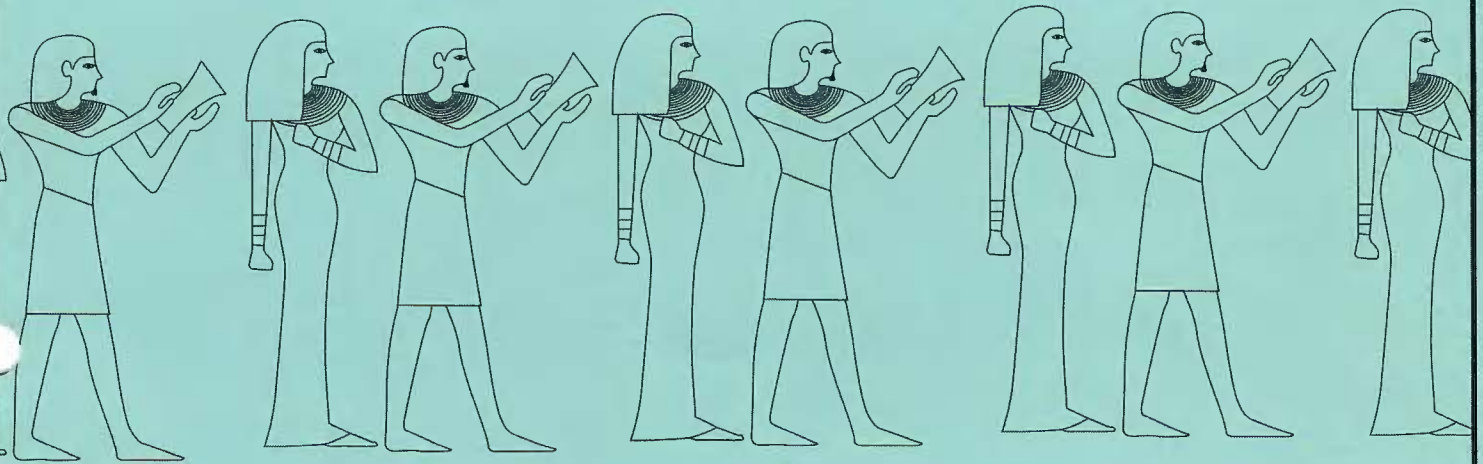
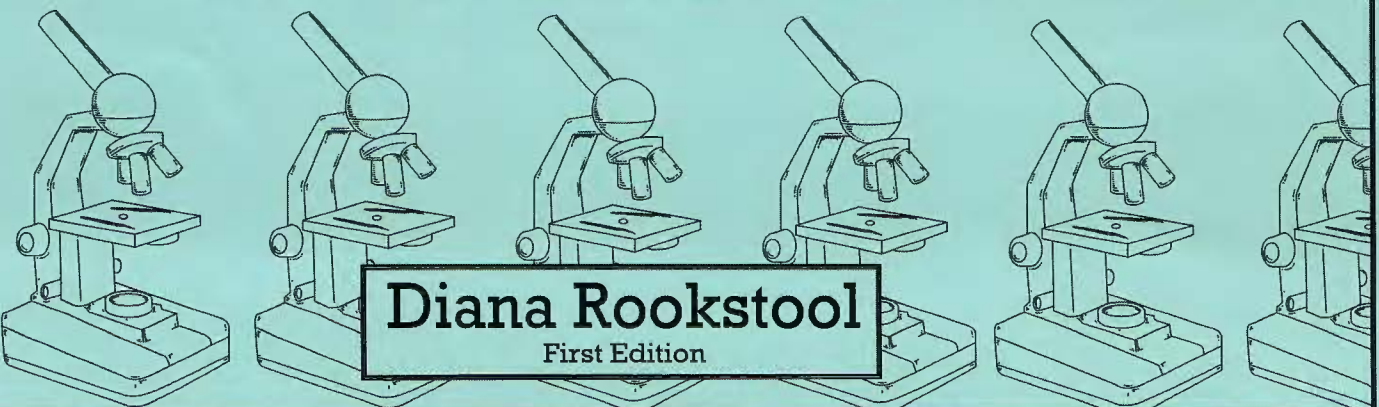


Common Core Writing

*for English Language Arts
and across Content Areas
Grades 6-8*





Informative/Explanatory • Argumentative • Narrative • Research



Diana Rookstool

First Edition

Annotation Symbols

Symbol	Definition
	Underline (or highlight) the text to identify main points or key ideas
	Circle confusing words and phrases
1, 2, 3...	Use numbers in the margins to identify a sequence of ideas or points an author is making
?	Write a question mark in the margin for further clarification, wondering questions
!	Use an exclamation point for a surprising idea
Hand written notes	Write notes in the margins for ideas, questions, or interesting points

Common Core Writing for ELA and across Content Areas

Grades 6th through 8th The Purpose of this Book

This book is meant as a quick guide to access the Common Core writing types of Informative/Explanatory, Argumentative, Narrative, and Short Research. Its purpose is to provide teachers and students with a reference to view the writing type standards across content areas compared to ELA (English Language Arts). An additional purpose of this book is to understand the Common Core features of each writing type and to evaluate student writing using guidelines designed from Smarter Balanced rubrics.

Each writing type section includes:

1. A table showing how the 6th, 7th, and 8th grade Common Core writing standards for content areas compare to the Common Core ELA writing standards
2. An explanation of the writing types
3. A student graphic organizer for each the writing types
4. A student checklist for the success of the writing types
5. A teacher rubric for the writing types similar to the Smarter Balanced rubric

The resource sections of the book include references for:

1. Shortened MLA (Modern Language Association) guidelines for a List of Works Cited/Consulted
2. Example of a List of Works Cited/Consulted
3. How to write a thesis statement
4. How to use quotations to cite evidence
5. A rubric for single paragraph responses
6. A list of transition words and phrases
7. A section of grammar and writing tips to maintain a formal style
8. Formatting an essay
9. Steps to avoid plagiarism
10. Steps to edit and revise an essay
11. Reflection and commitment to improve writing
12. Glossary with Common Core writing terminology

Pages marked with an apple in the title are meant primarily for teacher reference.

Contributors and Consultants

Many students, parents, friends, administrators, and teachers at Pacific Grove Unified School District generated ideas for this book. The contributions of these extraordinary educators and individuals helped create a book that supports students as they achieve Common Core writing success. The following individuals provided ideas to improve this book: Jo Lynne Costales, Susan Torres, Dennis Rosen, Mary Ann Fort, Moira Mahr, Wendy Milligan, Brice Gamble, Pacific Grove Middle School teachers; Jenna Hall, Karinne Gordon, Katie Selfridge, and Justus Grate, Pacific Grove High School teachers; Kelly Terry, cover artist; Buck Roggeman, Ani Silva, and Sean Roach, administrators; Madison Snow and Jake Jansen, students at Pacific Grove Middle School; Terrise Wood, parent. A special thanks to Alexandra Stampher and Karinne Gordon, editors, Debbie Rookstool, formatting expert, and Jay Dewitt, technical expert. All of you are my inspiration.

Diana Rookstool

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WRITING TYPES CHART – PURPOSE, FEATURES & FOCUS

Common Core Writing Types Chart Showing Purpose, Features, & Focus

(This information is found online at the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects-Appendix A http://www.corestandards.org/assets/Appendix_A.pdf)

	Informational/ Explanatory	Argumentative	Narrative	Research
Purpose of writing types in all content areas	-Clarify or convey information accurately by: 1. Increasing readers' knowledge of a subject. 2. Helping readers better understand a procedure or process. 3. Providing readers with an enhanced comprehension of a concept.	-Change a reader's point of view -Bring about an action -Accept the writer's explanation or evaluation of a concept, issue, or problem -Persuade a reader	-Experiences (real or imaginary) for purposes such as: 1. To inform. 2. To instruct. 3. To persuade. 4. To entertain.	-Information from multiple sources to: 1. Increase readers' knowledge of a subject. 2. Answer self-generated questions on a topic.
Special features distinguishing ELA and content areas	ELA -Literary analyses History -Historical reports and summaries Science -Science reports, procedures, instructions, and summaries All areas -Comparisons of ideas or concepts: -Cause and effect -Naming, defining, describing, or differentiating various types or parts	ELA -Assertions regarding the worth or meaning of a literary work(s) History -Analyses of evidence from multiple primary and secondary sources to advance a claim or to inform Science -Statements or conclusions that answer questions or address problems	ELA -Creative fictional stories, memoirs, anecdotes, biographies, and autobiographies. History -Accounts of individuals and events Science -Narrative descriptions of the step-by-step procedures students follow in their investigations	All areas -Research to answer a question(s) (including a self-generated question) -Gather and present relevant, accurate information to quote, summarize, or paraphrase information from multiple print and digital sources -Adherence to a standard format for citation
Focus of Common Core Standards	-Citing evidence from trustworthy sources -Conveying information accurately -Developing a controlling idea -Selecting relevant and sufficient examples, facts, and details -Citing an anecdote or a scenario to illustrate a point	-Citing evidence from trustworthy sources -Using Persuasive techniques such as: 1. Writing logical arguments 2. Establishing credibility and knowledge on the topic 3. Appealing to an audience's self-interest, sense of identity, or emotions (The CCSS place an emphasis on argumentative essays)	ELA -Providing visual details of scenes, objects, or people -Using dialogue and interior monologue that provides insight into the narrator's and character's personalities History -Selecting significant, relevant events about individuals Science -Demonstrating step-by-step procedures that can be replicated	-Citing evidence from trustworthy sources to support analysis, reflection, and research -Gathering relevant information from multiple print and digital sources -Assessing accuracy and credibility of sources of information -Quoting or paraphrasing the data of others while avoiding plagiarism -Following a standard format for citation

Notes:

- Blending writing types can effectively accomplish a writer's purpose. For example, an informative/explanatory essay or argumentative essay may include narrative elements.
- CCSS require students to cite evidence from a source within their essays when developing arguments, providing evidence for claims, demonstrating viewpoints, and/or showing examples, details, and explanations.
- Following a standard format for citation such as a works cited list or bibliographic information for a research essay can be found online or in style guides such as the *MLA Handbook for Writers of Research Papers*.

INFORMATIVE/EXPLANATORY ESSAYS

Common Core Writing Standards for 6th, 7th, and 8th Grades for Informative/Explanatory Writing

Comparison Chart for History/Social Science (Content areas) and Technical Subjects (included under Content areas) compared to English Language Arts.

Important Note: Underlined words within the description of the standards indicate subtle differences between the grade level standards as ELA skill levels increase in 7th and 8th grades.

Content Areas 6 th , 7 th , & 8 th	ELA 6 th Grade	ELA 7 th Grade	ELA 8 th Grade
<u>CCSS.ELA-LITERACY.WHST.6-8.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts, <u>including career development documents (e.g., simple business letters and job applications)</u> , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<u>CCSS.ELA-LITERACY.WHST.6-8.2.A</u> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<u>CCSS.ELA-LITERACY.W.6.2.A</u> Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<u>CCSS.ELA-LITERACY.W.7.2.A</u> Introduce a topic or thesis statement <u>clearly, previewing what is to follow</u> ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<u>CCSS.ELA-LITERACY.W.8.2.A</u> Introduce a topic or thesis statement clearly, <u>previewing what is to follow</u> ; organize ideas, concepts, and information <u>into broader categories</u> ; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<u>CCSS.ELA-LITERACY.WHST.6-8.2.B</u> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<u>CCSS.ELA-LITERACY.W.6.2.B</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<u>CCSS.ELA-LITERACY.W.7.2.B</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<u>CCSS.ELA-LITERACY.W.8.2.B</u> Develop the topic with relevant, <u>well-chosen</u> facts, definitions, concrete details, quotations, or other information and examples.
<u>CCSS.ELA-LITERACY.WHST.6-8.2.C</u> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	<u>CCSS.ELA-LITERACY.W.6.2.C</u> Use appropriate transitions to clarify the relationships among ideas and concepts.	<u>CCSS.ELA-LITERACY.W.7.2.C</u> Use appropriate transitions to <u>create cohesion</u> and clarify the relationships among ideas and concepts.	<u>CCSS.ELA-LITERACY.W.8.2.C</u> Use appropriate <u>and varied</u> transitions to create cohesion and clarify the relationships among ideas and concepts.
<u>CCSS.ELA-LITERACY.WHST.6-8.2.D</u> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	<u>CCSS.ELA-LITERACY.W.6.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>CCSS.ELA-LITERACY.W.7.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>CCSS.ELA-LITERACY.W.8.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.
<u>CCSS.ELA-LITERACY.WHST.6-8.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<u>CCSS.ELA-LITERACY.W.6.2.E</u> Establish and maintain a formal style.	<u>CCSS.ELA-LITERACY.W.7.2.E</u> Establish and maintain a formal style.	<u>CCSS.ELA-LITERACY.W.8.2.E</u> Establish and maintain a formal style.
<u>LITERACY.WHST.6-8.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<u>CCSS.ELA-LITERACY.W.6.2.F</u> Provide a concluding statement or section that follows from the information or explanation presented.	<u>CCSS.ELA-LITERACY.W.7.2.F</u> Provide a concluding statement or section that follows from <u>and supports</u> the information or explanation presented.	<u>CCSS.ELA-LITERACY.W.8.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented.

