development of human society. In addition to the many social and cultural beliefs that religion has had throughout the world, it has greatly contributed to the formation of many world governments, including that of the States. The United States’ government is a series...

Transitions

“The experienced writer uses ‘trail markers,’ transitional words that provide directional clues for the reader and show the relationship between sentence parts, whole sentences, paragraphs, or larger units or sections. In other words, they link and clarify the relationship of what has been said and what will be said. Clear transitions are essential to the **coherence** of paragraphs and of compositions” (Sally Barr Ebest).

Types of Transitions: 1.) Word

- 2.) Previous line in paragraph
- 3.) Core paragraph – deeper connection

1. **Purpose:** for this purpose, for this reason, to this end, with this object
2. **Example:** For example, for instance, in fact, indeed, of course, specifically, that is, to illustrate
3. **Summary of conclusion:** as I have said, consequently, for these reasons, in any event, in brief, in conclusion, in other words, in short, in summary, to sum up, on the whole, that is, therefore
4. **Emphasis:** above all, add to this, besides, even more, in addition to this, more important, to repeat
5. **Addition and sequence:** again, also, besides, even more important, finally, first, further, furthermore, in addition, in the first place, last, likewise, moreover, next, next in importance, second, then, first, too
6. **Cause and effect:** accordingly, as a result, because, consequently, for, for this reason, hence, if...then, so, then, therefore, thus
7. **Comparison:** also, in the same way, likewise, similarly, in comparison
8. **Contrast:** although, at the same time, but, conversely, despite, even so, however, in another sense, in contrast, nevertheless, nonetheless, notwithstanding, on the contrary, otherwise, still, though, yet
9. **Place:** above, adjacent to, below, beyond, farther on, here, nearby, on the other side, opposite to, there, to the south
10. **Time:** after, after this, afterward, at last, at length, before, formerly, from now on, immediately, in the meantime, in the past, later, meanwhile, now, presently, previously, since, since then, soon, subsequently, then, thereafter, ultimately, while

III. Post Writing

Post Writing

Prewriting, writing, and post writing are all vital components to the writing process. Post writing or proofreading is just as important as the first two. As writers we spend too little time “reseeing” our paper. Proofreading is much more than rewriting our paper or handing in a clean copy. Revision involves checking the content. Am I writing logically, thinking deeply, and are my paragraphs coherent (all sentences work together to support topic sentence)? Is my essay understood (all paragraphs work together to support thesis) and do I have both supporting evidence and effective commentary?

Students should also edit their in the post-writing process: While editing, the student is looking for spelling errors, punctuation problems, and all those lower-level concerns that hurt the paper’s overall effectiveness. Post writing or proofreading is a vital process. This strategy ensures one has analyzed the paper for both content and conventions and done so with a strategy that works for that individual and ensures the paper says something, says it correctly, and says it with style.

Essay Evaluation Checklist

1. **Focus:**
Can the topic be discussed sufficiently in the required pages?
2. **Organization:**
Logical and well-organized
3. **Introduction:**
Introduces topic
Catches reader's attention: Introduction Strategies
4. **Bodies of Support:**
Sufficiently detailed examples
Highly informative
Well explained; elements of support connected
5. **Conclusion:**
Provides closure to topic:
Answers sufficiently the question "so what"
6. **Strategy?**
Important counterarguments acknowledged and refuted
Begin and end with a strong argument (weaker arguments sandwiched between)
7. **Transitions:**
Ideas clearly bridged
8. **Style:**
Appropriate vocabulary and level of diction
Objectively written
Wordiness – Awkwardness
9. **Grammar:**
All sentences clearly written
10. **Mechanics:**
Format
Punctuation
Spelling
11. **Research:**
Depth/extent of research
Works Cited page
Sufficient number of sources
In-text citations
12. **Formatting According to Guidelines:**
Title Page
Pagination
Margins
Line Spacing and Font

Post-Writing Suggestions

1. Care

You have got to care. A quick writing and proofreading are not sufficient. If you really care you will take the time to improve the essay.

2. Procrastination

The first suggestion is not to wait until the last minute. If you procrastinate, then your paper will reflect the lack of proofreading and attention to detail.

3. Purpose

Know the purpose of your editing and revision. Are you editing for errors? Are you revising for content?

4. Weakness

Know your trouble areas. What is your weakness? Homophones, run-ons, punctuation, contractions, possessives, and sentence structure are common trouble zones. Or is it content? Check your commentary and depth of analysis.

5. Time

After writing the paper, walk away from it so that when you return you are reading the essay with a fresher approach.

6. Read Aloud

Read the paper out loud. Often you will hear what your eyes don't see. Listen for awkward parts, odd phrases, or transitions from sentence to sentence or paragraph to paragraph.

7. Spellcheck

Spell check is not always accurate. Grammar check is not always accurate. Be aware of their limitations.

8. Cut It Up

With scissors, cut your essay into paragraphs and mix them up. Now, read your paragraphs out of order. Each paragraph is a mini essay. Now read and correct each paragraph. Correct for content, conventions, and coherence. Does that paragraph support your topic sentence? Does the topic sentence and paragraph support your thesis?

9. Help

Ask your teacher, tutoring center, or family members for suggestions; however, keep the writing your own.

10. Slow Down

Slow down. Spend time. Use a dictionary. Your revisions and editing skills will improve with each paper.

11. Checklist

Ask your teacher for a checklist that will guide you through the revision process: thesis, topic sentence, transitions, homophones, sentence variations, comma splices, passive voice, colloquialisms, formal and informal language, strong verbs, and effective use of quotes and phrases.

12. Teacher Leads

Teachers guide students through the revision/editing process. i.e., “Underline thesis once”— “Underline topic sentences twice”— “Place check mark over concrete details,”— “In your works cited, check the alphabetical order.”

Post-writing suggestions numbers 11 and 12 are teacher-directed strategies.

Model Essays

- Narrative
- Expository
- Argument

Chapter 18

Model Essays

Modesto City Schools' students wrote the following essays. They represent the three writing discourses: narrative, informational, and argument. They represent grades 9-12. Each grade level of each discourse has an **A paper** to a **C paper**. The goal is to demonstrate the differences within each grade level (vertically) as well as the greater rigor and sophistication required in the staircasing from grade 9 to grade 12 (horizontally). Each discourse is represented and each has a total of eight essays. There are a total of twenty-four essays.

The writing was a two-day assignment. Students were given one day to read materials, prewrite, plan, outline, and develop a tentative thesis. The second day was for writing. The students had a fifty-minute class period to produce the following essays. The chosen examples were then typed for handbook purposes. Student essays were also modified for handbook considerations and spacing restrictions.

These essays closely replicate in quality, style, depth, and sophistication the essays of the Common Core. **The essays are presented for teachers and students to use as models when writing at a particular grade level and within a specific discourse.** They also serve as models of expectations as students advance from their freshman year to their senior year.

The Handbook Committee sincerely appreciates the students' work and their generosity in allowing us to use these model essays.

RUBRIC FOR WRITING ACROSS THE CURRICULUM

Inadequate 1

Developing 2

Proficient 3

Skilled 4

	Skilled 4	Proficient 3	Developing 2	Inadequate 1
<p>A. INTRODUCTION/PURPOSE</p> <ul style="list-style-type: none"> Writes to Prompt Clear Introduction Effective Thesis 	<p>Clear and focused thesis. Student demonstrates original thought and sophisticated point of view and language. Thesis clearly connects to the prompt.</p>	<p>Thesis statement may lack depth, but demonstrates clarity. Addresses the topic but may neglect an aspect of it. Overall, solid opinion.</p>	<p>Contains thesis sentence that does not adequately relate to the prompt. May distort the topic.</p>	<p>Thesis does not address the prompt. Shows an inability to comprehend the topic.</p>
<p>B. BODY/STRUCTURE</p> <ul style="list-style-type: none"> Organization Topic Sentences Support Thesis (Clear Sub-claims) Relevance Unity 	<p>Essay is clearly organized and structured; promotes clarity. Topic sentence responds to prompt in a logical manner that clearly understands audience.</p>	<p>Logically organized sequence of claims. Topic sentences relate to the prompt. Demonstrates a generally accurate understanding of purpose.</p>	<p>Not adequately organized and lacking any logical sequence. Essay lacks focus or effective topic sentences and demonstrates simplistic thinking.</p>	<p>Essay lacks any logical sequence. Lacks topic sentences. Claims do not relate to the topic/prompt. No clear controlling idea throughout.</p>
<p>C. CONCLUSION/COMPLETENESS</p> <ul style="list-style-type: none"> Relates to Overall Thesis Overall Purpose Clear No New Information Conclusion Completes Unity 	<p>Conclusion is logical, clear, and effective. Sophisticated thought and language are used to convey a clear final purpose.</p>	<p>Conclusion is clear, logical and complete but lacks some sophistication of thought and language.</p>	<p>Conclusion demonstrates a connection to essay, but lacks any sophistication of thought and language. Simplistic conclusion without real depth.</p>	<p>Conclusion lacks clear connection to the other paragraphs. Lacks logic and a real ending. Incomplete or an abrupt ending.</p>
<p>D. CONTENT/ELABORATION</p> <ul style="list-style-type: none"> Idea Development Evidence Depth of Commentary 	<p>Shows deep understanding of main ideas. Cites evidence clearly and consistently, contains insightful commentary, and develops ideas effectively. Maintains a consistently mature tone.</p>	<p>Shows an adequate understanding of main ideas. Sufficient commentary. Ideas are adequately developed. Claims are generally, though inconsistently, supported with evidence. Tone is varied, but mostly mature.</p>	<p>Commentary is general and lacking depth. Makes limited use of evidence in developing a weak response.</p>	<p>Does not effectively communicate ideas. Presents generalizations without support. Paragraphs don't relate to thesis.</p>
<p>E. REVISION/LANGUAGE</p> <ul style="list-style-type: none"> Use of Language Conventions Sentence Fluency 	<p>Essay contains few or no errors. Demonstrates sophisticated control of language and conventions. Effective use of language to convey points. Variety of sentence types.</p>	<p>May have some errors, but maintains control of syntax, language, grammar, and spelling.</p>	<p>Has an accumulation of errors that sometimes interfere with meaning.</p>	<p>Contains numerous errors in spelling or grammar that interferes with meaning. Poor syntax makes sentences difficult to comprehend.</p>

This Rubric was used for the annotation of the following essays.

Informational Writing

Grades 9-12

Grades A-C Vertically

Staircasing Horizontally

8 Essays

Freshman Student

Ms. Teacher

Freshman 1-2

January 10, 2013

Informational Essay | C Paper

I am writing this essay on the Civil Rights era protests and how they have affected protests today. I am using the source "Small Change" by Malcolm Gladwell. The Civil Rights protests were remarkable for their time, and have inspired others to stand up for their beliefs. This is what I will discuss in this expository.

In 1960, segregation was in full force, and a big issue. When college students decided to stand up for their beliefs and not be moved from their seats, it was a big deal. When they finally left the diner they were protesting in, one student said, I'll be back. That student came back with his college and more. Word of these protests spread from North Carolina: "Protests crossed state lines, surfacing in Hampton and Portsmouth, Virginia, in Rock Hill, South Carolina, and in Chattanooga Tennessee... as far west as Texas.

The fact that word of these protests traveled so far without help of modern things like Twitter and Youtube is amazing. People who believe in a cause want to protest. Getting information out to people is the hardest part of protests. However, people have been using new Social Media to get in touch with each other and get organized.

The ways of protesting are changing. In the past, when people wanted to get organized and protest they had to call each other or tell people to spread the word, so the information's accuracy was somewhat lost. Today, people can post something on the internet and it gets to people in a faster and more precise way. Perhaps the Civil Rights protesters would have been more effective had they had modern technology like the internet, but they were still remarkably successful and they did make a difference, and a lasting one.

The protests for Civil Rights and protesters using Social Media have inspired others to stand up for what they believe in. The effect of the 1960s protesters is very prevalent now, and the Social Media protesters' causes will be very important in the future. People will continue to protest things because that is human nature, and I am sure that in the future, activists will use whatever forms of media they can to get their point across to people, and that people will continue to stand up for what they believe in.

Rubric Analysis

A. Introduction: Too pointy an introduction (I am writing this essay). No announcements. Essay needs a more sophisticated introduction and clearer thesis. (2)

B. Body: Solid body paragraphs with some specifics and conventions. More CDs needed. (3)

C. Conclusion: Effective, connects to thesis, and does more than just restate main points. (3)

D. Content: Ideas need more development and elaboration. More depth of commentary would strengthen essay. (2)

E. Revision: No major convention errors. Fluency and syntax suggest a good understanding of language. (3)

Freshman Student

Mr. Teacher

English 1-2

January 10, 2012

Informational Essay | A Paper

The advancement of technology has drastically changed the way our lives have been lived. “The Inventor of the Future” from the Time, written by Lev Grossman, helps portray this through how Apple has grown, and matured. From the advancement of computers and phones, this great company has risen to glory. These advancements in technology, has not only affected the way we live, but is has increased our ability to achieve more.

One of the many ways that we have been advanced by technology is through the bettering of computers. As computers continue to advance they continue to be able to achieve a greater variety of things. Some of these include better internet, faster searching, and more advanced document writing. These advancements have allowed us to gather more information easier and faster, and have allowed us to create better documents. The advancing of the computers has also allowed them to do many of there basic functions faster, and can hold more memory. In a world that is all about getting stuff done faster, having fast computers allows us to get stuff done faster, and have more time to do other things. Computers are quickly advancing the world, and helping us become more efficient people. If we didn’t have these computers, we would be in a much different world.