This information is found on the Common Core California State Standards Initiative Site at <http://www.corestandards.org/ELA-Literacy/>.

How to Write an Informative/Explanatory Essay

(Compare-contrast, Cause-effect, Problem-solution)

ELA CCSS.W.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (Note: added for 8th grade, including career development documents e.g., simple business letters and job applications).

Content areas WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

When writing Informative/explanatory (expository) essays, students are meant to provide factual, interesting information about a topic. Although the reader may form new opinions and insights on the topic, the primary purpose is to inform and educate, not to persuade. Depending on the purpose of the essay, an informative/explanatory essay may (or may not) have a text structure or text feature that uses an organizational pattern by using one of the following features:

- **Cause and effect** essays explain how an occurrence (cause) results in an action, event, or decision (effect).
- **Compare-contrast** essays show how two things are alike (compare) and how they are different (contrast).
- **Problem-solution** essays present a problem with a solution(s).

Subtle differences between these text structures often cause one text structure to work better than another type of text structure for any given topic. Basic facts and information within these organizational patterns remain the same, but the text features or viewpoint can vary. The following examples show how the text structure can change for a topic. For example, the topic may be the ways in which Egyptian mummies provide information to modern-day scientists who are investigating how people lived in the past.

Examples:

Cause and effect text structure or viewpoint:

This viewpoint shows how the people of ancient Egypt mummified bodies in order to preserve bodies for the afterlife. The **cause**, mummification, or the need to preserve bodies for the afterlife, has the **effect** of providing information for scientists so they can interpret how people lived in ancient times.

Compare-contrast text structure or viewpoint:

This viewpoint **compares** how people of ancient Egypt mummified bodies in order to preserve bodies for the afterlife in **contrast** to how bodies are preserved in nature by peat bogs, sand, or ice. The analysis provides scientists with extensive information regarding people living in ancient times.

Problem-solution text structure or viewpoint:

This viewpoint shows how scientists face the problem of understanding the way ancient people lived, and the solution to the problem is that scientists study Egyptian mummies.

Determining which text structure works best depends on how one wants to present information and upon the topic itself. For example, newspaper articles use all three text structures to convey information, but when writing an article about a natural disaster, **cause and effect** works well. Additionally, an essay written for literary analysis could easily follow a text structure of **compare-contrast** when comparing two literary works by the same author, comparing works by different authors, comparing a poem to a similarly themed narration, or making a comparison between a literary work and its adaptation to film or to a play. An example demonstrating how **problem-solution** works well would be in letters to an editor, or a person of authority, regarding problems within a community and the solutions to the problem.

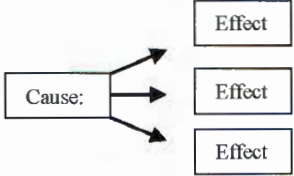

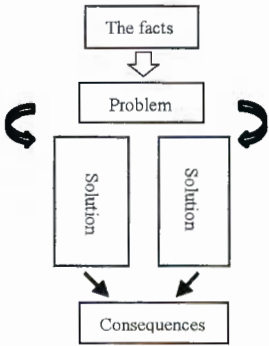

A well-constructed informative/explanatory essay is clearly written and includes the following features:

1. The beginning introduces the topic and hooks or engages the reader with interesting or surprising information, a quote, or an anecdote.
2. The opening paragraph provides background information about the topic and has a clear thesis.
3. Information is logically organized.
4. Relevant (relates to the topic) and sufficient (clear and varied enough to inform the audience) evidence correctly cites the source of the information in order to avoid plagiarism and to lend credibility to the information.
5. Words, phrases, and clauses unify ideas in order to provide cohesion and flow to the entire essay.
6. Academic, content specific language demonstrates a voice of authority in the essay.
7. A formal style and correct formatting is present throughout the essay. Formal or academic style is most often written in the third person point of view and includes correct grammar and spelling. Formal style does not include slang, contractions, or informal or casual language.
8. A conclusion supports the information presented in the essay and provides the significance of the topic.

Note: If applicable, consider using graphs or tables to aid comprehension for the reader.

Informative/Explanatory Text Structure Definitions, Examples, and Vocabulary

Note: The actual words *cause*, *effect*, *compare*, *contrast*, *problem*, and *solution* can be substituted with words from the vocabulary list below.

Text Structure	Definition of text structure's organizational pattern	Examples of genres when these text structures are used	Vocabulary associated with this type of organizational structure
Cause and Effect 	Shows how an incident (cause) results in other incidents (effects) that occur as a result of the cause; like a chain reaction	Essays for history, science, technical subjects, math, ELA, science experiments or procedures, newspaper articles	Cause: cause, caused by, due to the fact that, because, because of, since, on account of, if...then, for this reason, leads to, begins with Effect: effect, results, as a result of, resulting in, due to, for this reason, consequently, not only...but also, consequence, as might be expected
Compare-contrast 	Identifies the ways that two things are alike and the ways in which they are different	Essays for history, science, technical subjects, math, and ELA, classifications, literary analysis, newspaper articles	Compare: compare, compared to, similar to, closely related, same as, as well as, also, equal to, in common Contrast: contrast, despite, however, in contrast, different from, as opposed to, instead of, although, however, but, on the other hand, nevertheless, nonetheless, whereas, while, yet
Problem-solution 	Explains a problem and its possible solution(s)	Essays for history, science, technical subjects, math, and ELA, newspaper articles, letters to the editor or authorities	Problem: problem, dilemma, confronted with, challenge, obstacle, encounter, issue, question, situation, puzzle, quandary, reason, factor Solution: solution, potential solutions, answer, one answer to the problem, possibility, proposition, recommendation, remedy, outcome, resolution, the question is, therefore, however, and if...then, an answer to this is, potential solutions include
Time Order/ Chronological Order 1 st ⇒ 2 nd ⇒ 3 rd	Provides information in the order it occurs or tells the steps to follow to do or make something	Procedures for scientific/technical topics, order of events in history, timelines, plotlines in ELA	Sequential order: First, second, before, after, finally, then, next, earlier
Description 	Describes a topic, idea, person, place, or thing by listing its important characteristics or features	Descriptions of scientific types or classifications, description of time periods in history, narratives in ELA	Signal words like: on, over, beyond, within, for example, in particular, specifically, in addition Descriptive adjectives Description using the five senses

Note: If applicable, use charts, tables, or graphs to help clarify information for the reader.

Informative/Explanatory Content Area Examples of Thesis Statements

This table shows the same topic for a science essay using an organizational text structure for compare-contrast, cause-effect, or problem-solution.

Text Structure	Science Topic	Thesis Statement
Compare-contrast	Watershed/Algae Blooms—Pesticides and fertilizers running into the world's oceans	Compared to the healthy, pristine oceans of the past, today's oceans show a stark contrast as they fill with pesticides and fertilizers.
Cause-effect	Watershed/Algae Blooms—Pesticides and fertilizers running into the world's oceans	The effects of pesticides and fertilizers washing into the world's oceans are causing irreparable damage.
Problem-solution	Watershed/Algae Blooms—Pesticides and fertilizers running into the world's oceans	Scientists are revealing a problem with the health of the world's oceans, and people around the globe must seriously consider the solutions .

This table shows a different topic for a history essay using an organizational text structure for compare-contrast, cause-effect, or problem-solution.

Text Structure	History Topic	Thesis Statement
Compare-contrast	Crusades of the Middle Ages	When comparing the religious wars of the Crusades to the Islamic Jihads, contrasts in the length of the time periods, the number of the battles, and the underlying purposes of each war stand out.
Cause-effect	Crusades of the Middle Ages	The Crusades began in 1095 when Pope Urban II decided to regain access to the Holy Land thereby causing a 200-year war with the effects of establishing strong trade in the Mediterranean, spreading the power of the Roman Catholic Church, and increasing the use of violence through militarism.
Problem-solution	Crusades of the Middle Ages	During the Middle Ages, the believers of Christendom faced a serious problem when so-called "infidels" threatened to overtake the sacred sites of the Holy Land, and the solution to this problem became the Crusades.

This table shows a different topic for ELA using an organizational text structure for compare-contrast, cause-effect, or problem-solution.

Text Structure	ELA Topic	Thesis Statement
Compare-contrast	Literary analysis of a book	In Lois Lowry's book, <i>The Giver</i> , the main character, Jonas, changes as he realizes what it means to be the giver for his community. As he is trained in his role, Jonas's new life compares little to his past life but contrasts significantly as he begins to understand the real meaning of release, the horror of war, and the impact of physical pain.
Cause-effect	Literary analysis of a book	When Jonas, the main character in the book <i>The Giver</i> , by Lois Lowry, learns the true meaning of "release," his new understanding causes him to rebel against society in order to save baby Gabriel's life in hopes of creating the effect of changing his community.
Problem-solution	Literary analysis of a book	In the book, <i>The Giver</i> , by Lois Lowry, Jonas's solution to the problem of baby Gabriel's "release" is to run away from his community.

Note: The bold words in the thesis statements above help the reader understand the organizational text structure of the essay. The actual words *compare*, *contrast*, *cause*, *effect*, *problem*, or *solution* can be changed to synonymous words.

Graphic Organizer for an Informative/Explanatory Essay

Opening/Introductory Paragraph		
<p>Hook—grabs the reader's attention by using a quote, an unusual or statistical fact, or an anecdote. An anecdote is a short story with narrative elements and is meant to entertain or make a point. (Follow the requirements of each teacher):</p> <p>Description/overview/background of topic—clearly explains the topic and provides necessary background information:</p> <p>Thesis, hard or soft—provides the main point of the essay and reveals the organizational text structure if using cause and effect, compare-contrast, or problem-solution; states the focus/topic clearly, precisely, and thoughtfully. (A hard thesis lists points and ideas that will be further explained in the body paragraphs. A soft thesis makes a more general statement about the topic):</p>		
<p style="text-align: center; margin: 0;">1st Body Paragraph</p> <div style="border: 1px solid black; padding: 10px; min-height: 200px;"> <p>Topic sentence:</p> <p>Supporting details, facts, examples:</p> <p>Evidence from text:</p> </div>	<p style="text-align: center; margin: 0;">2nd Body Paragraph</p> <div style="border: 1px solid black; padding: 10px; min-height: 200px;"> <p>Topic sentence:</p> <p>Supporting details, facts, examples:</p> <p>Evidence from text:</p> </div>	<p style="text-align: center; margin: 0;">3rd Body Paragraph</p> <div style="border: 1px solid black; padding: 10px; min-height: 200px;"> <p>Topic sentence:</p> <p>Supporting details, facts, examples:</p> <p>Evidence from text:</p> </div>
Closing/Conclusion Paragraph		
<p>Connect to the hook (if applicable):</p> <p>Restate thesis statement using new wording (Restating the thesis could be included in the final thought on the topic):</p> <p>Restate main points or overall ideas:</p> <p>Final thought on the topic (This final thought or significance of the topic could be used to create a thought-provoking title for the essay. Using part of the final thought in the title of the essay is called a twist. Be sure to follow the requirements of your teacher.):</p>		

Note: Body paragraphs present information in a logical order and provide details, facts, and examples that explain the topic thoroughly. The essay can have more than three body paragraphs. Be sure to include evidence from trustworthy sources to support details, facts, and examples. In addition, using transitions will connect ideas, create cohesion, and help the essay flow from one idea to the next.

Checklist for a Successful Informative/Explanatory Essay

Use a 4-point scale to evaluate the essay 0=missing, 1=inadequate, 2=adequate, 3=good, 4=excellent

Introduction (How effective is the introduction?)

0-4

The introduction includes a hook that grabs the attention of the reader/audience (an unusual comment, fact, quote, or personal anecdote) Teacher requirements and assignments vary regarding hooks.	
Background information clearly explains the topic and points to more detailed information and explanations to come in the body paragraphs. (It hints at information that will be included in the essay.)	
The thesis clearly states the main idea (controlling idea) or focus of the essay and conveys the significance of the topic.	

Body Paragraph 1 (How well is relevant, specific information integrated from each source into all paragraphs?)

The paragraph includes a topic sentence that states the idea covered within the paragraph.	
The information is clearly stated; explanations and examples are logical and relevant to the topic.	
The information is correctly cited with evidence from a reliable source, and the paragraph clearly refers to that specific source.	

Body Paragraph 2 (How well are a variety of transitions consistently used in all paragraphs?)

The paragraph includes a topic sentence that states the idea covered within the paragraph.	
The information is clearly stated; explanations and examples are logical and relevant to the topic.	
The information is correctly cited with evidence from a reliable source, and the paragraph clearly refers to that specific source.	

Body Paragraph 3 (How well are ideas elaborated in all paragraphs with an effective variety of sentence structure?)

The paragraph includes a topic sentence that states the idea covered within the paragraph.	
The information is clearly stated; explanations and examples are logical and relevant to the topic.	
The information is correctly cited with evidence from a reliable source, and the paragraph clearly refers to that specific source.	

All Paragraphs (How well is the thesis maintained with a logical progression of ideas from beginning to end?)

Topic sentences are clearly stated and support the thesis. Supporting sentences elaborate, explain, and provide reasons and details to support the topic sentence in each paragraph.	
The information in body paragraphs 1, 2, and 3 is in a logical order and support the thesis or controlling idea of the essay.	
The effective use of a variety of transition words, phrases, clauses and sentences are used to create cohesion and unity within and throughout paragraphs and to clarify the relationship to the main focus of the essay.	
Ideas are stated in the student's own words using language that is appropriate for audience & purpose.	
A formal style is maintained, and grammar is correct.	

Concluding Paragraph (How effective is the conclusion?)

The concluding paragraph connects to the hook (if applicable).	
The thesis is restated using different wording. (Restating the thesis in the final sentence is acceptable.)	
The conclusion effectively summarizes the ideas presented in the essay.	
The ending sentence reiterates the importance and significance of the topic. (Using words from the final sentence of the essay to create a title is called a twist. Check the requirements of each teacher for creating a title for the essay.)	

Rubric for Informative/Explanatory Writing 🍏

Adapted from the 4-Point Smarter Balanced Performance Task Writing Rubric (Grades 6–11)
http://www.ode.state.or.us/wma/teachlearn/subjects/science/assessment/smarter-balanced_scoring_rubrics.pdf

Score	4	3	2	1	NS
Organization/Purpose	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	-Insufficient (includes copied text) -In a language other than English -Off-topic and/or off-purpose
	• Controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	• Controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task	• Controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	• Controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task	
	• Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas	• Inconsistent use of transitional strategies and/or little variety	• Few or no transitional strategies are evident	
	• Effective introduction and conclusion	• Adequate introduction and conclusion	• Introduction or conclusion, if present, may be weak	• Introduction and/or conclusion may be missing	
	• Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• Adequate progression of ideas from beginning to end; adequate connections between and among ideas	• Uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas	• Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	

Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:	The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:	The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:	The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:	Insufficient
	• Comprehensive evidence from sources is integrated; references are relevant and specific	• Adequate evidence from sources is integrated; some references may be general	• Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague	• Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used	
	• Effective use of a variety of elaborative techniques*	• Adequate use of some elaborative techniques*	• Weak or uneven use of elaborative techniques*; development may consist primarily of source summary	• Minimal, if any, use of elaborative techniques*	
	• Vocabulary is clearly appropriate for the audience and purpose	• Vocabulary is generally appropriate for the audience and purpose	• Vocabulary use is uneven or somewhat ineffective for the audience and purpose	• Vocabulary is limited or ineffective for the audience and purpose	
	• Effective, appropriate style enhances content	• Generally appropriate style is evident	• Inconsistent or weak attempt to create appropriate style	• Little or no evidence of appropriate style	

*Note: Elaborative techniques may include the use of personal experiences that support the controlling idea.

Score	4	3	2	1	NS
Conventions	Clearly demonstrates a command of conventions:	Adequately demonstrates a command of conventions:	Demonstrates a partial command of conventions:	Demonstrates little or no command of conventions:	Insufficient
	• Effective use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	

Holistic Scoring:

Variety—A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.

Severity—Basic errors are more heavily weighted than higher-level errors. Density—The proportion of errors is infrequent to the amount of writing done well. This includes the ratio of errors to the length of the piece.

ARGUMENTATIVE ESSAYS

Common Core Writing Standards for 6th, 7th, and 8th Grades for Argumentative Writing

Comparison Chart for History/Social Sciences, Science (Content areas), and Technical Subjects (included under Content areas) compared to English Language Arts.

This information is found on the Common Core California State Standards Initiative site at <http://www.corestandards.org/ELA-Literacy/>

Important Note: Underlined words within the description of the standards indicate subtle differences between the grade level standards as ELA skill levels increase in 7th and 8th grades.

Content Areas 6-8 th Grades	ELA 6 th Grade	ELA 7 th Grade	ELA 8 th Grade
<u>CCSS.ELA-LITERACY.WHST.6-8.1</u> Write arguments focused on <u>discipline-specific content</u> .	<u>CCSS.ELA-LITERACY.W.6.1</u> Write arguments to support claims with clear reasons and relevant evidence.	<u>CCSS.ELA-LITERACY.W.7.1</u> Write arguments to support claims with clear reasons and relevant evidence.	<u>CCSS.ELA-LITERACY.W.8.1</u> Write arguments to support claims with clear reasons and relevant evidence.
<u>CCSS.ELA-LITERACY.WHST.6-8.1.A</u> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<u>CCSS.ELA-LITERACY.W.6.1.A</u> Introduce claim(s) and organize the reasons and evidence clearly.	<u>CCSS.ELA-LITERACY.W.7.1.A</u> Introduce claim(s), <u>acknowledge alternate or opposing claims</u> , and organize the reasons and evidence logically.	<u>CCSS.ELA-LITERACY.W.8.1.A</u> Introduce claim(s), acknowledge <u>and distinguish</u> the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<u>CCSS.ELA-LITERACY.WHST.6-8.1.B</u> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	<u>CCSS.ELA-LITERACY.W.6.1.B</u> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<u>CCSS.ELA-LITERACY.W.7.1.B</u> Support claim(s) <u>with logical reasoning</u> and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<u>CCSS.ELA-LITERACY.W.8.1.B</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<u>CCSS.ELA-LITERACY.WHST.6-8.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<u>CCSS.ELA-LITERACY.W.6.1.C</u> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<u>CCSS.ELA-LITERACY.W.7.1.C</u> Use words, phrases, and clauses <u>to create cohesion</u> and clarify the relationships among claim(s), reasons, <u>and evidence</u> .	<u>CCSS.ELA-LITERACY.W.8.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims</u> , reasons, and evidence.
<u>CCSS.ELA-LITERACY.WHST.6-8.1.D</u> Establish and maintain a formal style.	<u>CCSS.ELA-LITERACY.W.6.1.D</u> Establish and maintain a formal style.	<u>CCSS.ELA-LITERACY.W.7.1.D</u> Establish and maintain a formal style.	<u>CCSS.ELA-LITERACY.W.8.1.D</u> Establish and maintain a formal style.
<u>CCSS.ELA-LITERACY.WHST.6-8.1.E</u> Provide a concluding statement or section that follows from and supports the argument presented.	<u>CCSS.ELA-LITERACY.W.6.1.E</u> Provide a concluding statement or section that follows from the argument presented.	<u>CCSS.ELA-LITERACY.W.7.1.E</u> Provide a concluding statement or section that follows from <u>and supports</u> the argument presented.	<u>CCSS.ELA-LITERACY.W.8.1.E</u> Provide a concluding statement or section that follows from and supports the argument presented.

How to Write an Argumentative Essay

ELA CCSS W.1 Write arguments to support claims with clear reasons and relevant evidence.

Content areas 6th–8th.1 Write arguments focused on discipline-specific content.

When writing an argumentative essay, the student forms an argument and supports it with **evidence**. The student may be asked to examine another person's (or multiple people or authors') stand on a topic and interpret the author's viewpoint and then consider his or her own viewpoint. The student defends the author's argument(s), refutes the argument(s), or offers a new point of view of his or her own. The purpose for writing an argumentative essay is to show the audience that one's argument is correct and valid based on the claims (or reasons) presented and the evidence provided. Then the audience can look at the topic from a new perspective or consider another point of view.

A well-constructed argumentative essay is clearly written, logical, and includes the following features:

1. An introduction with background information and/or an explanation of the topic
2. A thesis (hard or soft), or main idea, that takes a clear stand on the topic
3. Body paragraphs with supporting **claims** and reasons backed up with credible sources that include **relevant** and **sufficient** evidence
4. **Counterclaims** or counterarguments are acknowledged and refuted
5. The conclusion readdresses the thesis or main argument (using different wording), and summarizes the claims and reasons in order to remind the reader of important points in the essay
6. A final thought or concluding statement that provides solutions to the problem, warns the audience of consequences or implications, challenges the audience to make a change or take a different course of action, encourages the audience to accept a new idea, and/or convinces the audience to consider a different way of thinking about the topic

Students can ask themselves the following questions in order to focus on the most effective way to construct their ideas:

- Who is my audience and how will I persuade this audience to accept my ideas?
- What is my purpose for writing this argument? Why and how do I want people to think about the topic?
- How am I going to find the best relevant and sufficient evidence to support my claims?
- What is the strongest counterargument and how will I respectfully acknowledge and refute the counterargument?
- What do I want as the final result after presenting this topic/argument? Am I going to present a call to action, solution to a problem, or challenge the audience's way of thinking?

After considering the audience, the purpose for writing about the topic, and the stand or position the student will take, the student must support his or her argument by making claims. The student must confidently, logically, and clearly state the reasons for each claim by providing evidence from credible sources of information. These reasons support the claims and the position the student takes in the argument. Sources of information must be relevant or relate to the topic. The sources are relevant when they directly and factually support the position (or main argument). These sources also need to be sufficient or clear and varied enough to adequately present the reasons for the claims and main argument.

Different types of evidence for claims can be obtained from a variety of sources. One type of evidence includes expert opinions, or statements made by an authority (another way to describe this idea is *ethos* or the writer's credibility). Expert opinions demonstrate that one's claim has credibility and the information is trustworthy and reliable. A second way to present a claim is to use statistical facts, numerical information, and research results. This data provides logical, specific, and unbiased reasons to validate one's claim (called *logos* or formal logic and reasoning). A third way to present information is to use anecdotes or someone's personal account or story to make a point. Anecdotes and personal accounts cause the audience to connect on a personal level with the topic (this shows the idea of *pathos* or the emotional appeal within an argument). A final way to appeal to an audience is from the perspective of commonly accepted beliefs and ideas that most people share. Using these techniques to present evidence to explain one's reasons will convince the audience that the main points of the argument have valid, thoughtful, relevant, and sufficient claims.

Well-written arguments must address the counterclaim, counterarguments, or opposing claims. Doing so shows fair-mindedness and that the student understands all sides of the argument. One way to organize the essay is to present all of one's claims first and then present the counterclaim. Alternatively, the counterclaims can be addressed within each claim paragraph. Addressing counterclaims distinguishes an argumentative essay from an opinion essay. Opinion essays are mainly meant to convince the reader using the most persuasive and favorable techniques to do so. On the other hand, argumentative essays develop a student's critical thinking skills because they provide the reader with another perspective on a debatable topic backed with logical claims, evidence and counterclaims. Argumentative essays are an important Common Core focus.

Students must write the essay using a formal style and correct formatting. Formal or academic style is most often written in the third person point of view and includes correct grammar and spelling. In addition, using academic, content specific language demonstrates a voice of authority. Formal style does not include slang, contractions, and informal or casual language. Use words, phrases, and clauses that unify or link ideas and give cohesion and flow to the entire essay.

Note: Words in bold are important concepts to understand when writing Common Core argumentative essays.