Another advancement of technology that has changed everyone is the smartphone. This new form of phone has allowed us to communicate with anyone anywhere. This ability has allowed many people to talk with friends and family virtually anywhere, and has also saved lives. Not only do these better phones allow communication anywhere, but allow an access to a vast pool of knowledge through search engines and other things. This great ability to be able to surf the web on your phone has allowed the world as a whole to be more informed. Not only more informed, but smarter. As said in “The Inventor of the Future”, “The iPhone, unveiled at a Macworld Expo keynote in 2007, was something far more: a powerful personal computer that happened to fit in your pocket.” This iPhone, revolutionized all of us, and changed many of our lives. This phone so powerful that it could surf the web, be used anywhere and even amuze children, drasticly changed lives. Not only did it change lives, but made people to do great things in life.

The advancement of technology is not only a great achievement, but it is something that has changed all of us. Steve Jobs had a vision to make a better and greater technology, which he has achieved. These smarter and faster computers and phone the world has marveled at. We should embrace these great advancements, learn from the, become smarter, and continue to advance the world. Without these great advancements, who know where the world would be. It

definitely wouldn't be as smart, or as fast as it is now. I say we should keep the world how it is smart, fast, and always improving.

Rubric Analysis

A. Introduction: Orienting of subject, sophisticated and mature beginning, and excellent thesis that clearly states point of view. (4)

B. Body: Organized in a logical structure that provides clarity and readability. The essay has coherent body paragraphs that are unified to convey writer's assertion. (4)

C. Conclusion: Mature and unifying final commentary that brings the essay to an effective close. (3)

D. Content: Real depth of development. The evidence and commentary illustrate mature thinking. Writer analyzes beyond the superficial. (4)

E. Revision: Command of language and conventions with no high level errors. Mature fluency establishes a mature tone. (4)

Sophomore Student

Mr. Teacher

English 3-4

January 10, 2013

Informational Essay | C Paper

World War 1 was a huge historical event in which the conflict between countries and their alliances caused great strife. Being the first war fought by several countries, it brought a lot of issues onto the countries in it. World War 1 contributed to the Great Depression, the beginning of the U.S.S.R, and the rise of Nazi Germany, each with its own advances in technology.

The Great Depression had a very large effect on many countries, bringing them all very low economic states. The struggles of the Great Depression had to do with the people having to deal with things being taken away from them in order for the government to be able to support the war finances. The stock market crash led to a number of problems for citizens. Technological advances of the Great Depression were great inventions like car radio, xerography, the Laundromat, and the supermarket, all of which have become necessities in our world today.

Also, if it weren't for World War 1, Russia would have become influenced into becoming the U.S.S.R. The spread of communism in the Soviet Union is what brought Joseph Stalin to power. Stalin was one of the cruelest dictators in history, leaving a huge legacy of how power can change a person. The autojector, the AK-47, and the tanks were some products that came out of World War 1.

Lastly, the loss of the war by Germany would lead to the rise of Nazi Germany. Adolf Hitler came to power also as one of the biggest dictators in history. He was against the Treaty of Versailles, socialism and wanted the whole Jewish race exterminated. He began the Holocaust, an event in which gas chambers, concentration camps and gulags were created to actually carry out the mass murder of all people Hitler saw as a threat to German power.

In conclusion, World War 1 was an event in history that would make enormous changes for some countries. It led to three of the longest country-changing events, like the Great Depression, the start of the U.S.S.R, and the rise of Hitler and Nazi Germany.

Rubric Analysis

- A. Introduction: A good introduction with an effective and clear thesis. (3)

- B. Body: A good grasp of logical organization and one that is focused and unified. (3)

- C. Conclusion: Ineffective transition with rather superficial restatement of thesis. (2)

- D. Content: Clear understanding of subject. Ideas need more development and evidence to support the good commentary. (3)

- E. Revision: Good control of essay conventions and the fluency demonstrates a writer with good writing skills and potential for excellent content growth. (3)

Sophomore Student

Mrs. Teacher

English 3-4

February 4, 2013

Informational Essay | A Paper

Throughout history technology has been influential in the way we Americans live our daily lives, as well as in significant events. World War II is a prime example of this, due to its lasting impression on society and utilization of available resources. Technology was a vital factor in the use of political propaganda, genocide, and Germany's use of "Blitzkrieg." With the aid of these, Germany was initially able to gain great success during the war.

Political propaganda was extremely common during and leading up to World War II. The newly created radio, black and white movies, and news print itself served a pivotal role in how events played out. Leaders such as Hitler and Mussolini dominated the radio airwaves with their powerful speeches. Countries demonstrated their support for these leaders by creating posters and articles in their honor, thanks to the help of the printing press.

Movies, a new and wildly popular form of entertainment during the 1920s and 1930s, provided the common people with an escape from everyday life. Political leaders, however, found a way to influence citizens through this as well. Movies and television series were created with dense political views to either endorse or mock certain leaders. An example of this is the hit film "Great Dictator" starring Charlie Chaplin, a beloved comedy poking fun at Adolf Hitler. During this time, Chaplin represented the "gay spirit of laughter in a cruel, crazy world" (10).

Hitler's genocidal attempt at creating an Aryan "master race" is a paramount moment of World War II; the Holocaust stands as a symbol of human's self destruction even today due to the millions of lives lost. A spur of new technology created by the Nazi party was very important in Hitler's road to success. Only through the help of horrid creations such as the gas chambers and crematoriums was Hitler able to eliminate so many innocent people. Without the aid of these machines, the mass slaughtering of the Jewish peoples would not have escalated so quickly. Had this been so, other countries would have had more time to intervene before the casualty rate had risen so high.

Moreover, WWII was the cause of this growth of technology, not just in Germany, but also all over the world. It is with Hitler and the war that mankind is able to witness the wonderful uses of man's creation, but also how destructive man's inventions and his technological marvels can be. Hitler forced his engineers and scientists to create for the negative aspects of his evil visions and this allowed this evil madman to kill like no other dictator before him.

Finally, the German use of "Blitzkrieg," also known as lightening warfare, was influenced immeasurably by technology. Advances in military machinery such as tanks, planes,

artillery, and other motorized forces were the roots of this strategy's creation. By definition, lightning warfare is the concentration of motorized weaponry moving at high speeds in order to penetrate and overwhelm your enemy. This tactic was used by Hitler in order to overthrow multiple countries in a short period of time. If these new weapons and improvements were not available for Hitler's use, he would not have been able to conquer so much territory in such a short period of time.

Finally, technology was a key factor in Germany's initial success during World War II. Political propaganda with its use of newly available technology caused opinions from all sides to flow freely. Hitler's genocide used horrifically efficient killing machines to aid his mission as well as innovative military weaponry to overtake several nations. The effects of these technological advances were influential during the war and continue to affect our lives as Americans today. (533)

Rubric Analysis

A. Introduction: Clear addressing of prompt with a mature tone and effective thesis and effective topic sentences. (4)

B. Body: A smartly structured essay that clearly focuses on thesis. Topic sentences are supported and coherent. All body paragraphs work together (unify) to support the writer's claims or overall thesis. (4)

C. Conclusion: Strong use of diction and syntax to create a conclusion that ends with insightful and universal commentary. (4)

D. Content: Real depth of analysis where the ideas are not just mentioned, but developed and the commentary is coherent and logical. Writer transcends any superficial analysis. (4)

E. Revision: Mature use of language. The syntax is smooth and sophisticated and the word choice promotes clarity— excellent conventions. (4)

Parenthetical numbers represent Rubric Analysis.

Junior Student

Mr. Teacher

English 5-6

January 10, 2013

Informational Essay | B Paper

War creates radical change not only politically and socially, but economically as well. Naturally, these changes are so great that their effects can be seen for many years afterwards. WWII, the most destructive war in history, is undoubtedly a war that caused detrimental changes in the economy, the military attitudes of the world, and brought about a new threat, the likes of which are a source of fear for any country, nuclear capabilities.

WWII spawned death and destruction, but also a new source of income for the U.S., the war economy. During the years before the Second World War, the U.S. economy was stuck shoulders deep in the Great Depression, with unemployment rates as high as 25%. What ultimately pulled the U.S., along with the rest of the world, out of the economic crisis was WWII. Oddly enough, war was what saved the economies of many countries, due to the massive increase in manufacturing for weapons. The war economy that was created did not end with the conclusion of WWII. For the development of war materials had become a staple of the economy. Former U.S. Army General Douglas McArthur sums up the cause in his statement, "... our country is now geared to an arms economy, which was bred in artificially induced psychosis of war hysteria and nurtured upon an incessant propaganda of fear." The next fifty years would be directly affected by the paranoia and fear induced by WWII. Even in the present day, the countries with the largest economies have huge amounts of military spending.

In the next fifty or so years following the war, an arms race was launched, induced by and fed on by fear. The arms race was most intense between the U.S. and the Soviet Union, the two greatest powers during the era of the Cold War. Not only did it create the most powerful weapons mankind had known, it also created a political tension between the U.S. and communist-controlled nations which would cause two more wars. Yet, the arms race would not end, at least openly, until the Soviet Union collapsed, effectively leaving the U.S. as the world's sole super power.

While WWII changed the landscape of the world economically and politically, the technology it brought about was perhaps the most significant. Many useful devices that are commonly used today, like cellphones are a by-product of the war. However, the most devastating weapons in history, nuclear weapons were also created, and are to this day a subject of fear. Tension in the modern times revolves around these devastating bombs. One example of this is the ongoing conflict in the Middle East involving the production of nukes. Einstein, the mind behind the creation of the first nuclear weapon ever made, stated, "I now not with what weapons WWIII will be fought, but WWIV will be fought with sticks and stones." Having such

power in the hands of any man is nightmarish. One can only imagine what level of eradication a nuclear war would result in.

Wars change the world. Whether the change is for better or worse is up to speculation. Looking at the technology and devices of such conflicts seem to reflect this mix of positive and negative effects. In the end, WWII has had an impact on the world that is felt today in more than one aspect.

Rubric Analysis

A. Introduction: Effective introduction with foreshadowing traits. More background information before thesis may prove effective. (3)

B. Body: Logical progression of ideas. Paragraphs are mature, coherent, and logical. Clearly addresses the prompt. Body paragraphs follow organization of foreshadowing thesis. (4)

C. Conclusion: Brief conclusion that would be more effective with greater commentary that unifies the essay and ends with more mature analysis. (3)

D. Content: A mature voice that illustrates the ability to analyze beyond the superficial. Writer demonstrates effective understanding of the subject. (4)

E. Revision: The mature language, syntax, diction, and verb choice all enhance the paper's overall quality— excellent conventions. (4)

Junior Student

Mr. Teacher

English 5-6

January 10, 2013

Informational Essay | A Paper

In Thomas Graham Jr's, *Sixty Years After Hiroshima, A New Nuclear Era*, Graham aims to inform the public of the new era where utter destruction of one's country is a possibility due to the nuclear warfare. The article opens with a review of what happened in Hiroshima with the atomic bomb, the most ambitious technological advancement at the time. Graham follows with an explanation of how that has led to a world where nuclear war is a Persistent fear as more technological advancements have been made in the field of thermonuclear weapons. Since 1945 the world has been cloaked in a fear of utter destruction for their country as more and more nations are discovering how to make their own bombs. Consequently, organizations and regulations have been created to prevent thermonuclear war.

The first atomic bomb was created by the United States in World War II. On August 6, 1945, the first atomic was dropped on the Japanese city of Hiroshima. The people of that city were the first to experience the utter destruction of the most powerful bomb created at the time. An estimated 140,000 people died directly from the explosion and about 60,000 died afterwards as a result radiation. The world for the first time experienced the horror of thermonuclear weapons. A crew member of the plane that dropped the bomb commented on the scene with, "We could see smoke and fire creeping up the side of the mountains"(20). It was the most destructive bomb to date, and so the United States was considered the most powerful nation militaristically at the time. The thrive to be the most powerful country caused many nations afterward to try to produce their own thermonuclear weapons. The number of countries with thermonuclear weapons did increase, and today we fear the weapons have been acquired by the wrong hands.

Every nation aimed to acquire such weapons so that they could become more powerful. This thrive resulted in the Cold War between the United States and the Soviet Union. In 1949, the Soviet Union successfully developed their own atomic bomb. This scared the United States because now a country they viewed as evil had possession of such a weapon. The two countries came close to thermonuclear war many times during the cold war. Fortunately, neither country attacked the other, preventing destruction of both nations and possibly others as well.

The policy of mutual deterrence was able to achieve peace because both countries knew "striking first in a crisis not only would fail to create and advantage, it would also invite the complete destruction of your own country" (82). As more and more countries are acquiring thermonuclear weapons, too, mutual deterrence has played a key role in the safety of the world. If one country attacks another, both will strike each other mercilessly, and it is almost certain that

both will be utterly destroyed. However, terrorist groups are a problem with this policy, as they do not have a certain return address.

Today, many nations have possession of thermonuclear weapons. Many countries have acquired the simple design of such bombs and they have set out to create their own in order to become more powerful. In 1960, France acquired their own nuclear weapon, and India followed in 1974. They became a primary concern for the United States, for now there were more countries that could start a thermonuclear war that would bring destruction to the world. In 1972, the Anti-Ballistic-Missile Treaty was institutionalized in hope of preventing nuclear war. The treaty proved to be successful; however, the number of countries that attain nuclear weapons continues to grow. French Resident Charles de Gaulle said that “a great state that does not have nuclear weapons when others do does not command its own destiny.” It is considered highly important for a country to have nuclear weapons for power, and so developing nations that the United States perceive as potentially dangerous are aiming to acquire their own weapons, too.