Graphic Organizer for an Argumentative Essay

Opening/Introductory Paragraph		
<p>Hook—grabs the reader's attention by using a quote, an unusual or statistical fact, or an anecdote. An anecdote is a short story with narrative elements and is meant to entertain or make a point. (Follow the requirements of each teacher):</p> <p>Description/overview/background of topic—clearly explains the topic and provides necessary background information about the argument:</p> <p>Thesis, hard or soft—provides the main point, or main claim, of the essay and states a clear, precise, and thoughtful position for the thesis or main argument. (A hard thesis lists points and ideas that will be further explained in the body paragraphs. A soft thesis makes a more general statement about the topic.):</p>		
Claims & Supporting Reasons	Explanation for Reasons	Evidence
Claim & reason 1 (1 st body paragraph)	How or why does this reason support the claim?	What source will support the reason? Write the quote from the source. (How is the evidence credible, relevant, and sufficient?)
Claim & reason 2 (2 nd body paragraph)	How or why does this reason support the claim?	What source will support the reason? Write the quote from the source. (How is the evidence credible, relevant, and sufficient?)
Claim & reason 3 (3 rd body paragraph)	How or why does this reason support the claim?	What source will support the reason? Write the quote from the source. (How is the evidence credible, relevant, and sufficient?)
Counterclaim or Opposing Claims		
Counterclaim or opposing claim: Decide the strongest counterargument(s). The counterargument(s) can be placed after each of the reasons for the claim within the body paragraphs or as an additional paragraph after the body paragraphs. Refute or rebut the counterargument or explain how the counterargument does not work or is not a logical conclusion to the argument.		
Closing/Concluding Paragraph		
<p>Connect to the hook (if applicable):</p> <p>Restate thesis statement using new wording (Restating the thesis could be included in the final thought on the topic):</p> <p>Restate main points/claims and summarize the reasons as a logical conclusion to the argument and ideas presented in the essay:</p> <p>Final thought on the topic (Finish with a final sentence that includes an implication, question, quotation, point of view, or challenge):</p>		

Checklist for a Successful Argumentative Essay

Use a 4-point scale to evaluate the essay 0=missing, 1=inadequate, 2=adequate, 3=good, 4=excellent

Introduction (How effective is the introduction?)

0-4

The introduction includes a hook that grabs the attention of the reader/audience (an unusual comment, fact, statistic, quote, or personal anecdote may be used). Teacher requirements and assignments vary regarding hooks.	
Background information clearly explains the argument. (It hints at information that will be included in the essay.)	
The thesis (main claim or argument) presents the point of the essay and illustrates what the essay will prove. The thesis takes a distinct stand and clearly establishes an argumentative claim.	

Body Paragraph 1 (How well is relevant and specific information integrated from each source into all paragraph?)

The claim and reasons are clearly stated, logical, relevant, and convincing with effective elaboration.	
Claims and reasons are supported with evidence; the evidence is relevant and correctly cited.	

Body Paragraph 2 (How well are a variety of transitions consistently used in all paragraphs?)

The claim and reasons are clearly stated, logical, relevant, and convincing with effective elaboration.	
Claims and reasons are supported with evidence; the evidence is relevant and correctly cited.	

Body Paragraph 3 (How well are ideas elaborated in all paragraphs with an effective variety of sentence structure?)

The claim & reason is clearly stated, logical, relevant, and convincing with effective elaboration.	
Claims and reasons are supported with evidence; the evidence is relevant and correctly cited.	

Counterclaims or Counterarguments Paragraph (Is the most important counterargument(s) presented?)

Counterargument(s) is explained and a response to the counterclaim (rebuttal) is included as a fourth paragraph or within the body paragraphs.	
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All Paragraphs (How well are the paragraphs organized with relevant evidence from credible sources that will lead to a logical conclusion to the thesis, main claim or argument?)

Topic sentences are clearly stated and support the thesis. Supporting sentences elaborate, explain, and provide reasons and details to support the topic sentence and claims in each paragraph.	
The reasons in the paragraphs are presented in a logical progression of ideas from beginning to end and effectively support the thesis.	
Words, phrases, and clauses are used to create cohesion and to clarify the relationships among claims, counterclaims, reasons, and evidence.	
Ideas are stated in the student's own words using language that is appropriate for audience and purpose.	
A formal style is maintained and grammar is correct.	

Concluding Paragraph (How effective is the conclusion?)

The concluding paragraph connects to the hook (if applicable).	
The thesis is restated in a satisfactory way using different wording.	
The ending is logical and revisits the reasons that support the argument.	
Ending ideas include a call to action, an appeal, a challenge, and/or a final important thought.	

Rubric for Argumentative Writing

Adapted from the 4-Point Smarter Balanced Performance Task Writing Rubric (Grades 6–11)

http://www.ode.state.or.us/wma/teachlearn/subjects/science/assessment/smarter-balanced_scoring_rubrics.pdf

Score	4	3	2	1	NS
Organization/Purpose	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Claim is clearly communicated; the focus is strongly maintained for purpose/audience • Consistent use of a variety of transitional strategies • Effective introduction and conclusion • Logical progression of ideas; strong connections with some syntactic variety • Alternate and opposing argument(s) are clearly acknowledged or addressed* 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> • Claim is clear; focus is mostly maintained for the purpose/audience • Adequate use of transitional strategies • Adequate introduction and conclusion • Adequate progression of ideas; adequate connections between and among ideas • Alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Claim may be unclear, the focus may be insufficient for the purpose/audience • Inconsistent use of transitional strategies and/or little variety • Introduction or conclusion, if present, may be weak • Uneven progression of ideas; inconsistent or unclear connections among ideas • Alternate and opposing argument(s) may be confusing or not acknowledged* 	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> • Claim may be confusing or too brief; focus may drift from the purpose/audience • Few or no transitional strategies are evident • Introduction and/or conclusion may be missing • Frequent extraneous ideas may be evident; random ideas or unclear progression • Alternate and opposing argument(s) may not be not acknowledged* 	<p>Insufficient (includes copied text) -In a language other than English -Off-topic and/or off-purpose</p>

*Note: Acknowledging and/or addressing the opposing point of view begins at grade 7.

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • Clear citations or attribution to source material • Effective use of a variety of elaborate techniques* • Vocabulary clearly appropriate for audience/purpose • Effective, appropriate style enhance content 	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • Adequate use of citations or attribution to source material • Adequate use of some elaborate techniques* • Vocabulary generally appropriate for audience/purpose • Generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Some evidence (facts and details) from the source material may be weakly integrated • Weak use of citations or source material • Weak/uneven use of elaborate techniques* • Vocabulary is ineffective for audience/purpose • Inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • Insufficient use of citations or attribution to source material • Minimal, if any, use of elaborate techniques • Vocabulary limited for audience/ purpose • Little or no evidence of appropriate style 	<p>Insufficient</p>

*Note: Elaboration techniques may include the use of personal experiences that support the argument(s).

Score	4	3	2	1	NS
Conventions	<p>Clearly demonstrates a command of conventions:</p> <ul style="list-style-type: none"> • Effective use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>Adequately demonstrates a command of conventions:</p> <ul style="list-style-type: none"> • Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>Demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>Demonstrates little of no command of conventions:</p> <ul style="list-style-type: none"> • Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>Insufficient</p>

Holistic Scoring:

Variety—A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.

Severity—Basic errors are more heavily weighted than higher-level errors.

Density—The proportion of errors is infrequent to the amount of writing done well. This includes the ratio of errors to the length of the piece.

NARRATIVE ESSAYS

Common Core Writing Standards for 6th, 7th, and 8th Grades for Narrative Writing

(History/Social Sciences, Science, and Technical Subjects do not have a separate requirement for narrative writing; see the note below. The chart is for 6th, 7th, and 8th grade English Language Arts)

CCSS.ELA-LITERACY.WHST.6-8.3

(Not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Important Note: Underlined words within the description of the standards indicate subtle differences between the grade level standards as ELA skill levels increase in 7th and 8th grades.

ELA 6 th Grade	ELA 7 th Grade	ELA 8 th Grade
<u>CCSS.ELA-LITERACY.W.6.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<u>CCSS.ELA-LITERACY.W.7.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<u>CCSS.ELA-LITERACY.W.8.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<u>CCSS.ELA-LITERACY.W.6.3.A</u> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<u>CCSS.ELA-LITERACY.W.7.3.A</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<u>CCSS.ELA-LITERACY.W.8.3.A</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<u>CCSS.ELA-LITERACY.W.6.3.B</u> Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<u>CCSS.ELA-LITERACY.W.7.3.B</u> Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<u>CCSS.ELA-LITERACY.W.8.3.B</u> Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.
<u>CCSS.ELA-LITERACY.W.6.3.C</u> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<u>CCSS.ELA-LITERACY.W.7.3.C</u> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<u>CCSS.ELA-LITERACY.W.8.3.C</u> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another <u>and show the relationships among experiences and events</u> .
<u>CCSS.ELA-LITERACY.W.6.3.D</u> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<u>CCSS.ELA-LITERACY.W.7.3.D</u> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<u>CCSS.ELA-LITERACY.W.8.3.D</u> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<u>CCSS.ELA-LITERACY.W.6.3.E</u> Provide a conclusion that follows from the narrated experiences or events.	<u>CCSS.ELA-LITERACY.W.7.3.E</u> Provide a conclusion that follows from <u>and reflects</u> on the narrated experiences or events.	<u>CCSS.ELA-LITERACY.W.8.3.E</u> Provide a conclusion that follows from and reflects on the narrated experiences or events.

How to Write a Narrative Essay

ELA CCSS W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.WHST.6-8.3

(Not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

When generally speaking about writing types, narratives tell a story either made up or real while all other essays are expository. On the other hand, a student needs to understand that narrative elements can be included in argumentative essays, informative/explanatory essays, and even research essays. For example, in an argumentative essay, narratives or short stories can be used as evidence to support reasons and claims. In informative/explanatory essays, narratives can also be used to provide examples, details, and descriptions. Additionally, narratives or short stories (anecdotes) can be used in both argumentative essays and informative/explanatory essays as a hook (attention grabber).

Basic narrative elements include the following:

- A chronological order or logical sequence of events
- A purpose (to provide examples or explanations, to entertain, or to make a point)
- Characters (real or imagined) Characterization provides descriptions of characters through their actions, speech, thoughts, dialogue, or interaction with other characters. Character development shows the change in a dynamic character over time and through circumstances. Messages and themes are often revealed through a character's actions or thoughts.
- Dialogue (important, but not always necessary)
- Descriptive details to engage readers in order to support the overall purpose of the essay or story

Traditional narratives or story writing contains the following features:

1. The opening paragraphs set the stage by introducing character(s) and describing the setting (this is called the exposition).
2. A plot with a clear beginning, middle, and end that tells what happens first, second, third, and so on.
3. The middle paragraphs develop the plot by introducing the conflict and telling a sequence of events (rising action) that builds suspense toward a climax.
4. The closing paragraphs resolve the conflict and recount the last events to present a lesson learned, a message, or a moral (the theme).
5. The writing provides details that appeal to the senses and use figurative language.
6. The use of dialogue reveals the characters' personalities and propels the action.

As seen in the note above, literacy standards in history, science, and technical subjects require the use of narrative elements. In history, students demonstrate their knowledge by writing biographies, autobiographies, imaginary diary entries, and letters to fictitious characters or to historic figures on a topic that is best presented through narrative elements. In science, narrative elements are also seen while writing results for lab notes, experiments, procedures, observations, or investigations. Narratives for ELA include the following: a fictional story, an autobiographical incident (a story from one's own life), a biographical incident (a story from someone else's life), a personal memoir, and a short anecdote to prove a point or to grab the attention of a reader at the beginning of an essay.

How to Write Dialogue

1. The three basic reasons to use dialogue are to:
 - a) Reveal a character's personality and/or the relationship they have with another character
 - b) Propel the story
 - c) Create tension and excitement
2. The constant use of dialogue tags (dialogue tags are words such as "said," "asked," "exclaimed," etc.) becomes tedious for the reader; therefore, break up the tag lines with action.

Example one:

"Can anyone complete this math equation?" Rolling her eyes, Miss Lightfoot tapped her pointer finger on the side of her head. "To me, it's child's play."

Example two:

"Do you need something?" Mr. Smith asked, looking up from his desk. Stuart, jumping from foot to foot, nodded a yes as Mr. Smith pointed to the bathroom pass.

3. Omit dialogue tags if it is obvious who is talking. For example:

"Hello, what's your dog's name?" Jim asked.
"Buster."
4. Understand basic rules for writing dialogue.
 - a) Make a new paragraph each time a different character speaks.
 - b) Use a comma between the dialogue and the words used to identify the speaker. Also, if a question mark or an exclamation point is needed where one of the separating commas should be used, omit the comma and use the question mark or exclamation point.

Example one:

"I want to go to a movie," she told him as they discussed their plans.

Example two:

"I'm a superhero!" yelled Max.

Example three:

"What's your name?" Mom asked.

- c) Periods and commas go inside the quotation marks, but there are exceptions.

Example:

Did she say, "Everyone needs to stop talking"? (Note: The entire sentence is a question.)

- d) When a tag line interrupts a sentence, it should be set off by commas. The first letter of the second half of the sentence is in lower case unless it begins a new sentence.

Example:

"You are," interrupted Mr. Darcy, "a very annoying person."

- e) When the tag line begins the sentence, the first word of the quotation is capitalized.

Example:

She warned, "You better not be late this time."

- f) If a quotation from a speaker continues to another paragraph, don't use end quotes at the end of the paragraph. Use quotations marks at the beginning of each subsequent paragraph where the same speaker is continuing. Use the last quotation mark at the end of the paragraph where the character is finished speaking. (Note: Be careful not to write paragraphs of dialogue or lengthy monologues by one character.)

Dialogue tags (or words to use instead of "says" or "said"):

Answered, admitted, agreed, acknowledged, argued, asked, begged, barked, bragged, complained, confessed, cried, demanded, denied, grumbles, grunted, hinted, interrupted, interrogated, laughed, lied, mumbled, muttered, nagged, pleaded, promised, questioned, replied, repeated, remembered, requested, screamed, shouted, sighed, sobbed, teased, warned, whimpered, whined, whispered, wondered, yelled

Graphic Organizer for a Narrative

Main conflict or theme (friendship, man vs. self, man vs. nature, good vs. evil, etc.)

Characters (Identify the protagonist and antagonist. Include dialogue that reveals a character's personality and provides information.)

Setting (Use sensory details: how it feels, looks, smells, sounds, and tastes. Use figurative language: similes, metaphors, and personification. Continue using these literary devices throughout the story.)

Mood (Use adjectives describing the feeling of the story.)

Climax

(All events lead up to this high point.)

Event 3 _____

Event 2 _____

Event 1 _____

Falling Action _____

Resolution _____

Checklist for a Successful Narrative Essay

Use a 4-point scale to evaluate the essay 0=missing, 1=inadequate, 2=adequate, 3=good, 4=excellent

Beginning or Exposition

0-4

The main character(s) is effectively introduced.	
The setting is well explained as it relates to the character(s).	
The beginning conflict(s) is clearly revealed showing a dilemma or obstacle for the character(s).	

Middle

The paragraphs include a well-structured sequence of events or plot showing a series of events.	
The paragraphs remain focused and purposeful and do not ramble with unnecessary information or excessive description.	
The first event shows rising action and creates a feeling of tension and/or suspense as the conflict develops.	
The second event shows rising action and creates a feeling of tension and/or suspense as the conflict develops.	
The third event shows rising action and creates a feeling of tension and/or suspense as the conflict develops.	
The events reach a climax, or greatest point of action and tension, that lead to a resolution of the conflict.	

End

The falling action includes the effects of the climax.	
The end includes a resolution that reveals the final outcome.	
The resolution includes an underlying theme, message, or life lesson	

Narrative Techniques

Dialogue is correctly and effectively used to move the story along and/or reveal a character's personality.	
Description effectively uses figurative language (simile, metaphor, etc.) and imagery (sensory experiences) to convey mental images to the reader.	
The narrative reveals the character's development and change over time and through experiences.	

Conventions and Mechanics

The narrative includes the correct use of sentence formation, punctuation, capitalization, grammar usage, and spelling.	
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Rubric for Narrative Writing 🍌

Adapted from the 4-Point Smarter Balanced Performance Task Writing Rubric (Grades 3-8)
http://www.ode.state.or.us/wma/teachlearn/subjects/science/assessment/smarter-balanced_scoring_rubrics.pdf

Score	4	3	2	1	NS
Organization/Purpose	The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:	The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:	The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:	The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:	-Insufficient (includes copied text) -In a language other than English -Off-topic and/or off-purpose
	• An effective plot that helps to create a sense of unity and completeness	• An evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected	• There may be an inconsistent plot, and/or flaws may be evident	• There is little or no discernible plot or there may just be a series of events	
	• Effectively establishes and maintains setting, develops narrator/characters, and maintains point of view*	• Adequately maintains a setting, develops narrator/characters, and/or maintains point of view*	• Unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view*	• May be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view*	
	• Natural, logical sequence of events from beginning to end	• Adequate sequence of events from beginning to end	• Weak or uneven sequence of events	• Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident	
	• Effective opening and closure for audience and purpose	• Adequate opening and closure for audience and purpose	• Opening and closure, if present, are weak	• Opening and/or closure may be missing	

*Note: point of view begins at grade 7

Score	4	3	2	1	NS
Evidence/Elaboration	The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:	The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:	The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:	Insufficient
	• Experiences, characters, setting, and events are clearly developed	• Experiences, characters, setting, and events are adequately developed	• Experiences, characters, setting, and events are unevenly developed	• Experiences, characters, setting, and events may be vague, lack clarity, or confusing	
	• Connections to source materials may enhance the narrative	• Connections to source materials may contribute to the narrative	• Connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative	• Connections to source materials, if evident, may detract from the narrative	
	• Effective use of a variety of narrative techniques that advance the story or illustrate the experience	• Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience	• Narrative techniques are uneven and inconsistent	• Use of narrative techniques may be minimal, absent, incorrect, or irrelevant	
	• Effective use of sensory, concrete, and figurative language that clearly advances the purpose	• Adequate use of sensory, concrete, and figurative language that generally advances the purpose	• Partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	• May have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose	
	• Effective, appropriate style enhances the narration	• Generally appropriate style is evident	• Inconsistent or weak attempt to create appropriate style	• Little or no evidence of appropriate style	

Score	4	3	2	1	NS
Conventions	Clearly demonstrates a command of conventions:	Adequately demonstrates a command of conventions:	Demonstrates a partial command of conventions:	Demonstrates little of no command of conventions:	Insufficient
	• Effective use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	

Holistic Scoring:

Variety- A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.

Severity- Basic errors are more heavily weighted than higher-level errors.

Density- The proportion of errors is infrequent to the amount of writing done well. This includes the ratio of errors to the length of the piece.

SHORT RESEARCH ESSAYS

Common Core Writing Standards for 6th, 7th, and 8th Grades for Research Writing

Comparison Chart for History/Social Sciences, Science (Content areas), and Technical Subjects (included under Content areas) compared to ELA

Important Note: Underlined words within the description of the standards indicate subtle differences between the grade level standards as ELA skill levels increase in 7th and 8th grades.

Content Areas 6-8 th	ELA 6 th Grade	ELA 7 th Grade	ELA 8 th Grade
<u>CCSS.ELA-LITERACY.WHST.6-8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<u>CCSS.ELA-LITERACY.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources <u>and generating additional related, focused questions for further research and investigation.</u>	<u>CCSS.ELA-LITERACY.W.8.7</u> Conduct short research projects to answer a question <u>(including a self-generated question)</u> , drawing on several sources and generating additional related, focused questions <u>that allow for multiple avenues of exploration.</u>
<u>CCSS.ELA-LITERACY.WHST.6-8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<u>CCSS.ELA-LITERACY.W.6.8</u> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u> ; assess the credibility <u>and accuracy</u> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and <u>following a standard format for citation.</u>	<u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>CCSS.ELA-LITERACY.WHST.6-8.9</u> Draw evidence from informational texts to support analysis, reflection, and research.	<u>CCSS.ELA-LITERACY.W.6.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>CCSS.ELA-LITERACY.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<u>CCSS.ELA-LITERACY.W.6.9.A</u> Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	<u>CCSS.ELA-LITERACY.W.7.9.A</u> Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast <u>a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</u> ").	<u>CCSS.ELA-LITERACY.W.8.9.A</u> Apply <i>grade 8 Reading standards</i> to literature (e.g., " <u>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</u> ").
	<u>CCSS.ELA-LITERACY.W.6.9.B</u> Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	<u>CCSS.ELA-LITERACY.W.7.9.B</u> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</u> ").	<u>CCSS.ELA-LITERACY.W.8.9.B</u> Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced</u> ").

This information is found on the Common Core California State Standards Initiative site at <http://www.corestandards.org/ELA-Literacy/>

How to Write a Short Research Essay

ELA CCSS W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (7th grade adds: and generating additional related, focused questions for further research and investigation.) (8th grade adds: and generating additional related, focused questions that allow for multiple avenues of exploration.)

Content areas 6th-8th .7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

While writing a short research essay, students gather information from multiple digital and print sources in order to answer questions about a topic. These sources must be credible (trustworthy and reliable), relevant (address the topic), and sufficient (adequately cover the topic). Students use a variety of sources which include books, magazines, newspapers, websites, movies, DVDs, speeches, interviews, and both primary and secondary sources. Information is organized and sources are cited correctly using a standard format to avoid plagiarism. A list of Works Cited, on a separate piece of paper, completes the research essay.

Steps for students when writing a research essay:

1. Decide on a topic that is not too broad and not too narrow. Determine one specific, researchable question or problem.
2. Gather several possible worthy and reliable sources of information (both print and digital) to guide and focus the research and to generate additional relevant research questions.
3. Create an outline to organize information logically and to determine areas for investigation.

- I. Use Roman numerals for main topics.
 - A. Indent and use capital letters for main subtopics.
 1. Indent and use Arabic numbers for facts and details.
 2. Align with 1 and use Arabic numbers for facts and details.
 - B. Align with A and use capital letters for main subtopic.
- II. Use Roman numerals for main topics.

4. Collect information using note cards or another information gathering system.
5. Search and gather quotations from each source that will provide credible support for the main point(s) of the essay. Look for information by an authority or an expert on the topic that helps to clarify an issue, to answer a question, to explain a situation, or to show a solution to a problem. General information that can be found in multiple sources does not need to be cited. For example, George Washington's birthday needs no citation.
6. Write the essay using the information gathered. The essay may be written in any order, but the final essay needs information presented in the following order:
 - I. The introduction includes:
 - A. A clear introduction stating background information about the topic (written to engage or hook the reader).
 - B. A short overview of the main ideas and information presented in the essay.
 - C. A thesis statement clearly stating the main point of the essay.
 - II. The body paragraphs include:
 - A. Clear topic sentences with supporting sentences.
 - B. Correctly cited evidence that is relevant to the topic.
 - C. Sufficient evidence to support and explain the main idea of the topic.
 - D. Transitions within and between paragraphs (logically organized) to link ideas.
 - III. The concluding paragraph includes:
 - A. An effective summary of the main point(s) of the essay.
 - B. Restatement of the thesis and the importance, significance, and/or relevance of the topic.
 - C. A logical conclusion to the ideas presented in order to provide new insight or knowledge on the topic.
7. Compile a Works Cited list using a style guide such as *MLA (Modern Language Association) Handbook for Writers of Research Papers*.

Students need to write the essay using a formal style and correct MLA formatting. Formal or academic style is most often written in the third person point of view and includes correct grammar and spelling. Including academic, domain or content specific language while writing demonstrates a voice of authority in the essay. Formal style does not include slang, contractions, nor informal or casual language. Students must use words, phrases, and clauses that unify or link ideas and give cohesion and flow to the entire essay.

Note: A helpful site for middle school students learning to write research essays may be found at:

http://www.glencoe.com/sites/common_assets/workbooks/language_arts/rprw/68rprw.pdf

Note: For online books, try *Subject Guide to Digital eBooks* at http://www.digitalbookindex.org/_SEARCH/search011t-rev.asp

Example Outlines for a Research Essay

Topics and keywords to use for research papers about **people**:

- I. Childhood
 - A. Birth date and place
 - B. Parents
 - C. Siblings
- II. Early education/Higher education
- III. Early careers/Early jobs
- IV. Marriage/Children
- V. Career/Jobs/Occupations
- VI. Adversity/Scandals
- VII. Awards/Achievements/Accomplishments/Inventions
- VIII. Death/Legacy

[When creating an outline, an "A" needs a "B" or more and a "1" needs a "2" or more.]