If a terrorist group were to acquire the weapon, it could be very dangerous as the country attacked by the terrorists does not have a certain return address. Wrong nations can be attacked, causing a thermonuclear war that can utterly destroy civilization. It is important to keep these weapons out of terrorist hands, and that is what Non-Proliferation Treaty aims to do by prohibiting countries to glorify their selves with the possession of such weapons.

More powerful thermonuclear weapons have been produced, with the help of new technological discoveries, as a result of nations trying to become the most powerful, and today, many nations possess nuclear weapons. The fear of destruction of civilization has been sparked by the production of such weapons, and it is becoming increasingly dangerous as fear of terrorist groups acquiring them has begun a possibility. The world has never been the same since the creation of the first nuclear weapon, and it will be a long time that the world will fear thermonuclear war.

Rubric Analysis

- A. Introduction: Orienting, writes to the prompt, effective intro strategy, clear thesis, sophisticated and fluent in language. All topic sentences work together (unity). (4)
- B. Body: Organized in a logical and structured manner to promote the argument. All elements of writing work together. All elements of a body paragraph work together: Focus, coherence, and unity all combine to convey mature ideas and clarity. (4)
- C. Conclusion: A comprehensive final analysis that reflects the overall quality of this outstanding essay. (4)
- D. Content: Mature voice with clear idea development and insightful commentary. Evidence is demonstrated in a variety of forms. (4)
- E. Revision: Effective use of language and sentence fluency all establish a mature and sophisticated tone. These writing elements connect with the content in a seamless manner to illustrate the skills of a mature writer. (4)

Parenthetical numbers represent Rubric Analysis.

Senior Student

Mrs. Teacher

English 7-8

January 5, 2013

Informational Essay | C Paper

A single woman drastically changed the method in which society deals with its issues. This woman was Rosa Parks. The Montgomery Bus Boycott of 1955, led by Dr. Martin Luther King Jr., started because of Parks' refusal to give up her bus seat to a white man. This boycott established the abstention from a service or product as an effective means of protest in modern society. Protests of this nature have led to very successful social reforms and political statements; however, modern advancements in technology have rendered some boycotts completely unsuccessful.

The Montgomery Bus Boycott revived the form of protest used by the early American colonists in the days preceding the Revolutionary War. Historical events such as the Boston Tea Party set prime examples for King and the African-Americans in Alabama and across the South. The effectiveness of this protest method was recognized by other social activists such as Cesar Chavez, who implemented a grape boycott in California in the 1960s until immigrant farm workers were given better wages and working conditions. These two events in American history, the Bus Boycott and the Grape Boycott, established the boycott as an effective and simple method to enact reform. However, this protest strategy has not been constrained to social causes in the modern era.

In 1980, U.S. President Jimmy Carter delivered an ultimatum to the Soviet Union stating that if the Russians did not withdraw their troops from Afghanistan, the United States would not participate in the 1980 Summer Olympic Games in Moscow. When the Soviets did not comply, President Carter followed through with his ultimatum and convinced over sixty other countries to join the U.S. in the boycott. This stubborn refusal to participate in the Moscow Olympics aided Carter in appearing to be a more stoutly anti-Communist president and, because the Russians refused to comply with the request, the already failing Communist system had lost more of the dwindling support it had throughout the rest of the world. This wider scaled boycott proved the protest to be effective on the international level, as well as the national and local levels.

Boycotts are not always successful, however, and the ever-expanding world of technology and social media has not aided their effectiveness in recent years. In 2012, the owner of the Chick-fil-A fast-food restaurant franchise received national media attention because he was outspoken in his beliefs against gay marriage and gay rights. Much of the homosexual community, along with supportive "ally" heterosexuals, began a boycott of the restaurant, but to counter this, hundreds if not thousands of Christians lined up at Chick-fil-A locations across the

nation to show their support for the owner's opinion. This caused the company to receive record profits and, therefore, negated the effect of the boycott. One aspect that makes this situation interesting is that the widespread response by the Christian community can be linked to social media sites such as Facebook and Twitter. These "boycott protesters", if you will, organized a date on which they would all converge on the restaurants to show support for the owner's views. It can be said that technology dismantled the efforts of the gay community and its supporters to form this protest.

Technology is causing the polarized opinion of many people throughout the world to become more prevalent in the context of social reforms. It has been said that "the new tools of social media have reinvented social activism" (Gladwell 13), but the seemingly omniscient media, through use of the Internet and press coverage of protests, is contributing to the potential demise of effective protest.

Rubric Analysis

A. Introduction: Writes to the topic with clear and mature syntax. Paper's focus may have a limited response to the prompt. (2)

B. Body: Logical sequence of climactic order— argument paragraphs go from least to most important points. Writer needs to integrate technologically more specifically into the argument. (3)

C. Conclusion: Mature final response that is not only specific and concrete, but also philosophical in its final assessment and analysis of the subject. (4)

D. Content: Mature idea development with effective evidence and sophisticated allusions for support. Paper illustrates clear depth of analysis. (4)

E. Revision: A maturely written paper. Complete control over language and conventions; paper demonstrates college-level fluency. (4)

Senior Student

Mr. Teacher

English 7-8

January 10, 2013

Informational Essay | A Paper

The everyday benefits of modern technology are often taken for granted. The development of nuclear fission during the Manhattan Project of World War II produced the most destructive weapon ever used in war. Though the atomic bombs detonated over Hiroshima and Nagasaki, Japan caused vast destruction and killed in excess of 250,000 people, the bombs paradoxically had many positive effects both immediately and over the course of the next sixty years. Through its destructive and terrifying use in 1945, the atomic bomb has forever changed the way human kind views war and energy.

After the Germans finally surrendered to the Allies, the United States was still fighting a seemingly never-ending war in the Pacific Theater. Jim Schwartz stated in his novel *Nuclear Power*, “The use of nuclear weapons both destroyed and created” (12). The atomic bombs used on Japan decimated two major cities, but through their destruction the greatest conflict in human history was finally brought to a close. “If not for the use of the atomic bomb, millions of American lives could have been lost in the invasion of Japan” (Schwartz 13). President Truman’s decision to use the atomic bomb on Japan ended a war that caused the entire planet long-lasting hardships and led to the United State’s role as superpower along with the USSR.

After the destruction observed at Hiroshima and Nagasaki, a nuclear weapon was never again used in war. “The use of nuclear weapons has seemingly deterred all-out war” (Creveld). After World War II, the United States and the USSR were the only countries to have a fully functioning nuclear weapons program. Though this initiated what would become the Cold War, Martin van Creveld of Oxford University believes that the war was “cold” for fear of what atomic warfare could do to the planet. “War was no longer a conflict between nations, but a conflict of mankind.” However, the development of the atomic bomb actually prevented all-out war, as mankind never again wanted to witness the destruction of Japan in 1945.

Out of this horrific conflict came the process of nuclear fission, the splitting of atoms to release energy, also created a new form of power that is still used today: nuclear power. Nuclear Power would not have been possible without the initial research done during the Manhattan Project while developing the atomic bomb. “The development of the atomic bomb was dependent upon the creation of the most destructive weapon ever used in war” (Mackenzie 18). The use of nuclear fission for electricity is still common throughout European countries, but nuclear melt downs worry many citizens who fear meltdowns could cause widespread death and panic. James J. Mackenzie author of *A Review of the Nuclear Power Controversy* argues that nuclear fission is too dangerous to be used as a primary power source. “Meltdowns at Chernobyl

and Three Mile Island demonstrate the true destructive and long-lasting effects fission power possesses” (Mackenzie 19). Though the use of fission to produce electrical power is controversial, this technology would not have been possible without those extraordinary men who first seized the opportunity to create a destructive device.

Nuclear weapons research not only developed the process of nuclear fission, but also established the possibility of man-made nuclear fusion: the combining of Hydrogen atoms into Helium. This reaction is the exact reaction that powers the sun; demonstrating its substantial energy release. “Nuclear fusion is one of the most efficient ways to create energy; if you can control it” (Mackenzie 20). Nuclear fusion releases a staggering quantity of heat, but if temperatures can be controlled, fusion could be the energy source of the future, something that would have been impossible without the development of the atomic bomb. Few facilities such as the National Ignition Facility in Livermore, California have safely harnessed fusion power. Though the technology is in its infancy, the use of nuclear fusion could solve an energy crisis, forever immortalizing the initial development of the atomic bomb.

The atomic bomb was both a destroyer and a creator. Mankind discovered that it possesses the power to essentially end life on the planet it calls home. The use of the nuclear bomb changed the way mankind thought about war and allowed for the emergence of technologies that still impact the lives of humans over sixty years later. Man has discovered through this emergence of scientific breakthroughs that man’s creative genius can also be his great undoing and paradoxically that which saved us once may destroy us in the future.

Rubric Analysis

A. Introduction: Orienting with a clear thesis and topic sentence. The clarity of language creates an introduction that is quietly sophisticated. Clearly, the writer is fully in control both of content and conventions. (4)

B. Body: Organized development promotes the writer’s claims. The clear paragraphs are coherent and logical in structure and offer a deep analysis that illustrates both smart thinking and mature writing. (4)

C. Conclusion: A complex issue is made clear and the conclusion clearly connects to the thesis, topic sentence, and the commentary in the essay. (4)

D. Content: Ideas are beyond the superficial, and instead the writer proves, elaborates for greater understanding, and uses climactic order. (4)

E. Revision: No convention errors. A college-level use of diction, syntax, and language strategies to promote clarity and convey content. (4)

Parenthetical numbers represent Rubric Analysis.

Narrative Writing

Grades 9-12

Grades A-C Vertically

Staircasing Horizontally

8 Essays

Freshman Student

Mrs. Teacher

English 1-2

January 5, 2013

Personal Narrative Essay | C Paper

I've had an experience through the song "My Life" that affected my life. The song tells a story about a father and his daughter. This song changed my life because I see my life going the same way with my dad.

My interpretation of the song is that no matter what I'll always be my dad's little girl. I think it tries to interpret how a father and daughter should bond through life. I also think that's for most girls the song hits hard if you're in touch with your dad. This interpretation may not be the same for all girls.

A song, movie, or book can change the way you look at life. It may also change the way you treat people and how you feel. This could be a new look on life. It may remind you of a special person in your life and the feelings for them. It may also give you a new perspective.

I reflect on this because I do this all the time. I think it's a good thing to show emotion. It is important show that you care. This affects my life in a good way because through those things I show my emotions. It affects my behavior through how I express myself and how I relate to things. That's how it affects me and my world.

Different things in our life affect us in different ways. We experience emotions through many different books, movies, and songs. Many of these things may create different experiences in our life. I feel very connected to this song because of how it makes me feel.

Rubric Analysis

- A. Introduction: Brief introduction, but thesis statement fairly addresses prompt.(3)
- B. Body: Topic sentence is rough, but body is adequately developed for grade and language level. (3)
- C. Conclusion: Efficiently concludes essay. No new information. (3)
- D. Content: Content illustrates personal connection to prompt. (3)
- E. Revision: A few errors, but generally good command of language. (3)

Parenthetical numbers represent Rubric Analysis.

Freshman Student

Mrs. Teacher

English 1-2

January 5, 2013

Personal Narrative Essay | A Paper

In the movie *Les Miserables*, a man from slavery breaks his parole and becomes a new man. This movie taught me many things and I think that's why it is a great all around movie. It taught me love, loyalty, honesty, family, and friendship. These things are portrayed throughout the whole movie. I really enjoyed it because it did teach me a lot.

Eight years after he breaks his parole he becomes the mayor of a town. He is doing very well until the officer who hurt him as a slave shows up in his life again. Jean Valjean (the slave) then leaves the town and raises a little girl called Casset. He raises her up to be a young woman and when she gets older she finds love and the French Revolution is going on. Casset's love, Maurice, must go help in the barricades for the revolution. Maurice lives and marries Casset but his friends die in the barricades. In the end Jean Valjean dies and Casset and Maurice live happily together.

The themes of this movie are the things that taught me good things. The themes are love, loyalty, honesty, family, and friendship. The movie has many other different themes but these are the main ones. The themes never die down. They stay present throughout the whole movie.

For the theme love, Casset sees Maurice and they instantly fall in love. Jean Valjean also loves Casset like she's his own child, but she isn't. For the theme loyalty, Maurice stays loyal to his friends in the revolution at the barricades even though that means losing Casset. For the theme honesty, Jean Valjean ends up being up front with Casset and tells her about his past. For the theme family, everyone becomes like a family. For the theme friendship, Maurice and his friends all stick together.

This movie taught me love, loyalty, honesty, family and friendship. I think that these are all important things in our life, and *Les Miserables* definitely taught me those things. I recommend this movie to anyone who likes a good movie. They could learn the same things I did.

Rubric Analysis

- A. Introduction: Thesis statement addresses prompt. (4)
- B. Body: Topic sentence and purpose is generally understood. (3)
- C. Conclusion: Conclusion a basic restatement of introduction. No new information presented. Efficiently concludes essay. (3)
- D. Content: Sufficient commentary but could do with a bit more detail. (3)
- E. Revision: A few minor errors, but maintains basic control. (4)

Parenthetical numbers represent Rubric Analysis.

Sophomore Student

Mrs. Teacher

English 3-4

January 5, 2013

Personal Narrative Essay | C Paper

If there's a song that's influenced my life, I'd say it would be "Reach Out to the Truth." The first time I heard this song, I felt the music and lyrics sync together perfectly in harmony with one another, which inspired me in a way that I could not fathom. However, once I did some research on "Reach out to the Truth," I found out that it represented what I'm trying to do now: find my life's purpose. Another way "Reach Out to the Truth" symbolized something was whenever the vocals for the lyrics were short or long symbolizing the hardships and good times people are going through in their lives.

These lyrics show how a person endures his hardships to search for the key that may release him from his cage's torture and into the beautiful light that is the truth of life. Additional lyrics signify how you should stay focused so you don't get influenced by the wrong things down life's road.

If someone were to ask me what the theme of this song is, I'd answer with enthusiasm and perseverance. The tone of the singer's voice and the flowing guitar and drum music fill me with encouragement. The lack of pauses between vocals signifies how much both the singer, but more importantly the individual, perseveres to succeed in their hardships.

This song influenced me by making me persevere more, stay focused, and become more aware of my environment. I understand that nothing much comes out of weakness, but there will always be the best reward out of the sky once your get to a good height. They say, "The sky's the limit," but who knows? Maybe you can break that limit and reach the stars of success. I now understand that if I didn't stay focused and aware of everything, I'd get slowed down to a halt and lose myself from finding the truth of my life.

If a song ever hit me so hard with influence, it'd be "Reach Out to the Truth." That song has me down with perseverance, staying focused, and being aware. It symbolizes the pursuit of my life's truth.

Rubric Analysis

- A. Clear and focused overall. Overtly responds to prompt. Sophisticated use of vocabulary. (4)
- B. Essay is logically organized and structured. (3)
- C. Conclusion is logical and concludes essay effectively. (3)
- D. Ideas are clear although diction is a bit conversational. Personal connection is evident. (3)
- E. Minor errors do not interfere with meaning. (3)

Parenthetical numbers represent Rubric Analysis.

Sophomore Student

Mrs. Teacher

English 3-4

January 5, 2013

Personal Narrative Essay | A Paper

The most influential film I have ever seen is *Karate Kid*. The first time I saw this movie I expected a typical boy who would learn to fight and be the best. Instead of that, this movie was very inspirational and moving. Something that stood out about this film was the motivation each character had to change one another in a positive way. It reminded me of what I have done on occasions with my friends.

In this movie Drey and his mom move to Beijing hoping for a better life. She tells him to go out and make new friends, but he makes enemies instead. Drey becomes a victim of bullying. The bullying reaches a point where a man, Mr. Han, luckily interferes. Impressed by his abilities, Drey asks Mr. Han to teach him to fight. This leads to Mr. Han putting him in a competition many of the fighters are Chinese bullies. For days, Drey trains his body and mind to prepare for the challenges ahead. Mr. Han teaches him to fight well and strong. In the end it is his determination that helps him get through his obstacles. Drey wins the competition and the girl of his dreams. Not only does the group of bullies ask him for forgiveness, but they also learn to respect him and Mr. Han. In return, Drey teaches Mr. Han to forget about the past and learn to forgive himself. Drey leaves a positive impression on many people.

The main themes of this movie were perseverance, determination, respect, and forgiveness. Drey showed perseverance by not giving up on his physical training. His determination went off the charts when he fought injured in the competition. Drey had to fight his way to the top in order to get his respect from the people who harmed him. The most important theme was probably forgiveness because it was used to change people and form good relationships.

Karate Kid influenced my life in many ways. It taught me to persevere in my hardest moments. It showed me how to forgive those who I had problems with. This movie inspired me to stay active in sports at school and at home. It also motivated me to take some kind of fighting lessons, for example boxing. The biggest thing it taught me was to respect everyone even if I don't like them. Being respectful can make a difference.

Karate Kid would be a great movie for others to watch. It could teach them valuable lessons in their life like it did to me. I'm glad I had the opportunity to watch this movie. The impact it left behind was something I had to share. I just wish others could understand what this feeling is like.

Rubric Analysis

- A. Introduction: Introduction is clear, focused, and appropriately responds to the prompt. (4)
- B. Body: Effectively moves from summary to personal connection. (4)
- C. Conclusion: Adequately concludes essay. No new information introduced. (3)
- D. Content: Ideas are well developed. Personal connection is adequately illustrated. (3)
- E. Revision: Minor errors do not affect overall meaning of essay. (4)

Parenthetical numbers represent Rubric Analysis.

Junior Student

Mrs. Teacher

English 5-6

January 5, 2013

Personal Narrative Essay | C Paper

Have you ever felt alone? Left out? That living isn't worth it anymore? Year after year that is how I have felt, and I never knew that with a push of a remote control button my life might turn upside down. There was a show that was on that grabbed my attention. It's a reality Latin-American show called **Laura** about a lawyer named Laura Bozzo along with her partner Estella Duran, who is a psychologist. These two amazing women have helped thousands of people who have been put in tough situations. They have helped those who had been raped, kidnapped, prostituted, abused or anything bad you can think of. Although Laura has been arrested once and kicked out of her country, Peru, for the things she's done for people, that doesn't discourage or stop her; she keeps going.

These two women made a huge impact in my life. In my childhood I went through something though that scarred me for life. I had low self-esteem, suicidal thoughts and I fell into depression; I felt alone. I started watching **Laura** on a random day that I was bored. On the show I saw women and teens that had gone through what I've been through and worse. It made me say to myself, "I'm not alone, there are thousands of people out there just like me."

I started watching this show daily because I felt a huge connection with the people who appeared on the show. Even though I felt that I needed therapy, that thought started fading away because these two women, Laura and Estella, would give such amazing advice that somehow changed who I was. It felt like some of their confidence rubbed off on me because after a few months I began seeing changes in my behavior. I started being more outgoing, I made friends who would compliment me and build up my self-esteem, I started feeling happier. I can say my life has changed forever.

I would someday love to meet Laura and Estella I want them to know how much of an inspiration they were to me. Ever since I became the person I am today, I have decided to be a psychologist to help people go through their worst times. I want to do for others what Laura did for me. I want people to know that they are not alone. Life is worth living everyday. You can't let the negatives get to you and keep you from reaching your goals. Life is beautiful when you succeed and learn how to live it. Push yourself everyday to your goals, and seize the day. Give yourself a purpose in life and you'll see for yourself that everything is worth it. I feel that it's my purpose in life to be a psychologist and help many people out. That is exactly what is going to happen.

Rubric Analysis

- A. Introduction: Introduction and thesis addresses prompt. (3)
- B. Body: Good topic sentence. Transitions a bit choppy but overall logically sequenced. (3)
- C. Conclusion: Effectively concludes paper. Purpose is clear. (3)
- D. Content: Overall content supports thesis. Personal connection is clear. (3)
- E. Revision: A few errors, but meaning remains clear. (3)

Junior Student

Mrs. Teacher

English 5-6

January 5, 2013

Personal Narrative Essay | A Paper

We have all experienced something that changes us in the form of a book, movie, song, and so forth. These forms of media are capable of inspiring us in extraordinary ways. The film *The Help* is one of the most interesting and inspiring movies I have watched in some time. There are many underlying themes and messages to be taken from this film.

The Help is a film adaptation of the number 1 bestselling novel that shares the same title. It follows an ambitious young journalist and two maids in 1960's Jim Crow segregated Jackson, Mississippi. Skeeter is a young white woman fresh out of college who wants to write a book about the lives of black maids who were put down and treated like they were less than human. Aibileen and Minny are the first maids to help Skeeter in her journey.

This film caught my attention with its seemingly taboo topic. It's a film about racism and segregation. It is a very touchy subject to our nation, and many times Hollywood does an awful job at portraying the era. *The Help* is far from perfect, but it does a much better job than most at projecting its message across to its viewers. Above all, viewers will experience the generic "racism is bad" theme. This film does this in a different way than other movies, and I really found this interesting. *The Help* is from the perspective of old maids who are being held back by their employer's racism and Jim Crow laws, as to where many other films about racism are told from a more radical point of view. It's a much more sympathetic tone that I am used to. I found this to be a very interesting tool.

I was inspired by the cooperation between Skeeter and Aibileen more than anything in the film. These people came from separate backgrounds (practically complete opposites). Skeeter is a wealthy white woman on the up-and-up and Aibileen is a poor black maid. The way they worked together to come up with material for Skeeter's book was amazing to me. Not only were they breaking typical social rules of the 1960's, but they were breaking the law. Black and white were to remain separated. From this, I pulled the theme of cooperation and patience being able to achieve great things. The whole civil rights movement embraced this principle. All those people had to cooperate with the unfairness of America and just stay patient, and eventually they gained equality.

I also managed to find a theme of individuality from Minny. Even in the segregated world, Minny refused to conform. She always remained herself and never changed who she was. This was another one of the many themes that touched and inspired me.

The Help projects themes opposing racism and embracing others for their uniqueness. It influenced me to not give up no matter what the obstacle. If African Americans could gain

equality and live through racism and segregation, then I shouldn't complain about romance and the amount of homework I am assigned. I also felt the urge to go out and help in whatever ways I can. Skeeter went out of her way to publish a novel about the lives of maids. I can do something like that to help better someone's life as well.

The Help inspired and influenced me in a way that a film hasn't been capable of doing since I first watched *Forrest Gump*. I applaud the film-makers work, and am inspired in very many ways to achieve great things in life because of this movie.

Rubric Analysis

- A. Introduction: Sophisticated language and a clear thesis. (4)
- B. Body: Clearly organized and structured. (3)
- C. Conclusion: No new information introduced; a logical conclusion. (3)
- D. Content: Clear evidence and idea development. Tone is mature. (4)
- E. Revision: Effectively revised for clarity. Minimal errors, none of which detract from meaning. (4)

Senior Student

Mrs. Teacher

English 7-8

January 5, 2013

Personal Narrative Essay | C Paper

The Perks of Being a Wallflower is just one of those books that I wish I'd read earlier, but the title just didn't call to me. After reading it, I see things like friends, books, music, and life differently. I remembered to participate in life. The main character, Charlie, touches on these themes in a somewhat dark, but unique way; the book is written in epistolary which is really just a big word for a book of letters, all of which are addressed to you. That made this story more personal to me, like he was a real person.

Charlie explains from the beginning of his first letter that the only thing he wants is to tell his story. He makes it clear that he has changed the names of people mentioned in his letter so as to remain anonymous. We learn that he is a high school freshman dealing with his friend Michael's suicide, his own depression and the death of his Aunt Helen when he was seven, something that he never really recovered from. He goes through more than his fair share of tragedies at the young age of 15. Then Charlie meets a senior named Patrick, who introduces him to Sam (also a senior), Patrick's step-sister. That's where friends come in.

Charlie is not the most social or popular person, so when he meets Patrick he is grateful they don't all exclude him." Patrick and Sam didn't just throw around inside jokes and make me struggle to keep up. Not at all. They asked me questions." This quote tells us more about Charlie than Patrick and Sam. They introduced him to "good music" and he becomes really passionate about music, especially "Asleep" by the The Smiths. Charlie tells us this in his odd way of writing, with no filters; we know right away that what he writes is his honest opinion, even if a little biased. I remember that as I read, the way he spoke made me want to be friends with him. He goes through a lot with his new friends. He gets his first date, and his first kiss, with their help, but it goes deeper than that. He and his friends go through fights, break-ups, and drug-use; in the end, though, they pull it together with their friendship intact. He didn't just gain friends during the course of this story, but a mentor, too, who nurtures Charlie's love for books.

Bill is Charlie's English teacher and he quickly picks up on Charlie's potential. Through books like *Catcher in the Rye* he tries to guide Charlie, hinting at comparisons to Holden (the protagonist of *Catcher in the Rye*). Both Charlie and Holden sound young, not necessarily immature, but naïve. They voice their thoughts in the almost confused way kids do, genuinely trying to figure it out. As I read Charlie's letters all I wanted to do was protect this messed up kid

from what he'd gone through. Despite his naivety, Charlie isn't blind to what Bill is telling him as we see when he says, "I am starting to see a real trend in the kind of books Bill gives me to read. And just like the tape of songs, it is amazing to hold each of them in the palm of my hand. They are all my favorites. All of them." Bill's advice to Charlie is that he should spend less time inside his own thoughts and more time trying to "...participate in life."

Bill's advice is what stuck with me the most among many things in this book. I also understand Charlie's shy and sad nature. I don't know what I would have done if I had not had my friends around freshman year and every year after that. All I can say is I wish I had read this my freshman year; it would have helped me sort through so much. And it would have introduced me to some really great music.

Rubric Analysis

- A. Introduction: Loosely addresses prompt; tone is somewhat informal. (2)
- B. Body: Focuses greatly on summary of book, but eventually achieves the personal connection. (3)
- C. Conclusion: Concludes the piece effectively although tone is informal and somewhat folksy. (3)
- D. Content: Nice transitions. Essay is organized logically. (3)
- E. Revision: Few errors, none of which detract from meaning. (3)

Senior Student

Mrs. Teacher

English 7-8

January 5, 2013

Personal Narrative Essay | A Paper

As a child I never saw the amazement in reading. I never understood why people laughed, cried or even obsessed over books. That was until I read *A Thousand Splendid Suns* by Khaled Hosseini. *A Thousand Splendid Suns* is such a beautifully written story. It truly opened my eyes to all the wonderful books I had been missing out on. Now I understand that when you read books like *A Thousand Splendid Suns* you can experience things through the eyes of someone else. You can feel their emotions and learn things you never would have known. This book showed me everything I never knew I was missing.