Topics and keywords to use for research papers about **countries, civilizations, or places**:

- I. History
- II. Wars
- III. Rulers/Leaders/Famous individuals
- IV. Government/Economy
- V. Geographic features/Location/Climate
- VI. Culture/Lifestyles
 - A. Religion(s)/Beliefs
 - B. Ceremonies/Holidays/Festivals/Foods
- VII. Tourism/Attractions

Topics and keywords to use for research papers about **man-made structures, events, or a company**:

- I. Historical background
 - A. Date or time period of construction or beginning of the event or industry
 - B. Individuals or groups involved
- II. Purposes/Functions/Uses/Reasons
- III. Dimensions/Size/Impact
- IV. Materials/Equipment/Supplies/Manufacturing
- V. Construction methods
- VI. Features/Characteristics/Architecture/Marketing
- VII. Tourism/Current or modern condition/Aftermath/Significance

Topics and keywords to use for research papers about **animals**:

- I. History/Evolution
- II. Types/Breeds/Varieties/Scientific names
- III. Physical characteristics
- IV. Behavior
 - A. Breeding/Mating/Caring for young
 - B. Social behavior
 - C. Breeding/mating
 - D. Hunting/food preferences or requirements/Defenses against predators
- V. Territory/Environment
- VI. Current status such as endangered, adaptation, or thriving

Graphic Organizer for a Short Research Essay

Opening/Introductory paragraph
<p>Hook—grabs the reader’s attention by using a quote, an unusual or statistical fact, or an anecdote. An anecdote is a short story with narrative elements and is meant to entertain or make a point. (Follow the requirements of each teacher):</p>
<p>Description/overview/background of topic—clearly explains the topic and provides necessary background information:</p>
<p>Thesis, hard or soft—provides the main point of the essay and states the focus/topic clearly, precisely, and thoughtfully. (A hard thesis lists points and ideas that will be further explained in the body paragraphs. A soft thesis makes more general statements about the topic):</p>

Remember to include transitional words and phrases within and between paragraphs.

1 st Body paragraph	2 nd Body paragraph	3 rd Body Paragraph
Topic sentence:	Topic sentence:	Topic sentence:
Supporting details, facts, examples:	Supporting details, facts, examples:	Supporting details, facts, examples:
Evidence from text:	Evidence from text:	Evidence from text:

More paragraphs may be necessary to thoroughly cover the topic.

Closing/Conclusion paragraph
<p>Connect to the hook (if applicable):</p>
<p>Restate thesis statement using new wording (Restating the thesis could be included in the final thought on the topic):</p>
<p>Restate main points or overall ideas:</p>
<p>Final thought on the topic (This final thought or significance of the topic could be used to create a thought-provoking title for the essay. Using part of the final thought in the title of the essay is called a twist. Be sure to follow the requirements of your teacher.):</p>

Note: Body paragraphs present information in a logical order and provide details, facts, and examples that explain the topic thoroughly. The essay can have more than three paragraphs. Be sure to include evidence from trustworthy sources to support details, facts, and examples. In addition, using transitions will connect ideas, create cohesion, and help the essay flow from one concept to the next.

Checklist for a Successful Short Research Essay

Use a 4-point scale to evaluate the essay 0=missing, 1=inadequate, 2=adequate, 3=good, 4=excellent

Introduction (How effective is the introduction?)

0-4

The introduction includes a hook that grabs the attention of the reader/audience (an unusual comment, fact, quote, or personal anecdote). Teacher requirements and assignments vary regarding hooks.	
Background information clearly explains the topic and points to more detailed information and explanations to come in the body paragraphs. (It hints at information that will be included in the essay.)	
The thesis clearly states the main idea or focus of the essay and conveys the significance of the topic.	

Body Paragraphs (How well are ideas explained in all paragraphs with an effective variety of sentence structure?)

Paragraphs include a topic sentence that states the idea covered within the paragraph.	
Paragraphs include relevant facts, details, explanations, and examples that support the thesis and main idea(s).	
The information is correctly cited with evidence from a reliable source using MLA format.	
The information in the body paragraphs is in a logical order.	

All Paragraphs (How well is the thesis maintained with a logical progression of ideas from beginning to end?)

Words, phrases, and clauses are used to create cohesion and unity within and throughout paragraphs and to clarify the relationships to the main focus of the essay or thesis.	
Grammar is correct.	
A formal style is maintained.	

Works Cited List (How well is relevant, specific information integrated from cited sources into the essay?)

The Works Cited correctly follows MLA format.	
The Works Cited includes all sources of information used to obtain information for the essay.	
The Works Cited is located behind the essay on a separate sheet of paper.	

Concluding Paragraph (How effective is the conclusion?)

The conclusion connects to the hook (if applicable).	
The thesis is restated using different wording. (Restating the thesis in the final sentence is acceptable.)	
The conclusion effectively summarizes the ideas presented in the essay.	
The ending sentence reiterates the importance/significance of the topic. (Using words from the final sentence of the essay to create a title is called a twist. Check the requirements of each teacher for creating a title for the essay.)	

Rubric for Short Research Writing

Adapted from the 4-Point Smarter Balanced Performance Task Informative/Explanatory Writing Rubric (Grades 6-11)
http://www.ode.state.or.us/wma/teachlearn/subjects/science/assessment/smarter-balanced_scoring_rubrics.pdf

Score	4	3	2	1	NS
Organization/Purpose	The research essay has a clear and effective organizational structure, creating a sense of unity and completeness. The essay is fully sustained, and includes consistently and purposefully focused research:	The research essay has an evident organizational structure and a sense of completeness. The essay is adequately sustained and the research is generally focused:	The research essay has an inconsistent organizational structure, and flaws are evident. The essay is somewhat sustained and the research may have a minor drift in focus:	The research essay has little or no discernible organizational structure. The essay may be related to the topic but the research may provide little or no focus:	Insufficient (includes copied text) -In a language other than English -Off-topic and/or off-purpose
	• Controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	• Controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task	• Controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	• Controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task	
	• Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• Use of transitional strategies with some variety to clarify the relationships between and among ideas	• Inconsistent use of transitional strategies and/or little variety	• For no transitional strategies are evident	
	• Effective introduction and conclusion	• Adequate introduction and conclusion	• Introduction or conclusion, if present, may be weak	• Introduction and/or conclusion may be missing	
	• Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• Adequate progression of ideas from beginning to end; adequate connections between and among ideas	• Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	• Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	

Score	4	3	2	1	NS
Evidence/Elaboration	The essay provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The essay clearly and effectively elaborates ideas, using precise language:	The essay provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The essay adequately elaborates ideas, employing a mix of precise and more general language:	The essay provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The essay elaborates ideas unevenly, using simplistic language:	The essay provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The essay is vague, lacks clarity, or is confusing:	Insufficient
	• Comprehensive evidence from sources is integrated; references are relevant and specific; includes correct use of a standard format for citation	• Adequate evidence from sources is integrated; some references may be general; includes adequate use of a standard format for citation	• Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague; weak use of a standard format for citation	• Evidence from the source material is minimal or irrelevant; references and standard format may be absent and/or incorrectly used	
	• Use of a variety of elaborative techniques*	• Adequate use of some elaborative techniques*	• Weak or uneven use of elaborative techniques*; development may consist primarily of source summary	• Minimal, if any, use of elaborative techniques*	
	• Vocabulary is clearly appropriate for the audience and purpose	• Vocabulary is generally appropriate for the audience and purpose	• Vocabulary use is uneven or somewhat ineffective for the audience and purpose	• Vocabulary is limited or ineffective for the audience and purpose	
	• Effective, appropriate style enhances content	• Generally appropriate style is evident	• Inconsistent or weak attempt to create appropriate style	• Little or no evidence of appropriate style	

*Note: Elaborative techniques may include the use of personal experiences that support the controlling idea.

Score	4	3	2	1	NS
Conventions	Clearly demonstrates a command of conventions:	Adequately demonstrates a command of conventions:	Demonstrates a partial command of conventions:	Demonstrates little of no command of conventions:	Insufficient
	• Effective use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	

Holistic Scoring:

Variety- A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.

Severity- Basic errors are more heavily weighted than higher-level errors.

Density- The proportion of errors is infrequent to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Guidelines for Writing Entries for a List of Works Cited/Consulted

For Book(s)

One Author	Last name, First name. <i>Title</i> . City of Publication: Publishing Company, year. Source type.
	Example: Hunt, Ben W. <i>The Complete How-to Book of Indiancraft</i> . New York: Macmillan Publishing Company, 1973. Print.
Two Authors	Last name, First name, and First name Last name. <i>Title</i> . City of Publication: Publishing Company, year. Source type.
	Example: Howard, Helen Addison, and Dan L. McGrath. <i>War Chief Joseph</i> . Lincoln, NE: University of Nebraska Press, 1941. E-book iPad.
Three Authors	Last name, First name, First name Last name, and First name Last name. <i>Title</i> . City of Publication: Publishing Company, year. Source type.
	Howard, Helen Addison, Todd Taylor, and Dan L McGrath. <i>War Chief Joseph</i> . Lincoln, NE: University of Nebraska Press, 1941. E-book Kindle.
Four or More Authors	Last name, First name, (of the first author), et al. <i>Title</i> . City of Publication: Publishing Company, year. Source type.
	Example: Sloan, Frank A., et al. <i>Civil War Facts</i> . New York: Smith and Sons Press, 2001. Print. (For a work with four or more authors, name the first author followed by et al. [Latin for "and others"].)
An Editor (no author)	Last name, First name, ed. <i>Title</i> . City of Publication: Publishing Company, year. Source type.
	Example: Ravitch, Diane, ed. <i>The American Reader: Words That Moved a Nation</i> . New York: Harper-Collins Publishers, 1990. Print.
Anonymous Author	<i>Title</i> . City of Publication: Publishing Company, year. Source type.
	Example: <i>Dictionary of Ancient Greek Civilization</i> . London: Methuen, 1966. Print.

For Other Text Source(s)

Article in Magazine /Periodical/Newspaper-signed	Last name, First name. "Title of Article." <i>Title of Publication</i> day Month year: page number(s). Source type.
	Example: Begley, Sharon. "Healthy Dose of Laughter." <i>Newsweek</i> 4 Oct. 1981:74-80. Print.
Encyclopedia Article Signed	Last name, First name. "Title." <i>Encyclopedia Title</i> . year. Source type.
	Example: Temper, Robert. "Bach, Johann Sebastian." <i>The Merit Student Encyclopedia</i> . 5 th ed. 2010. Print.
Encyclopedia Article Unsigned	"Title." <i>Encyclopedia Title</i> . year. Source type.
	Example: "Mandarin." <i>The Encyclopedia Americana</i> . 2004 ed. Print.

For Electronic Source(s)

Internet Articles	<p>Give as many of the following items as provided and skip missing information. Use this order:</p> <ol style="list-style-type: none"> 1. Author's name (if not provided, begin with the title) 2. Title in quotation marks 3. Name of the Website, in italics 4. The date of publication or last update 5. Use the word Web for the source type 6. Date you accessed the source 7. Simple URL in angle brackets <p>(An example of a simple URL would be to change <http:dianahacker.com/resdoc/humanities/list.html> to <www.dianahacker.com>)</p>
	<p>Last name, First name (if given). "Title of Article." <i>Name of Web site (if given)</i>. date of publication or last update. Web. date of access. <simple URL>.</p>
	<p><i>Example that includes an author:</i> Hacker, Diana. "Humanities: Documenting Sources." <i>Bedford St. Martin's Research and Documentation</i>. 3 July 2014. Web. 28 July 2015. <http://www.dianahacker.com>.</p>
	<p><i>Example when an author's name is not provided:</i> "Battle of New Orleans." <i>Wikipedia</i>. 4 Aug. 2005. Web. 13 Aug. 2012. <en.wikipedia.org>.</p>
Video/Film/DVD	<p>Title. Director's First name Last name. Distributor. year of release. Source Type.</p>
	<p><i>Example:</i> <i>Robin Hood: Prince of Thieves</i>. Dir. Kevin Reynolds. Morgan Creek Productions, 1991. DVD.</p>
E-book	<p>Last name, First name. Title. City of Publication: Publishing Company, year. Source type.</p>
	<p>Howard, Helen A. <i>War Chief Joseph</i>. Lincoln, NE: University of Nebraska Press, 1941. E-book Kindle.</p>
Online-Encyclopedia	<p>"Entry." Title of Web site. Edition or date of publication. Web. date of access. <simple URL>.</p>
	<p><i>Example:</i> "Ka." <i>World Book Online</i>. 2012. Web. 3 May 2012. <www.worldbookonline.com>.</p>
Online Images	<p>"Entry." Image Search Engine. Web. date of access.</p>
	<p>(This entry is a simplified version for citing Internet images. Check with your teacher to see if this format is acceptable. If required, provide complete, original Web site information as shown in the entries above.)</p>
	<p><i>Example:</i> "Lion of Venice." <i>Google Image Search</i>. Web. 23 Aug. 2012.</p> <p><i>Example:</i> "George Washington." <i>Yahoo Image Search</i>. Web. 7 May 2012.</p>
E-Mail Letter	<p>Last name, First name. "The title of the message [if any], taken from the subject line." Message to recipient's name. Date of message. Medium of delivery.</p>
	<p><i>Example:</i> Dewitt, Jay. "Re: Questions Regarding Software." Message to Diana Rookstool. 3 Oct. 2015. E-mail.</p>

Example of a List of Works Cited/Consulted

Works Cited/Consulted

Ancient Aliens. The History Channel. 2015. DVD.