The setting of this story is in Afghanistan, before and during the war and change of political power. It centers in the capital city of Kabul also known as the city of a thousand splendid suns. The two main characters Mariam and Laila tell their story of struggle and hope. Eventually their lives collide within all the chaos. Mariam's marriage to Rasheed, a cruel, abusive man 30 years older than her, and inability to have children causes Mariam to become hopeless and miserable. When Laila's whole family is killed by the war, she is taken in by Mariam's husband who forces Laila to marry him. Laila is already pregnant with her daughter Aziza by Tariq, the man she loved, who left with his a family to Pakistan. She pretends that Aziza is Rasheed's baby so he will take care of them since they have no other choice. During all of this Mariam and Laila develop an unlikely friendship and help each other escape the horrors of what their lives have become. But sadly, like most stories, there can be no gain without loss. Mariam's life must end in order to save Laila's. When one day Rasheed's anger causes him to almost kill Laila, Mariam kills him in self-defense. Mariam then turns herself in to the Taliban to insure Laila can leave to live a safe, happy life with Tariq without fear of being caught by the Taliban.

Sometimes the best relationships a person can have aren't expected. There something that just strolls in out of nowhere. Some people you meet will change your life and save you in ways you never knew you could be saved. With certain people you meet it just feels like you have known them your whole life. They just belong there with you. For Mariam, Laila and Aziza gave her everything she ever wanted. They had absolutely no relation to her but became the family she never had. It wasn't hard for Mariam to sacrifice her life for them, because they were her life. Without them she would have had nothing. These women inspire me in so many ways. It gave me such great comfort to know someone could love you enough to literally give you everything they have. I will always remember how they loved and cared for one another and I will always hope to follow their example in my own relationships.

One of the very true facts about life is how easily it can take away the things you love the most. Sometimes there is no warning, no time to think, no chance to stop it. But life never takes something away without giving you something in return. Even if it's not right away, even if it takes years, there is always a light at the end of the tunnel. That is something I truly believe in

and always will. Mariam's whole life she never had a family, her mom committed suicide and her father rejected her. She was taught at a young age that the only way a woman can survive is by enduring. So she did. Mariam never knew love or compassion, only pain and she never would have imagined that changing for her. When Laila and Aziza came into her life it was like her prayers had finally been answered. She finally was able to feel what it was like to be loved unconditionally. That's how I know no matter how hopeless things may seem never give up. Always have hope because miracles do happen.

There are so many ways that this book has influenced my life. Though it can be intense and heartbreakingly sad to read, once you get past the hard times you can see all the beauty and hope it displays. I now understand through Mariam and Laila's eyes what it's like to suffer great loss, experience true love and to keep your hope even in the most hopeless of times. That is why *A Thousand Splendid Suns* will always have a place in my heart. After reading and overall falling in love with this book I have become open-minded to all the books that could give me the same experiences. I will always be thankful I picked up and read *A Thousand Splendid Suns* for giving me something I can treasure the rest of my life.

Rubric Analysis

- A. Introduction: Clear response to prompt. Mature language. (4)
- B. Body: Essay is logically sequenced and addresses all aspects of the prompt. (4)
- C. Conclusion: No new information introduced. Closes piece effectively. (4)
- D. Content: Sophisticated commentary illustrates personal connection. (4)
- E. Revision: Minimal errors which do not interfere with overall meaning. (4)

Argumentative Writing

Grades 9-12

Grades A-C Vertically

Staircasing Horizontally

8 Essays

Argument Prompt

The in-class essay below is a released item from the College Board (50 minutes).

The following passage was written by Richard Rodriguez, the first college-educated member of his family. Read the passage carefully. Then write an essay analyzing how Rodriguez' presentation of the events in the passage suggests his attitude toward his family and himself. You might consider such elements as narrative structure, selection of detail, manipulation of language, and tone.

My mother is not surprised that her children are well-off. Her two daughters are business executives. Her oldest son is a lawyer. She predicted it all long ago. "Someday," she used to say when we were young, "you will all grow up and be very rich. You'll have lots of money to buy me presents. But I'll be a little old lady. I won't have any teeth or hair. So you'll have to buy me soft food and put a blue wig on my head. And you'll buy me a big fur coat. But you'll only be able to see my eyes."

Every Christmas now the floor around her is carpeted with red and green wrapping paper. And her feet are wreathed with gifts.

By the time the last gift is unwrapped, everyone seems very tired. The room has become uncomfortably warm. The talk grows listless. ("Does anyone want coffee or more cake?" Somebody groans.) Children are falling asleep. Someone gets up to leave, prompting others to leave. ("We have to get up early tomorrow.")

"Another Christmas," my mother says. She says that same thing every year, so we all smile to hear it again.

Children are bundled up for the fast walk to the car. My mother stands by the door calling good-bye. She stands with a coat over her shoulders, looking into the dark where expensive foreign cars idle sharply. She seems, all of a sudden, very small. She looks worried.

"Don't come out, it's too cold," somebody shouts at her or my father, who steps out onto the porch. I watch my younger sister in a shiny mink jacket bend slightly to kiss my mother before she rushes down the front steps. My mother stands waving toward no one in particular. She seems sad to me. How sad? Why? (Sad that we are all going home? Sad that it was not quite, can never be, the Christmas one remembers having had once?) I am tempted to ask her quietly if there is anything wrong. (But these are questions of paradise, Mama).

My brother drives away.

"Daddy shouldn't be outside," my mother says. "Here, take this jacket out to him."

She steps into the warmth of the entrance hall and hands me the coat she has been wearing over her shoulders.

I take it to my father and place it on him. In that instant I feel the thinness of his arms. He turns. He asks me if I am going home now. It is, I realize, the only thing he has said to me all evening.

Freshman Student

Mr. Teacher

English 1-2

January 15, 2013

Argument Essay | C Paper

This passage by Richard Rodriguez is a personal story and is written as if he was telling me the story. I could sense R.R's attitude when he was writing this story. In my perspective Richard is feeling a combination of things as he wrote this; It is a combination of love, sadness, and worry.

In the beginning of the passage Richard visits his parents for Christmas. An example of Richard showing love to his parents is when he gives them presents. An example of Richard showing his sadness is when he is leaving and will return the following year for the same reason, to show his parents that he loves them. Finally an example of Richard's worry is he says "I am tempted to ask her if there is anything wrong." He also shows care for his father by bringing him a coat.

This Passage by Richard Rodriguez (R.R) is a story filled with a combination of love, sadness, ad worry. He shows love by staying the longest out of his brothers and sisters. He shows sadness when he is leaving and returning the following year. And Finally, he shows his worry by being tempted to ask his mother if their as anything wrong. These are all the combinations of feeling Richard Rodriguez put into this passage.

Rubric Analysis

- A. Introduction: Addresses the topic. Thesis statement may lack completeness. (2)
- B. Body: Generally accurate understanding of purpose. (3)
- C. Conclusion: Simplistic conclusion without real depth. (2)
- D. Content: Commentary is general and lacking depth. Limited use of evidence. (2)
- E. Revision: Some errors, but maintains control of syntax, language, and grammar and spelling. (3)

Parenthetical numbers represent Rubric Analysis.

Freshman Student

Mr. Teacher

English 1-2

January 15, 2013

Argument Paper | A Paper

In the essay by Richard Rodriguez, he talks about a heart-warming scene, his family at Christmas time. He and his siblings are with their children. Rodriguez describes the occasions.

He begins by saying how his mother had certain expectations of him and his siblings. Now, however, they “are well-off”, and it almost seems that he wishes they weren’t. They all act rich and stuck up. He takes note of how “The room has become uncomfortably warm” and how everyone has “to get up early tomorrow.” Rodriguez also comments on how his mom looks “very small.” Maybe he realizes that Christmas isn’t what it used to be.

The author also talks not about his parents. He seems dismayed, perhaps because he realizes that his parents are taken for granted. His Mother “looks worried” and he feels “the thinness” of his dad’s arms. He is concerned about his family and I think that to him, the worst part is he is probably the only one who noticed.

Rubric Analysis

- A. Introduction: Lacks completeness. (2)
- B. Body: Responds to prompt in a logical manner that clearly understands audience. (3)
- C. Conclusion: Logical and complete. (3)
- D. Content: Shows deep understanding of main ideas. Mature tone. (3)
- E. Revision: Contains few errors. Clear control of language and conventions. (3)

Parenthetical numbers represent Rubric Analysis.

Sophomore Student

Mr. Teacher

English 3-4

January 15, 2013

Argument Essay | C Paper

In the passage, written by Richard Rodriguez, it describes a sad Christmas. The holiday full of joy and many gifts is ended when all of Richard's brothers and sisters leave their parents house. Although the author seems quite proud of the success of himself and his siblings, his attitude towards his family and himself is sad, because they all are grown up, and times aren't the same.

In the first paragraph of the passage, it describes the author's mother's prediction of her kids. I believe this symbolizes the speed of time. She predicted herself being very old, and all of her kids full of success. The prediction was said in the past, and is now a reality. "Her two daughters are business executives. Her oldest son is a lawyer." After gifts are unwrapped, the first person decides to leave, and they are all prompted to leave at once. In the end, everything seems so rushed.

"She seems so sad to me. How sad? Why? Sad that we all are going home? Sad that it was not quite, can never be, the Christmas one remembers having once?" The author wrote about the emotional state his mother was in as all of her kids left. The Christmas holiday, the time to be with family, seemed so different. I think one of the reasons is because his father hasn't spoke all evening. The explanation of his speechless father could be he's shocked at how everyone has grown up, including himself.

In conclusion, I believe this passage is about time. No matter how much money we have, it is important to spend time with family. Everyday, the clock seems to go faster and faster, people go their separate ways, and family members get old. The reasons I think the reading is about time, is because the author's sad tone to the good bye of his mother and father.

Rubric Analysis

- A. Introduction: Addresses the topic but may neglect aspects of it. (3)
- B. Body: Not adequately organized, lacking any logical sequence. (2)
- C. Conclusion: Simplistic conclusion without real depth. (2)
- D. Content: Commentary is general and lacks depth. (2)
- E. Revision: Some errors, but maintains control of syntax, language, grammar, and spelling. (3)

Parenthetical numbers represent Rubric Analysis.

Sophomore Student

Mr. Teacher

English 3-4

January 15, 2013

Argument Essay | A Paper

Rodriguez sees his mother as a woman who wants her children to be their absolute best. His mother worries more about others than about herself. Rodriguez at times is confused on why she seems unhappy or sad. Imagery describes the Christmas scene at their home. The tone gives of a dreary and confused sense. Diction involved can be described as formal, sad, and confused. Rodriguez uses these stylistic things to explain his mother's life through his eyes. A sense of expectancy is also used to show how his mother is proud but not fully satisfied.

Rodriguez's mother raises her kids and they become very successful. His mother expected her children to be "well off" in the future. This expectation must have lead to her encouraging and pushing the children to do well. The mother took pride in her kids and was not going to be satisfied without their success occurring. When her children became lawyers and executives she was prideful. Her expectations had become reality.

On Christmas Day the whole family reunites. Imagery is used to describe the day. Inside the house "the floor...is carpeted with green and red wrapping paper" and with gifts for mother. On Christmas the children try to give back by showering their mother with presents. This is a nice gesture of the family to do. It is a way to give back for their mother's raising them the past years. There is no implication that the whole family is together any other time of the year. Even though it is Christmas, it does not seem to be a joyous occasion by the end of the passage.

Mama even after spending her life raising her children she also takes care of her husband and is a very giving person. Mother tells Rodriguez to "take [her jacket she is wearing] out to [his father]." Mother does not want her husband to be cold out in the porch. A few seconds earlier one of her daughter saw her father cold and was wearing a jacket. The daughter did not attempt to take care of the father. Even though the children are very successful they do not seem to care too much about their parents.

Rodriguez realizes that his mother is sadden by the realization that she had given her life to her children, but the children do not seem very interested in taking care of their parents. The family gets together at Christmas and presents are given to mom and dad. Material presents are handed to them. By the end, the children are sick of the presents and just want to go home. No more effort is shown except for giving the gifts. The children leave without speaking to their parents much. They do not worry about their parents. Mother wishes it would be different. She had hoped that her children would have grown up to be successful, and that with the success they

would give their time to taking care of her and her husband. Unfortunately, this was not the case and the children only give their parents the minimum attention and time possible. Their new families and expensive things are more important now.

Rubric Analysis

- A. Introduction: Addresses the topic but may neglect aspects of it. (2)
- B. Body: Clearly organized and structured. Clearly understands audience. (3)
- C. Conclusion: Clear and effective. Sophisticated ending with clear purpose. (3)
- D. Content: Shows deep understanding of main ideas. Mature tone. (3)
- E. Revision: May have some errors, but maintains control of syntax, language, grammar, and spelling. (3)

Junior Student

Mr. Teacher

English 5-6

January 15, 2013

Argument Essay | C Paper

The author writes about his family and their dreams of Christmas before the children would become well off. By the time the passage ends, there is a change in tone and the tone becomes sad because the author's mom and dad's dream of Christmas has changed also.

In the beginning of the passage, the author uses a positive tone, using diction that describes success among the author's siblings. She had said that one day, "you will all grow up and all be very rich" and will be able to "buy [her] presents." Their mother's dream was to have a lot of presents during Christmas. Now that the author and his siblings are grown "the floor.... is carpeted with red and green "wrapping paper." The mother has her dream come true about her children and their riches. However there is a piece missing in this whole picture, which is also the most important piece that makes Christmas the REAL dream worth dreaming of.

By the time everyone is done unwrapping presents, they are all tired and want to go home. There is no connection between the family. After the presents, the family leaves and goes in their "expensive foreign cars." Since they live so far away "she seems, very small, she looks worried" showing the sign of sadness because the only thing that SOMETHING to be the stimulant of happiness is the presents. Now, she "seems sad to me "because it is, not quite, the Christmas one remembers having had once." Now the mother doesn't want presents any more, she wants family.