Harris, Nicolas. *Ancient Egyptian Materials and Industries*. New York: Macmillan Publishing Company, 2012. Print.

“Ka.” *World Book Online*. 2012. Web. 12 May 2015. <www.worldbookonline.com.>.

“List of Egyptian Gods.” *Wikipedia*. 29 June 2015. Web. 4 Aug. 2015. <en.wikipedia.org>.

MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America, 2009. Print.

Rostovtzeff, Michael Ivanovitch. *A Large Estate in Egypt in the Third Century BC: A Study in Economic History*. Madison, WI: Cornell University Press, 1922. E-book Kindle.

Temper, Robert W. “Ancient Egypt.” *The Merit Student Encyclopedia*. 5th ed. 2010. Print.

IMPORTANT INSTRUCTIONS FOR WRITING A LIST OF WORKS CITED/CONSULTED

The Works Cited/Consulted list above is an example that shows how the entries are formatted and the overall appearance of a Works Cited/Consulted list. If a source does not provide all the information for each part of an entry, skip to the next piece of information and use the information that the source makes available.

General rules for a Works Cited/Consulted list include:

1. Works Cited/Consulted entries are placed in alphabetical order by author's last name (do not number entries). If there is no author's or editor's name, use the first word of the title to alphabetize. Disregard the words *a*, *an*, and *the* in a title when placing titles in alphabetical order.
2. The Works Cited/Consulted title is centered and should look like the title above. The document has one inch margins on all sides.
3. The Works Cited/Consulted list is on a separate page from the essay and is placed after the essay.
4. Indent all lines except the first line of each entry (called a “hanging indent”).
5. Capitalize all significant words in the entries except articles (*a*, *an*, *the*), prepositions (*of*, *for*, *with*, *to*, *in*, *on*, etc.), and conjunctions (*and*, *but*, *for*, *or*, *nor*, *so*, *yet*). The exception is to always capitalize the first word of an entry.
6. Italicize the title of books, the name of a movie or video, and the title or name of a Web site. Put quotation marks around the title of an article or image.
7. If the author has a title to his or her name, be sure to include the title directly after the name. If there is an editor, not an author, use the editor's name instead of an author's name and indicate this title by placing “ed.” after the name.
8. If the city of publication is well known (for example New York), then it is not necessary to include the name of the state. If the city is not well known, add the postal abbreviation of the state (for example, California is CA).
9. If there is more than one city of publication, use the nearest city.
10. If there is more than one copyright date, use the most recent date.
11. Abbreviate the name of months except for May, June, and July when writing access or last updated dates.
12. For online sources, lengthy URLs may be simplified.
13. There are many additional rules for formatting the entries for a Works Cited/Consulted list. The *MLA Handbook* is an excellent resource, but online sources such as Purdue University's *Owl: MLA Formatting and Style Guide* are handy.

RESOURCES

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How to Write a Thesis Statement

The thesis statement is the main idea or controlling idea of an essay. Like a pilot guiding an airplane through a successful take-off, flight, and landing, the thesis statement directs the entire essay to a final specific destination. The thesis statement is supported by body paragraphs that prove the main point or argument of the thesis statement through facts, details, ideas, examples, evidence and/or quotations. All paragraphs must relate to and prove the thesis without going off-topic.

Checklist for a Successful Thesis Statement:

Checklist for a Successful Thesis Statement:		✓
1.	States the student's idea(s) in one, two, or three sentences.	
2.	Makes a statement that clearly takes a specific stand or position on the topic.	
3.	Tells the reader what the essay is about to help guide and focus the writing.	
4.	Is found in the introductory paragraph; often in the last sentence of that paragraph.	
5.	May be soft (general statement about the topic) or hard (listing statement or main categories of the topic).	

To write a thesis statement to answer a prompt, underline or highlight all the important words in the prompt. Use the underlined words (or equivalent words) to write a thesis statement as seen below.

	Prompt	Thesis Statement
Informative/ Explanatory	Choose an <u>endangered animal</u> that is being <u>affected</u> by <u>humans</u> . Write about the <u>reasons</u> the animal's <u>population</u> is <u>suffering</u> and <u>in decline</u> . Include the <u>problems encountered</u> by the animal and <u>possible solutions</u> to <u>help preserve</u> this animal.	Humans threaten animal species for various reasons such as poaching, lead poisoning, and habitat destruction. An animal <u>encountering problems</u> from the harmful <u>effects of humans</u> and that is now facing a <u>declining population</u> is the <u>endangered</u> California condor. People have an obligation to provide <u>possible solutions</u> to <u>help preserve</u> the California condors by enacting laws forbidding hunting, prohibiting the use of destructive chemicals, creating preserves to restrict land use, and designing programs to help promote the growth of a species.
Argumentative	In the article "The <u>Civil War President</u> ," the author states that "a <u>legend</u> was <u>quickly born</u> " after <u>Lincoln's death</u> . What traits or actions <u>caused</u> <u>Lincoln</u> to become a <u>legend</u> ?	In the article "The <u>Civil War President</u> ," the author claims that "a <u>legend</u> was quickly born" after <u>Lincoln's death</u> . Although Lincoln's <u>actions</u> were controversial during his lifetime, Abraham Lincoln's decisions to issue the Emancipation Proclamation, lead America through the Civil War, and deliver the Gettysburg Address resulted in <u>Lincoln</u> becoming a <u>legend</u> after his <u>death</u> .
Narrative (The main idea or underlying thesis statement is clearly seen in the example.)	Pretend you are a teenager crossing the country with your family during the Westward Expansion of the United States. Write a letter to your grandmother a living in Boston about the difficulties you and your family faced during the journey.	Dear Grandma, We left Kansas on May 1, 1846 and arrived in California in October just after winter blocked the mountain passes in the Sierra Nevada. During our exciting journey, we faced many obstacles and difficulties such as encountering hostile Indians, running low on food, and navigating the rugged terrain.

Underlying Essential Questions for Developing a Thesis Statement, both hard and soft, when no prompt is provided:

1.	Change(s)	What <u>change(s)</u> did ___ <u>have</u> on ...?	The 9/11 attack on the World Trade Center changed the world by igniting a global war on terrorism.
2.	Impact	How does/did ___ impact ...?	Bats play an important role in Earth's ecosystem and impact the environment by balancing the insect population, providing information about worldwide pollution, and supplying nutrients for cave dwelling decomposers.
3.	Significance or importance	What was the significance or importance of ___ on ...?	Mother Teresa demonstrates the significant difference an individual can make in the world and many people consider her to be a gift from God.
4.	Influence	How did ___ influence ...?	The city of Paris continues to influence human society with its fascinating history, cultural contributions, and famous landmarks.
5.	Pioneer	Why was ___ a pioneer in ...?	A pioneer in her field, Oprah Winfrey influences people worldwide through her philanthropic deeds, humanitarian efforts, and generous spirit.
6.	Break barriers	How did ___ break barriers in ...?	Jackie Robinson broke racial barriers by becoming the first African American major league baseball player in the United States.
7.	Create	How did ___ create ...?	Now a part of daily life, the World Wide Web creates instantaneous access to information and communication with the touch of a finger.
8.	Images of	How did ___ change the image(s) of ...?	Innovator and creative genius Pablo Picasso changed the image of art by introducing his modern approach to painting.
9.	Revolutionize	How did ___ revolutionize ...?	Steve Jobs revolutionized the technology industry through his innovative ideas, progressive vision, and passion to create user-friendly devices.
10.	Legacy, legend,	What legacy did ___ leave on ...?	Nobel prize winner Marie Curie left a legacy in physics and chemistry when she developed the theory of radioactivity and discovered radium and polonium.
11.	Compare-Contrast, Cause-Effect, Problem-Solution (See page 5.)		

How to Use Quotations to Cite Evidence

An essential skill of the Common Core writing types requires students to cite evidence from a text or source of information to support reasons, make claims, interpret an author's ideas, clarify information, provide examples, or offer an expert's opinion. Follow the general rules listed below when using quotations in an essay.

1. Avoid the words **says** or **said** when introducing quotations. Check the verb word bank below to replace *says* or *said*.

An author is making a claim or a statement; therefore, he or she...	Asserts, believes, claims, insists, emphasizes, indicates, concludes, reports, maintains, suggests, argues, points out, summarizes, shows, comments, reasons, illustrates, implies, argues, declares, notes, observes, thinks, emphasizes, points out
An author agrees; therefore, he or she...	Acknowledges, agrees, endorses, reaffirms, verifies, supports, admits, confirms
An author disagrees; therefore, he or she...	Questions, denies, refutes, rejects, contends, responds, disputes
An author makes a recommendation; therefore, he or she...	Recommends, urges, warns, encourages, advocates

2. Include the **job position or title** of the person being quoted to show how he or she is an expert.
3. Include the **source** where the quotation can be found.
4. **Incorporate the grammar** of the surrounding sentence into the quotation. Always introduce quotations. Do not have a quotation stand alone as an independent sentence. A quotation is considered "dropped" or "floating" when it is put into the sentence without an introduction. The only time a quotation may begin a sentence is at the **beginning of the essay** in the first paragraph as the lead sentence. Otherwise, introduce all quotations.

Examples:

- 1) Editor John Smith of the *Monterey Herald* endorses candidate Sam Marshall as, "being the best man for the job because of his flawless record."
- 2) John Smith, an editor for the *Monterey Herald*, disapproves candidate Susan Coleman when he states, "[Coleman] is soft on crime and lacks experience." *Note: Brackets are used to insert word(s) into the quotation that the author did not actually say but are necessary for clarification.*
- 3) *Monterey Herald* opinion writer John Smith recently noted that each candidate has "run a clean race considering the previous race for mayor." *Note: The end punctuation comes before the quotation mark at the end of the sentence. The exceptions are question marks or exclamation points. If the question mark or exclamation point is a part of the author's quotation, place it inside the quotation mark. If it is a part of the entire sentence, place the question mark or exclamation point after the end quotation mark.*
5. If a complete sentence is used to introduce the quotation, use a **colon** (:), not a semi-colon (;), after the sentence.

Example:

According to John Smith, editor of the *Monterey Herald*, the recent rise in crime is determined by one cause: "We cannot expect crime to decrease when we cut costs by reducing our police force."

6. If using the word **that** to introduce the quotation, do not use a comma (some sources differ on this rule).

Example:

John Smith, editor at the *Monterey Herald*, points out that "We cannot expect crime to decrease when we cut costs by reducing our police force."

7. **Capitalize** the first word of a quotation when it is a complete sentence. If it is not a complete sentence, do not capitalize the first word of the quotation.
8. After introducing the author of the quotation, refer to him or her by his or her **last name**.
9. Write the sentence introducing the quotation in **present tense**.
10. Use **ellipses** (...) to shorten quotations or omit text. Use **brackets** [] to add one's own words or phrases.
11. If **summarizing or paraphrasing** events, facts, or statements without using direct quotations, mention who made these statements and the context of the event, fact, or statement. A summary is a brief statement or account of the main points. Paraphrasing means to put a passage or an author's statement(s) in one's own words.

Example of a summary:

The spread of disease became one of the main causes of death at Bergen Belsen Concentration Camp. In the movie, *Another Day in Bergen-Belsen*, prisoners recount the spread of typhus in the spring of 1945. Anne Frank was one of the 20,000 prisoners who died in this epidemic just weeks before liberation.