Now that everyone has left, the father is outside saying good bye to the author's siblings. Now that he is cold the author takes a jacket and he will "place it on him." Now that the author has placed the jacket on his father the father asks "if he is going down now." Realizing that this is the only thing he has said to him all evening." This is the message that the author has been given to the audience. They are not close because they all tried too hard to get rich.

Rubric Analysis

- A. Introduction: Neglects aspects of topic. Distorts topic. (2)
- B. Body: Logical sequence. Demonstrates simplistic thinking. (2)
- C. Conclusion: Simplistic conclusion. (2)
- D. Content: Commentary is general and lacks depth. (2)
- E. Revision: Some errors. (3)

Junior Student

Mr. Teacher

English 5-6

January 15, 2013

Argument Paper | A Paper

In Rodriguez's story, he uses flashbacks, imagery, and diction that depicts wealth to show the distant relationships in his family. The story also reveals his attitude toward his family, which is cold.

Rodriguez begins the passage with a flashback of his mother. She says, "Someday you will all grow up and all be very rich. You'll have lots of money to buy me presents... And you'll buy me a fur coat." This already shows that his mother is greedy. She only wants her kids to become rich for her own benefit. She does not care about their happiness or well-being, either. In Rodriguez's mother's quote, she repeats the word "buy" three times, further emphasizing her desire for material items.

Rodriguez uses diction that depicts wealth. His siblings drive "foreign expensive cars" and his sister wears a "mink jacket." These details show that his family is financially successful and proves his mother's prediction.

Imagery of the family's Christmas gathering shows their relationships with each other. Around the mother is a pile of wrapping paper, implying that she received many presents. Once again, it proves her "prediction" as correct. Her children now have a lot of money to buy her many gifts.

The purpose of the passage is to show the distant relationships in Rodriguez's family. First, his mother had talked about wealth since the children's childhood, showing a superficial part of her character. On Christmas night, when his siblings are leaving, he describes their goodbyes to Mom and Dad, yet he does not exchange goodbyes with any of his siblings. Christmas, to them is only a once-a-year routine to make their parents happy. They want to be back in their rich homes, but they feel obligated to put in some face time with the parents.

Rodriguez's personal interactions with his parents further emphasize his purpose of the passage. He explains that his mother looks sad when her children leave, but he does not know why. However, he will never ask her what's wrong because that is a "question of paradise." A child cannot even ask his mother a simple question because they are not close enough. Rodriguez's father asks him if he is going home. He says, "It is, I realize, the only thing that he has said to me all evening." Christmas is a time for family to reunite and chat endlessly about

each other's lives. The fact that Rodriguez's father only says one thing to him shows that he is even more distant to his father as he is to his mother.

Rodriguez's passage depicts the lack of closeness his family has. His siblings aren't close and successful, they act like strangers and they show no real emotion.

Rubric Analysis

- A. Introduction: Clear and focused thesis. (3)
- B. Body: Clearly organized and structured. (3)
- C. Conclusion: Logical conclusion to essay. Sophisticated ending with clear purpose. (4)
- D. Content: Shows deep understanding of main ideas. Mature tone. (4)
- E. Revision: Effective use of language to convey points. Contains few or no errors. (4)

Senior Student

Mr. Teacher

English 7-8

January 15, 2013

Argument Essay | C Paper

Richard Rodriguez utilizes vivid imagery and some rhetorical devices to show that being successful and well-off does not always bring happiness or contentment.

In this passage, the author is describing a scene at Christmas showing the difference between his childhood and present-day. His mother is described as “not surprised” about the success of her children. She “predicted it all long ago.” Yet Rodriguez describes this Christmas scene as “uncomfortably warm,” with a disconnected family that “grows listless.” These images show the reader that the success his mother yearned for years ago does not reflect a happy atmosphere.

Rodriguez also takes time to reflect upon himself and his family. Until now, his tone has seemed fairly bitter, but now changes to one of lost hope, as he sees a sadness in his mother. He asks himself “How sad? Why?” but describes his mother’s children have grown to buy her what she wanted, and live the lives she wanted for them, but do not fulfill the feeling of “the Christmas one remembers having had once.”

Rodriguez shows that what his family has grown to be does not make him or the other members happy. By describing these tense, cold encounters between them, and leaving questions unanswered, he is not only able to convey a tone of bitterness, but is also able to reveal his new sense of reality. In this, the timeless saying, “money cannot buy happiness” is made to be true.

Rubric Analysis

- A. Introduction: Thesis statement lacks completeness. (2)
- B. Body: Demonstrates a generally accurate understanding of purpose. (3)
- C. Conclusion: Simplistic conclusion. Lacks the sophistication of thought and language. (2)
- D. Content: Makes limited use of audience. Commentary is lacking depth. (2)
- E. Revision: Maintains control of syntax, language, grammar, and spelling. (3)

Parenthetical numbers represent Rubric Analysis.

Senior Student

Mr. Teacher

English 7-8

January 15, 2013

Argument Essay | A Paper

In the passage, the narrator is shown to be concerned with his family's focus on luxury and their increasing superficiality. The author accomplishes this through his choice to name all of the luxury items he and his family now have, and he uses a progressing narrative structure which highlights his parents' melancholy behavior.

Throughout the passage, the author misses no opportunity to name the different expensive and luxurious items in his family's possession. The author won't explicitly come out and say that his family is wealthy, but will instead say things like that his mom "stands with a coat over her shoulders, looking into the dark where expensive foreign cars idle sharply." This excerpt suggests that the family's concern is with luxury. They have forgotten the means by which they were raised and instead focus on having the biggest or nicest of something. One doesn't need to have the best "something" to be happy, as is shown when the author says it was "sad that it was not quite, can never be, the Christmas one remembers having had once." The author tells how his mother was happier during old Christmases when they didn't have as much. This parallels the author's view that his family is losing touch with their upbringing and becoming more superficial.

The author also uses a progressing narrative structure which highlights his parents' melancholy behavior. This is explicitly shown when the author says, "She seems, all of a sudden, very small. She looks worried" after mentioning the idling cars in the driveway. She is sad because this Christmas is not like the Christmases of old -- the kind of Christmas that she wants. She realizes that her family's focus has shifted from showing love any way possible to trying to buy love. This again parallels the view that his family is becoming increasingly superficial. The author also mentions his father when he says, "In that instant I feel the thinness of his arms. He turns. He asks if I am going home now. It is, I realize, the only thing he has said to me all evening." In this moment, the author has an epiphany. He realizes that he is losing touch with his parents and their modest way and realizes he is falling into his sibling's void of superficiality.

The author realizes that his family has forgotten their old ways. They no longer focus on family values, but are now only concerned with the newest car or the nicest sweater. Through an epiphany—a guilty revelation—the author realizes he is becoming like them.

Rubric Analysis

- A. Introduction: Demonstrates original thought and sophisticated point of view and language. (4)
- B. Body: Clearly organized and structured. (3)
- C. Conclusion: Sophisticated ending with clear purpose. (4)
- D. Content: Shows deep understanding of main ideas. Mature tone. (4)
- E. Revision: Demonstrates clear control of language and conventions. (4)

Full-Process Essay

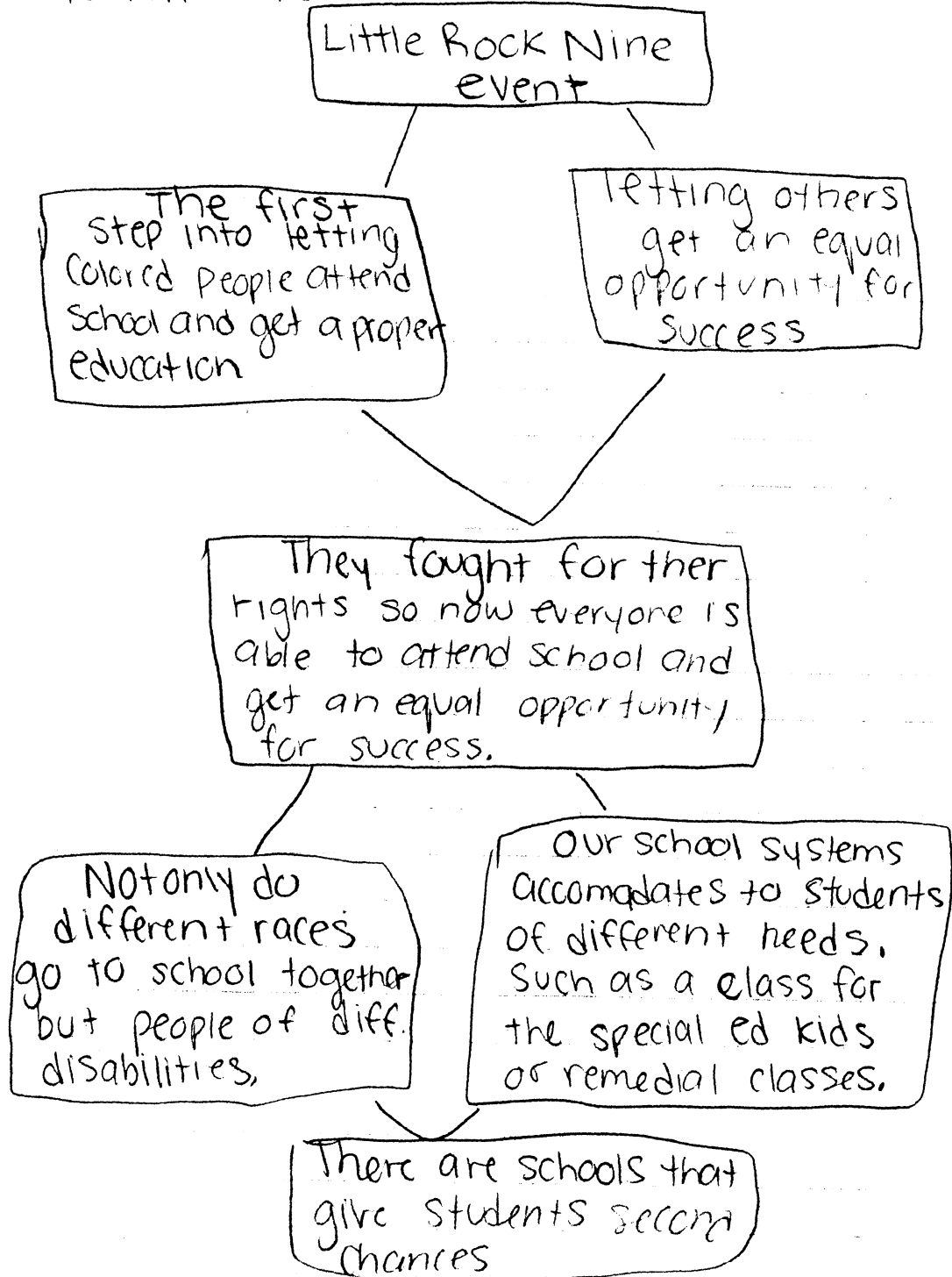
Chapter 20

Full-Process Essay Sample Assignment

1. Class: English 5-6
2. Teacher: Mr. Teacher
3. Date: January 10, 2013
4. Assignment: Timed Writing/In-Class Essay
5. Words Required: 500 (5% rule)
6. Discourse Type: Informational
7. Assignment Length: Two days
8. Day One: Reading, annotating, and prewriting
9. Day Two: Fifty-minute in-class essay
10. Reminder: Understand your purpose, your organizational plan, and your rhetorical strategies so as to fully develop and convey your claims and support your thesis.
11. Required: Clear thesis, topic sentences, and textual evidence from day one articles and annotations.
12. Prompt: First, identify a historical period and discuss how that era is still influencing society in the twenty-first century. Next, analyze how technology has been part of those social and historical changes.

The preceding assignment was used for the following full-process essay.

Brainstorm



without the Little Rock Nine we would not have as many educational rights as we do now. They fought for everyone to have an education without knowing it.

Junior Student

Mrs. Teacher

US History

January 15, 2013

Outline: Little Rock Nine

I. Introduction Paragraph:

1. Who were the Little Rock Nine?
 - A. How were they significant?
 - B. How are they significant today?
2. Thesis: The Little Rock Nine had a significant effect on the future of America and opened doors of equal opportunity for all.

II. Body Paragraph Number One: Write strong topic sentence.

1. What was the event? Attend all-white school.
 - A. What was the purpose? Integration.
 - B. How did it start? Blossom Plan.
 - C. What were the struggles? Racial differences.

III. Body Paragraph Number Two: Write strong topic sentence.

1. President Eisenhower helps.
2. Lanier quote.
3. Needed protection.

IV. Body Paragraph Number Three: Write strong topic sentence.

1. Significance of Little Rock Nine
 - A. The first steps to letting blacks attend any school.
 - B. A step towards desegregation.
 - C. Test of integration.
 - D. Resulted in equal rights for all Americans.

V. Body Paragraph Number Four: Write strong topic sentence.

1. What is the significance of this event today?

- A. Students of all ethnic origins are permitted into American public schools.
- B. Everyone has equal civil rights.
- C. Everyone is able to go to school even if they have mental or physical disabilities.

VI. Conclusion/Final Thoughts:

- 1. Briefly restate thesis or main idea that connects to introduction.
- 2. Overall, universal commentary on the impact it had on our nation.
 - A. How have we gained from this event?
 - B. Effects on society today.

MLA 1
name 1

- 1 Junior Student
- 2 Mr. Teacher
- 3 class
- 4 Date

MLA Needed

Rough Draft

The Little Rock ^Cnine was a group of nine African-American students who attended Central High School in Arkansas after the school board in Little Rock adopted the Blossom Plan. What they went through and what they have done has opened many opportunities for all Americans, regardless of their ethnicity. Today Americans of all cultures are able to attend school together and receive the same education. The Little Rock Nine have had a significant effect on the future of America and opened doors of equal opportunity for all.

The Little Rock Nine, a group of African-American students, attended an all-white school at Central High School in Little Rock, Arkansas. They decided to attend this school after the Blossom Plan was adopted, which allowed students to attend schools where their race was a minority. The purpose of the plan was to lead the nation out of segregation. It was a good way to put integration to the test, to see how the black and white community would work together. As in all new reformations, there were struggles. The students were being treated poorly by those who were against integration. Therefore, President Eisenhower had to send National Guards to protect these students. The fact that President Eisenhower sent these students someone to protect them demonstrates that they were not alone and there were people who were willing to support them, like President Eisenhower. Carlotta Walls LaNier, one of the Little Rock Nine, she states, "...it was what I heard from a policeman. He told me to put my foot to the floor and don't stop for anything." The guards and policemen were there to protect them from harm so that they could get the education they needed. Without the protection, maybe most of these students would not have continued to attend Central High School.

Without knowing it, the Little Rock Nine had a huge significance. This event allowed for people of all ethnicities to attend school together and receive the same education. The African-American culture was finally being given their chance for equal rights. They may have been given their opportunity, but there were still many barriers they had to face. The adoption of the Blossom plan was putting integration to the test. It may have taken a lot for the rest of society to accept it, but the plan was successfully followed through. It allowed for equal rights for all Americans, irrespective of their culture or color. This group of students did not realize the impact they were making on their society and how they were opening the doors to those who shared their same culture. Green, a member of the Little Rock Nine says, "We all believed that we were going to school, and up until that time, there was really no reason why we shouldn't come to that conclusion." Their main focus was on their dreams and goals that they did not realize the social change they were a part of.

Not only did they have an enormous significance on the people that, but they have had an even more significant effect on our society today. Students of all ethnic origins are permitted into American public schools and given equal rights. Now people can choose what they do with the resources and knowledge they are given and are no longer limited because of their ethnicity.

new note

add transition connecting previous to create unity

detention major - new

create beginning for quote

CM

- Moral Page

Before the Little Rock Nine, many were being deprived of education and rights because they were different, but now people try their best to give everyone the same opportunities even when they have learning or physical disabilities. Students of physical or mental disabilities are given an equal chance of success by finding other ways of teaching them and working around their incapacities. Even though our society is now integrated, causes of racism were never fully understood. Trickery ^{of} a member of the Little Rock Nine ^{confirms} this exactly by saying, "Things are better now, but we haven't done the deep, investigative, analytical work to dismantle racism, so that's what I consider the American tragedy." It is important to fully understand what caused racism in order to prevent history from repeating itself."

good comments

The Little Rock Nine has truly had a significant impact on today's America. The people of our nation are no longer limited of knowledge or opportunity because of race. America gained equal civil rights. The nation has learned to work around everyone's different needs in order to provide equal opportunity for success.

Solid Final thoughts

- Clear, organized paper with a clear thesis
- Effective topic sentences, Ps, and development
- Solid cds + use of quotations
- Major Voice -
- Coherent, focused, + unified
- Convention Problems
- Too many easy errors
- More transitions in body Ps??
- Revise + Edit - a good start

Junior Student

Mr. Teacher

English 5-6

January 12, 2013

Full-Process Informational Essay

The Little Rock Nine were a group of nine African-American students who attended Central High School in Arkansas, after the school board in Little Rock adopted the Blossom Plan. What they went through and what they have done has opened many opportunities for all Americans, regardless of their ethnicity. Today, Americans of all cultures are able to attend school together and receive the same education. The Little Rock Nine had a significant effect on the future of America and opened doors of equal opportunity for all.

The Little Rock Nine, a group of African-American students, attended an all white school at Central High School in Little Rock, Arkansas. They decided to attend this school after the Blossom Plan was adopted, which allowed students to attend schools where their race was a minority. The purpose of the plan was to lead the nation out of segregation. It was a good way to put integration to the test, to see how the black and white community would work together. As in all new reformations, there were struggles. The students were being treated poorly by those who were against integration.

Therefore, President Eisenhower had to send National Guards to protect these students. The fact that President Eisenhower sent these students someone to protect them demonstrates that they were not alone and there were people who were willing to support them, like President Eisenhower. Carlotta Walls LaNier, one of the Little Rock Nine, she states, "...it was what I heard from a policeman. He told me to put my foot to the floor and don't stop for anything..." The guards and policemen were there to protect them from harm so that they could get the education they needed. Without the protection, maybe most of these students would not have continued to attend Central High School.

Without knowing it, the Little Rock Nine had a huge significance. This event allowed for people of all ethnicities to attend school together and receive the same education. The African-American culture was finally being given their chance for equal rights. They may have been given their opportunity, but there were still many barriers they had to face. The adoption of the Blossom Plan was putting integration to the test. It may have taken a lot for the rest of society to accept it, but the plan was successfully followed through. It allowed for equal rights for all Americans, irrespective of their culture or color. This group of students did not realize the impact they were making on their society and how they were opening the doors to those who shared

their same culture. Green, a member of the Little Rock Nine says, "We all believed that we were going to school, and up until that time, there was really no reason why we shouldn't come to that

conclusion.” Their main focus was on their dreams and goals that they did not realize the social change they were a part of.

Not only did they have an enormous significance on the people then, but they have had an even more significant effect on our society today. Students of all ethnic origins are permitted into American public schools and given equal rights. Now people can choose what they do with the resources and knowledge they are given and are no longer limited because of their ethnicity. Before the Little Rock Nine, many were being deprived of education and rights because they were different, but now people try their best to give everyone the same opportunities even when they have learning or physical disabilities. Students of physical or mental disabilities are given an equal chance of success by finding other ways of teaching them and working around their incapacities. Even though our society is now integrated, causes of racism were never fully understood. Trickery, a member of the Little Rock Nine, confirms this exactly by saying, “Things are better now, but we haven’t done the deep, investigative, analytical work to dismantle racism, so that’s what I consider the American tragedy.” It is important to fully understand what caused racism in order to prevent history from repeating itself.”

The Little Rock Nine has truly had a significant impact on today’s America. The people of our nation are no longer limited of knowledge or opportunity because of race. America gained equal civil rights. The nation has learned to work around everyone’s different needs in order to provide equal opportunity for success.

Rubric Analysis

- A. Introduction: Orienting introduction with good background and clear thesis. Clearly addresses the prompt.
- B. Body: Paragraphs have logical order and writer uses a variety of rhetorical strategies.
- C. Conclusion: Succinct and to the point, but student writer goes beyond just restating the thesis.
- D. Content: Effective depth of discussion with a variety of concrete details mixed with mature commentary.
- E. Revision: Revision process improved the organization, the content, and the conventions, producing an essay that reflects a skilled writer and thinker.

Library Research

Chapter 22

**WORKS CITED EXAMPLES
MLA STYLE MANUAL**

PRINT

BOOKS

Weinstein, Bruce D. and Harriet Russell. *Is It Still Cheating If I Don't Get Caught?* New York: Flash Point/Roaring Book Press: 2009. Print.

MAGAZINE ARTICLES

Scholzman, Steven. "Cheating In The Age of Facebook." *Psychology Today*: 1 March 2013: 47. Print.

GENERAL ENCYCLOPEDIA ARTICLES

"Industrial Revolution." *World Book Encyclopedia*. 2010 ed. Print.

SUBJECT ENCYCLOPEDIA ARTICLES

Tanenhaus, David S., ed. *Encyclopedia of the Supreme Court of the United States*. Detroit: Macmillan Reference, USA., 2008. Print.

ONLINE RESOURCES

INTERNET

Wilson, Jacque. "Water Safety Expert: 'Drowning Doesn't Just Happen'" *CNN*. Cable News Network, 14 Mar. 2013. Web. 15 Mar. 2013.

Note: Not all Websites will have complete information. Cite whatever is available. Include the website address if required by your instructor.

ELECTRONIC DATABASES

Perret, D, Marion. "Not Just Condensation: How Comic Books Interpret Shakespeare." *College Literature* 4 (2004): 72. *eLibrary*. Web. 15 Mar. 2013.

Note: Materials available in book form in the library may be correctly cited as print sources- consult your instructor.

MARGINS & PAGINATION

Standard heading and pagination include the components listed below. MLA requires no additional title page, but individual instructors may have other requirements.

The following is an example of the first page of a manuscript.

(1")	(½") Martinez 1
(1") Juan Martinez	
Mrs. Carpenter	
English 7	
10 September 2002	
An Analysis of <u>Macbeth</u>	
The witches' ominous declaration, "Fair is foul, and foul is fair,"	
(1") (I. i. 11) introduces the motif of appearance versus reality in Shakespeare's	(1")
tragedy <u>Macbeth</u> . From the very first scene, it is clear that the nature of	

Pagination refers to the method of numbering pages. Type or write your last name before each page number in the upper right-hand corner one-half inch down from the top margin. Below is an example of page 2 of an essay.

	(½") Martinez 2
(1") when Hecate laughs, "And you all know security/ Is mortals' chiefest	(1")
enemy" (III.v.32-33). The weird sisters then raise three "fair" apparitions.	

Parentheses are used to indicate to the student proper spacing.

MLA Citation Formats
(from *Reading Rhetorically: 3rd Edition*, 2011)

Basic Model for Books:

Author (s). *Title of Work*. City, State: Publisher, Date. Medium.

Book by One Author:

Radway, Janice A. *Reading the Romance: Women, Patriarchy, and Popular Literature*. Chapel Hill: U North Carolina P, 1984. Print.

Book by Two or Three Authors:

Brooke, Robert, Ruth Mirtz, and Rick Evans. *Small Groups in Writing Workshops*. Urbana, IL: NCTE, 1994. Print.

Book by More Than Three Authors: When a book or article has more than three authors, you may list all the names or you may use “et al” (“and others”) after the first name.

Mabey, Nick, et al. *Argument in the Greenhouse: The International Economics of Controlling Global Warming*. London: Routledge, 1997. Print.

Mabey, Nick, Stephan Hall, Clare Smith, and Sujata Gupta. *Argument in the Greenhouse: The International Economics of Controlling Global Warming*. London: Routledge, 1997. Print.

Edited Collection: “ed.” (single) or “eds.” (more than one) follow the last editor’s name.

Ward, Harold, ed. *Acting Locally: Concepts and Models for Service Learning in Environmental Studies*. Washington, DC: American Association for Higher Education, 1999. Print.

Selection from an Edited Collection: The name of the author of the selection comes first, and the title of the selection, placed in quotations, comes next before the title of the book. The name of the editor or names of the editors come after the title of the book and are indicated by “Ed.” The specific page numbers in the book on which the selection occurs come at the end of the entry.

Welch, James. “Christmas Comes to Moccasin Flat.” *A Geography of Poets*. Ed. Edward Field. New York: Bantam, 1979. 43. Print.

Edition and Volume Information for Books:

Edition information comes after the title of the book or after the last editor's name if the name(s) follow the title of the book and is indicated by "ed." Volume information comes between the last of these and the publisher information and is indicated by "Vol."

Melville, Herman. "Bartleby the Scrivener." *Norton Anthology of American Literature*. Ed. Nina Baym, et al. 5th ed. Vol. 1. New York: Norton, 1999. 2330-55. Print.

Basic Model for Articles Retrieved from a Library Database:

Author(s). "Title of Article." Genre (where applicable). *Title of Publication*. Volume Issue Number. Date of Publication: Page Number(s). **Database Name. Web. Date of Access.**

Magazine Article (Paper Copy):

Brainard, Jeffrey. "The Big Deals in Biofuels." *Chronical of Higher Education* 20 Apr. 2007: A18. Print.

Magazine Article (Accessed Through a Library Database):

Brainard, Jeffrey. "The Big Deals in Biofuels." *Chronical of Higher Education* 20 Apr. 2007: A18. **ProQuest. Web. 27 Feb. 2009.**

Newspaper Article (Paper Copy):

Stanley, George. "Beat Reporters Bring Depth to Coverage." *Milwaukee Journal Sentinel*. 22 Feb. 2009, final metro ed.: A2. Print.

Newspaper Article (Accessed Through a Library Database):

Stanley, George. "Beat Reporters Bring Depth to Coverage." *Milwaukee Journal Sentinel*. 22 Feb. 2009, final metro ed.: A2. **Lexis-Nexis Academic. Web. 12 Feb. 2008.**

Basic Model for Internet Sources:

Author(s). "Title of Article" or "Section of Website (Genre if no title is available)." *Title of Website*. Date of Posting or Last Update. Web. Date of Access (if different from Posting or Update). <URL>.

Bowman, James. "Is Stupid Making Us Google?" *New Atlantis*. 2008. Web. 27 Nov. ` 2008. <<http://www.thenewatlantis.com/publications/is-stupid-making-us-google>>.

Online Magazines:

Dickerson, Debra. "First Class: Is It Possible to Raise Rich Kids Who Don't Have a Sense of Entitlement?" *Slate*. 3 Sept. 2004. Web. 26 Apr. 2009 <<http://www.slate.com/id/2106128/>>.

Online Newspapers:

Bono. "It's 2009. Do You Know Where Your Soul Is?" *New York Times*. Web. Apr. 2009. <http://www.nytimes.com/2009/04/19/opinion/19bono.html?_r=1&ref=opinion>.

Selections from Reference Books:

-Material from a Familiar Source Arranged Alphabetically:

"Rembrandt." *The New Encyclopedia Britannica*. 1998. Print.

-Material from a Less Familiar Source Arranged Alphabetically:

Blasing, Mutlu Konuk. "Poetry: Since 1060." *Benet's Reader's Encyclopedia of American Literature*. New York: Harper, 1991. Print.

"Hegira." *Merriam-Webster's Dictionary of Allusions*. Springfield, MA: Merriam-Webster, 1999. Print.

Editorial or Opinion Piece:

"Mr. Obama and the Neighborhood." Editorial. *New York Times* 18 Apr. 2009, NY ed.: A22. Print.

Marcus, Ruth. "The Costs of Bailout Rage." Editorial. *Washington Post* 18 Mar. 2009, regional ed.: A13. *Lexis-Nexis Academic*. Web. 12 Apr. 2009.

Letter to the Editor:

Golden, K.C. "The Green Economy." Letter. *New Yorker* 9 and 16 Feb. 2009: 8. Print.

Review:

Frere-Jones, Sasha. "The Queen." Rev. of *I Am...Sasha Fierce*, by Beyonce'. *New Yorker* 9 and 16 Feb. 2009: 98-101. Print

-Untitled Review:

Grimm, Nancy Maloney. Rev. of *Between Talk and Teaching: Reconsidering the Writing Conference*, by Laurel Johnson Black. *College Composition and Communication* 52.1 (2000): 156-59. Print.

Television or Radio Broadcast:

“Take This Sabbath Day.” *The West Wing*. Writ. Aaron Sorkin. Dir. Thomas Schlamme. NBC. WTMJ, Milwaukee. 9 Feb. 2000. Television.

Online Postings:

Bengali, Sashank. “A Little Pirate Humor.” *Blog: Somewhere in Africa*. McClatchy Newspapers, 9 Apr. 2009. Web. 12 Apr. 2009. <<http://washingtonbureau.typepad.com/Nairobi/>>.

Advertisements:

Panteen Shampoo. Advertisement. NBC 14 Mar. 2008. Television.

Cartoons or Comic Strips:

Adams, Scott. “Dibert.” Comic Strip. *Milwaukee Journal Sentinel* 16 Apr. 2009: 2D. Print.

CD-ROMs:

“Haiti.” *Concise Columbia Encyclopedia*. 1995. CD-ROM. Microsoft Bookshelf, 1995.

Video Recordings:

Australia's Twilight of the Dreamtime. Writ/Photog. Stanley Breedon. National Geographic Society and WQED, Pittsburgh, 1988. Videocassette.

Sound Recordings:

Ma, Yo-Yo, and Bobby McFerrin, perf. “Grace.” By Bobby McFerrin. *Hush*. Sony, 1992. CD.

Works of Visual Art:

Lewis, Morris. *Point of Tranquility*. 1959-1960. Acrylic on canvas. Hirshhorn Museum, Smithsonian Institution, Washington, D.C.

Sacred Texts:

Only list the title and version of the text in the bibliography entry. The book, chapter and verse numbers are to be included in the in-text citation, for example: (*New Oxford Annotated Bible*, Ps. 19:7).

New Oxford Annotated Bible. New Revised Standard Version. Ed. Bruce M. Metzger and Roland E. Murphy. New York: Oxford, 1991.

APA

REFERENCE LIST EXAMPLES APA STYLE MANUAL

PRINT

BOOKS

Weinstein, B. D., & Russell, H. (2009). *Is it still cheating if I don't get caught?* New York: Roaring Brook Press.

MAGAZINE ARTICLES

Scholzman, Steven. "Cheating In the Age of Facebook." *Psychology Today*: 1 March 2013: 47. Print.

GENERAL ENCYCLOPEDIA ARTICLES

Industrial revolution. (2010). In *The world book encyclopedia 2010*. Chicago, IL: World Book.

SUBJECT ENCYCLOPEDIA ARTICLES

Tanenhaus, D. S. (2008). *Encyclopedia of the Supreme Court of the United States*. Detroit: Macmillan Reference USA.

ONLINE RESOURCES

INTERNET

Wilson, J. (2013, March 14). Water safety expert: 'Drowning doesn't just happen' *CNN*. Retrieved March 15, 2013, from <http://www.cnn.com/2013/03/13/health/adolescent-pool-safety/index.html>

Note: Not all Websites will have complete information. Cite whatever is available.

ELECTRONIC DATABASES

Perret, M. (2004). Not Just Condensation: How comic books interpret Shakespeare. *College Literature*, 31(4), 72-93.

EVALUATING INTERNET RESOURCES

The following websites provide guidelines on:

- Misleading websites
 - Criteria for evaluation
 - Finding website evaluation information
 - Filtering information
 - Web evaluation tools & activities
 - Lessons on evaluating sources
-
- http://www.facebook.com/note.php?note_id=302843706401480
 - <http://lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>
 - <http://olinuris.library.cornell.edu/ref/research/webeval.html>
 - http://www.roundrockisd.org/docs/library_www_check.pdf
 - <http://eduscapes.com/tap/topic32.htm>

Summary, Paraphrase, Quotations, and Plagiarism

Chapter 23

Parenthetical In-Text Documentation

Citing sources in the form of quotations, paraphrases, or summaries should be done for purposes of supporting the writer's own voice and arguments. The writer might cite a source as an example of what is being argued or as being an authoritative source giving credibility to what is being argued. The writer might also cite a source which states an opposing argument for purposes of refuting that argument and thereby strengthening the writer's own position. Citations should never replace the writer's own voice. It is not okay to string together a series of citations with little to no commentary by the writer and submit that as an essay.

1. Quotation

A quotation is a citation that copies the original text word for word including capitalization. Parenthetical documentation is required along with a quotation. Documentation includes the last name of the author or an abbreviation of the source title when no author name is, and present and the page number(s) or paragraph number(s) when no page numbers are present. Many web-based sources lack this information.

Example: "I hate actors. They never act like people. They just think they do" (Salinger 117).

2. Paraphrase

A paraphrase involves restating in your own words a small portion of text, which could have been quoted. Many teachers require parenthetical documentation for paraphrases as done for quotations. You must clearly identify the source of your paraphrase by naming the author or the title if you are not parenthetically documenting the paraphrase.

Example:

Original: "In staging an ancient Greek tragedy today, most directors do not mask the actors."

Paraphrase: "Few contemporary directors of Greek tragedy insist that their actors wear masks."

3. Summary

A summary involves identifying the key ideas in an entire document being cited or a large portion of text from a cited document instead of block quoting the large portion of text. You must clearly identify the source of your summary by naming the author or the title. You may also parenthetically document a summary excluding the page number(s). Summary reduces a writer's main point to the essentials using clear and accurate language.

Example: According to Richard Smith, former Mayor of Blissville, the water system on the town's west side has been in need of repairs for years. City traffic and heavy equipment rigs have damaged pipes and the electric processing valves are in desperate need of repairs. According to Smith, the cost will be in the millions. (This summary is from a two-page article)

4. In-text Paraphrase

An in-text paraphrase is a paraphrase integrated into the body of an essay.

Example: Among the promising applications of genetic research on seeds is the groundbreaking research conducted by Pamela Ronald of the University of California-Davis. She has identified genes of the rice plant which are responsible for fungus resistance. She also says that with this technology breeders could collect seeds from thousands of wild or plants not in commercial use for genes that would contribute to drought tolerance or better yields of commercial crops (Boyce 80). This research further demonstrates the potential benefits for humanity of genetic research. Seed grains are perhaps the most important food sources there are....

5. In-text Summary

An in-text summary is a summary of an article of written work that is integrated into the body of an essay.

Example: Nell Boyce writes of the benefits of genetic research for the world's food supply in the April 15, 2002 issue of U. S. News & World Report. One of the key points he raises is that seed grains are a vital food resource, perhaps the most important food source there is. He catalogues the progress of the rice "genome project," which when completed will provide the scientific world with a "Rosetta stone" for genetic research on other cereal grains. The project is expected to be completed within a year or two. The potential benefits of this research are increased drought resistance in plants, fungus resistance and greater yields. This research further demonstrates the potential benefits for humanity of genetic research....

6. A Comma Quotation

A comma is used to set off quoted material that is the object of the speaker.

Example: Claude Reyes says in his autobiography, "I found peace during this challenging time."

7. Period Quotation

A period quote is used when there is no tag line or comma used to indicate speaker. The sentences preceding the period quote serve to indicate the speaker.

Example: President Obama believes America is improving economically. "We are on the upswing and I am optimistic."

8. An In-text Quotation without a Comma

When a partial quote is used in the context of a sentence and is smoothly integrated grammatically, no comma is needed.

Example: Journalist Victor Hansen argues that "assault weapons account for less than 1 percent of gun deaths in America."

9. Plug and Chug

The plug and chug is used when the student writer only wants to quote one or two words that obviously come from the text. The student quotes those two words and then “chugs on with his or her further analysis.”

Example: Marvell’s speaker in his seduction is powerfully persuasive. He says his love is “vaster than empires” and he would spend “thirty thousand” years just to gaze at her beauty. However, he also talks...

10. Block Quotation

A block quotation is used and placed in block form: four or more typed lines for poetry; five or more typed lines for prose. Quotation marks are not used when forming a block quotation. The material being quoted is started on a new line and indented one inch from the left margin. Place the parenthetical information after the end punctuation. (See example)

Example:

Pamela Ronald of the University of California-Davis recently used the Beijing draft to pin down candidate rice genes for fungus resistance. Now she can breed the genes into other strains of transfer them directly with genetic engineering. The draft genome, she says, “has been really, really helpful.” She adds that it should also let breeders mine collections of seeds from thousands of wild or noncommercialized plants for hidden jewels like genes for drought tolerance or better yields. (Boyce 80)

Five Quotations for Textual Evidence

- **Sandwich Technique:** When using a quotation: Set it up, Quote it, and Comment on it.

I. Comma Quotation:

- 1) Claude Reyes says in his autobiography, “I found peace during this challenging time.”

Comma Quotation with Signal Phrase:

- 2) Dr. Mary Smith, a Stanford sociologist, recently declared, “We must work to ensure all students graduate.”

II. Period Quotation:

- 1) Macbeth responds to his wife’s suicide with pessimism and a sense of fatality. “She should have died hereafter...”
- 2) President Obama believes America is improving economically. “We are on the upswing and I am optimistic.”

III. In-line Quotation or In-Text Quotation:

- 1) The police report said that the man “ran a stop sign at 45 mph and broadsided the vehicle.”
- 2) Journalist Victor Hansen argues that “assault weapons account for less than 1 percent of gun deaths in America.”

IV. Plug and Chug: Short one or two-word quotations.

- 1) We have come a long way from Martin Luther King’s “sweltering summer” but we have still to fully realize his vision of an “invigorating autumn” that he spoke of so passionately.
- 2) Marvell’s speaker in his seduction is powerfully persuasive. He says his love is “vaster than empires” and he would spend “thirty thousand” years just to gaze at her beauty. However, he also talks...

V. Block Quotation:

- 1) At this school during lunchtime many students participated in a game called rock fights. This game put the regular cliques aside and formed two new ones, and they were known as the Confederates and the Union. It may have sounded potentially dangerous, but no one was seriously at risk.

If injuries had been frequent, it wouldn't have been fun anymore, and nobody would have wanted to keep doing it. You could get hurt, of course, but you could get hurt a lot worse in a football game with the grandstand of newspaper reported and faculty and parents all cheering you on. (Whitehill 4)

This all changes when Peter murders Gene. Ronnie hid at Baker Post to observe the Union's next plan to attack, but ended up seeing Peter roll a boulder on top of Gene. At this very moment is when Ronnie and Peter became more than your typical friends.

- 2) Pamela Ronald of the University of California-Davis recently used the Beijing draft to pin down candidate rice genes for fungus resistance. Now she can breed the genes into other strains of transfer them directly with genetic engineering. The draft genome, she says, 'has been really, really helpful.' She adds that it should also let breeders mine collections of seeds from thousands of wild or noncommercialized plants for hidden jewels like genes for drought tolerance or better yields. (Boyce 80)

- Signal phrase signals who is talking and his or her credentials.
- In a block quote the period is placed before the parenthetical documentation.
- The block quote examples were placed on a single page for purposes of clarity.

PLAGIARISM

(Improper use of another person's ideas or language)

Plagiarism is a serious scholarly offense and is subject to disciplinary action in the Modesto City Schools Student Conduct Code. Plagiarism at the college level may result not only in a failing grade for the entire course but other consequences including expulsion. The Seventh Edition of *The MLA Handbook for Writers of Research Papers* notes:

Plagiarism involves two kinds of wrongs. Using another person's ideas, information, or expressions without acknowledging that person's work constitutes intellectual theft. Passing off another person's ideas, information, or expressions as your own to get a better grade or gain some sort of advantage constitutes fraud. (52)

Students are often confused about what constitutes plagiarism. If you use a familiar expression such as "The Golden Rule," or if you refer to facts that are common knowledge such as "The United States is comprised of fifty states," you need not cite a source. This type of information is considered part of the public domain; however, if you report that the population of Modesto is 202,751, you need to cite your source, as most residents are not aware of the exact number, and population is in flux. Some forms of plagiarism are obvious.

- If you download a paper from the Internet or if you cut and paste information from one or several sources, you are guilty of plagiarism.
- If you copy the paper, ideas, or words of a friend, you are guilty of plagiarism. If you submit work that has been written, revised, or edited—in part or in whole—by another person, you are committing plagiarism.
- You can also plagiarize yourself. If you submit a paper that you wrote for one class for credit in another class, you are guilty of plagiarism.
- If you steal an idea from a book, movie, speech, magazine, lecture, journal, teleplay, or electronic source and represent it as an original thought—even if it is expressed in your own words—then you have committed an act of plagiarism.

A reader has a right to know which ideas are yours and which belong to others, and to know where to find the information you have used.