Example of paraphrasing:

In her BBC radio broadcast, Holocaust survivor Anita Wallfisch concludes that a person was just plain lucky if he or she survived the Holocaust.

Rubric for Single Paragraph Responses 🍏

Informative/Explanatory

4=Excellent 3=Good/proficient 2=Basic 1=Below basic/inadequate 0=Missing	Score
Topic sentence and closing sentence are clear, effective, compelling, and focused	
Evidence is relevant, credible, sufficient, and is correctly cited and clearly written	
Ideas and information are thoughtful, well-chosen, and analytical	
Appropriate academic vocabulary is used, including content or domain specific vocabulary	
Transitional words and/or phrases are used effectively	
Sentence formation, punctuation, capitalization, grammar usage, and spelling are used correctly and effectively	

Argumentative

4=Excellent 3=Good/proficient 2=Basic 1=Below basic/inadequate 0=Missing	Score
Topic sentence and closing sentence are clear, effective, compelling, and focused	
Evidence is relevant, credible, sufficient, and is correctly cited and clearly written	
Ideas and information are thoughtful, well-chosen, and analytical	
Counterargument is clearly explained	
Explanation opposing counterargument is clear	
Appropriate academic vocabulary is used, including content or domain specific vocabulary	
Transitional words and/or phrases are used effectively	
Sentence formation, punctuation, capitalization, grammar usage, and spelling are used correctly and effectively	

Narrative

4=Excellent 3=Good/proficient 2=Basic 1=Below basic/inadequate 0=Missing	Score
Background/setup is clearly provided and paragraphs continue effectively from previous paragraphs	
Sequence of events is clear, logical, and has a clearly defined beginning, middle, and end	
Ideas are thoughtful and well-chosen and sufficient detail is provided	
Narrative techniques such as figurative language, imagery, and/or dialogue are used correctly and effectively	
Appropriate academic vocabulary is used, including content or domain specific vocabulary, if applicable	
Sentence formation, punctuation, capitalization, grammar usage, and spelling are used correctly and effectively	

Transition Words (Vary and bury transition words)

Transitions to Enumerate		
at first, after (or then)	the first, the second, the third	first, along with, likewise
at the beginning, then, following this, finally	in the first place, after that, later on, at last	first of all, next (or another or second), the final (or at last)
one, also, in addition	one, another, finally (or last)	one way, another way, a final method
one important, equally important, most important	initially, then, after that	a good, a better, the best
to begin with, at the same time, finally	significant, another significant, of greatest significance	it started with, as a result, then, therefore

Transitions to Add Information and Clarify					
additionally	for example	also	as well	for instance	moreover
in addition	for instance	in other words	next	put another way	furthermore

Transitions to Emphasize a Point		
again	another key point	first
for this reason	frequently	important to realize
indeed	in fact	key point
Most compelling reason	most important information	must be remembered
on the negative side	on the positive side	point
significant that	surprising	surprisingly enough
to emphasize	to point out	certainly
truly	with this in mind	of course

Transitions to Show Cause and Effect					
caused by	so	therefore	because	due to	thus
if...then	as a result	consequently	since	due to the fact	beyond

Transitions to Compare and Contrast		
alike	compare/comparable to	similarities/similarity/similarly
resembles	in conjunction with	in common
just as/as	the same	in the same way
also	sometimes	in the same manner
like/unlike/likewise/otherwise	still	yet
even so	even though (does not function with "however")	although (does not function with "however")
either or/neither nor	nevertheless	in the mean time
opposite	different/differences	variations/vary/varied
contrast	in spite of this	conversely
but	as opposed to	counter to
however	on the contrary	on the other hand

Transitions to Conclude or Summarize		
all in all	in conclusion	to sum up
logical conclusion is	in fact	truly
clearly	obviously	definitely
surely	accordingly	to conclude

Grammar and Writing Tips

1. **Write in third person point of view for formal, academic essays** (exceptions include autobiographical incidents, journals, diaries, letters, narratives, and other writing that dictates first or second person point of view).

First person	I, me, my, mine, we, us, our, ours
Second person	You, your, yours
Third person	He, she, it, her, him, hers, his, its, they, them, their

Example: I feel people must recycle, reduce, and reuse. (Incorrect)
 People must recycle, reduce, and reuse. (Correct)

2. **Use, content or domain specific, academic vocabulary.** Using higher level vocabulary and words associated with a specific subject or domain demonstrates a voice of authority in an essay. (See the examples in #3 below.)

3. **Do not write about the essay in the essay.**

Example: In this essay, I will identify different types of rocks. (Incorrect)
Example: Three basic rock classifications include igneous, metamorphic, and sedimentary. (Correct)

4. **Write in present tense,** unless past tense or future tense is more appropriate. When writing about a book or text, use present tense. (Notice the verb tense of the word "recommend" in the examples.)

Example: In the article (name of article), (author's name) recommended, "...". (Incorrect)
Example: In the article (name of article), (author's name) recommends "...". (Correct)

5. **When writing a formal paper about a person, use his or her last name.**

Example: Walt finally realized his dream when Disneyland opened in 1955. (Incorrect)
Example: Disney finally realized his dream when Disneyland opened in 1955. (Correct)

6. **Avoid using contractions in formal writing.**

Example: Don't eat fast food. (Incorrect)
Example: Do not eat fast food. (Correct)

7. **Limit using the word it.** Be specific.

Example: Although I learned many skills while composing an argumentative essay, it did not always proceed smoothly. (Problem with *it* not being specific)
Example: Although I learned many skills while composing an argumentative essay, my writing did not always proceed smoothly. (Better)

8. **Avoid overuse of the words there are, these are, and here are.** Instead, think of *who*, *what*, *when*, *where*, and *why* instead of using *there are*.

Example: There are many beautiful sights to see while visiting Rome. (Avoid this type of sentence.)
Example: Travelers enjoy many beautiful sights while visiting Rome. (Better)

9. **Avoid using the word a lot.** Substitute with the words *many*, *some*, *various*, *several*, *myriad*, *a few*, *numerous*, *etc*.

10. **Avoid slang in formal writing.** For example, *stuff*, *awesome*, *kid*, *hang out* etc. should be replaced with more formal words.

11. **Avoid beginning a sentence with and or but.**

12. **Numbers zero through ninety-nine are written in letters.** Avoid beginning a sentence with a number unless letters are used to write the number.

Example: 11,000,000 died at the hands of the Nazis. (Incorrect)
Example: Eleven million innocent people died at the hands of the Nazis. (Correct)

13. **Do not end a sentence with a preposition.**

Example: A preposition is not what you want to end a sentence with. (Incorrect)
Example: Do not end a sentence with a preposition. (Correct)

14. Know the comma rules:

- 1) Use a comma after an introductory word, phrase, or clause to separate it from the rest of the sentence.
Example: Finally, Sarah won the marathon after many attempts. (Introductory word)
Example: Postponed by poor weather, the game had to be rescheduled. (Phrase)
Example: Although Lionel Messi has lived in Spain most of his life, he plays on the Argentine national team. (Clause)
- 2) Use a comma between two or more adjectives of equal rank that modify the same noun.
Example: Ani ate a delicious, sweet watermelon.
- 3) Use a comma between each item in a series of three or more (called an Oxford comma).
Example: Red, white, and blue adorn the American flag.
- 4) Use a comma before a conjunction (and, but, or, nor, for, yet) that joins independent clauses in a compound sentence.
Example: Jordan enjoys skateboarding, but he also likes skiing.
- 5) Use commas to set off nouns of direct address and appositives.
 - A noun of direct address names the person or group being spoken to.
Example: Tell us, Mr. Rogers, how is the neighborhood?
 - An appositive is a word or phrase that identifies or renames a noun or pronoun that comes right before it. Use commas when the appositive adds extra information; do not use commas when the appositive is needed to make the meaning clear.
 - *Example: Claude Monet, an Impressionist painter, lived to be eighty-six. (The words an Impressionist painter adds extra information.)*
 - *Example: Impressionist painter Claude Monet lived to be eighty-six. (The words Claude Monet tell which painter and makes the sentence clear and complete.)*
- 6) In dates, use a comma between the day and the year.
Example: May 12, 1958
- 7) Use a comma after the greeting of a casual letter and after the closing of a casual or business letter.
- 8) Use a comma between the city or town and the state or country.
- 9) Use a comma to offset quotes unless you use a question mark (?) or exclamation point (!).
*Example: Roberta said, "I've decided to become a firefighter."
 "A firefighter," responded Jay, "can help people in many ways."
 "My first day is tomorrow!" announced Roberta.
 "What?" exclaimed Jay in surprise.*
- 10) Use a comma whenever the reader might otherwise be confused.
Example: Monet painted numerous depictions of his water lily pond, his final masterpieces.
- 11) Use commas to set off words or phrases that interrupt, or break, the flow of thought in a sentence.
Example: Monet, at last, found the perfect painter's home in Giverny.

15. Avoid writing the word things. (Try one of the words on this list.)

abilities	benefits	events	items	projects	skills
actions	challenges	experiences	matters	promises	successes
advances	characteristics	facts	occurrences	qualities	surprises
advantages	choices	features	periods	reasons	talents
adventures	concerns	ideas	places	remedies	themes
agreements	contributions	impressions	points	responses	thoughts
attributes	difficulties	improvements	powers	sections	troubles
behaviors	effects	incidents	problems	situations	types

16. If the subject is a single thing or person, do not use their. (An antecedent is a word for which a pronoun stands. A pronoun must agree with its antecedent. A singular pronoun must replace a singular noun and a plural pronoun with a plural noun.)

Example: A student must always check their work. (Incorrect)
A student must always check his or her work. (Correct)
Everyone must check their work. (Incorrect)
Everyone must check his or her work. (Correct)

17. Use who when referring to people and that when referring to things.

Example: The story explains the life of a young boy that runs away from home. (Incorrect)
Example: The story explains the life of a young boy who runs away from home. (Correct)

18. Avoid using is about. Try using words like *describes*, *explains*, or *tells*. (Use active voice.)

Example: The story describes the life of a young boy who runs away from home. (Excellent)

19. Understand the difference between its and it's. Its is possessive: *The building cast its shadow.* It's is a contraction that means it is.

20. Avoid the use of the word like when citing examples. Replace like with *such as*, *for example*, *for instance*.

21. **Place periods and commas inside quotation marks.**

Example: Excessive downloads shorted out the computer's "brain."

22. **Understand the difference between your and you're.** Your is possessive, which means it belongs to you: Your spelling is excellent. You're is a contraction for you are: You're not to use contractions in formal writing.

23. **Understand their, there, and they're.** Their is possessive: Their teacher said their papers were a sloppy mess. There shows location or existence: There are many mistakes on that paper over there. They're is a contraction for they are: They're not to use contractions in formal writing.

24. **An s is placed at the end of a word for two reasons: to make it plural or to show possession.**

Examples: Plural: students, cats, teachers

Possession: the student's book, the cat's tail, the teacher's desk

Tips on using s: When a singular noun ends in s, add an apostrophe and another s to create the possessive: Mars's atmosphere, James's notebook. When a plural noun ends in s, add only an apostrophe: rocks' origin, boys' bathroom. When a plural noun does not end in s, add an apostrophe and an s: women's careers, children's games.

25. **To, too, and two are a problem too.** Use too for exaggeration or to mean also: We had too much fun. You can have fun too. Two means the numeral 2. Everything else is to. To complete the math homework will take students two hours.

26. **Subject/verb agreement rules are:** If the subject of the sentence is singular, then use a singular verb as in: *It walks, rides, was, is, says, tries, decides, spoke, can, will, does*. If the subject of the sentence is plural, then use a plural verb as in: *They walk, ride, were, are, say, try, decide, spoke, can, will, do*.

27. **Do not use double negatives.** In English, only one negative is used per sentence. Do not put more than one of these words in the same sentence: *not, isn't, don't, can't, won't, shouldn't, couldn't, wouldn't, didn't, no, neither, or nothing*.

28. **Do not write paragraphs with fewer than three sentences.** On the other hand, write a new paragraph for each new thought or idea.

29. **Use *italics* for book titles, book-length poems, plays, magazines, pamphlets, published speeches, long musical works, movies, television programs, works of visual art (titles of paintings, statues, etc.), ships, and foreign phrases.** Place quotation marks around titles of stories, short poems, essays, songs, and book chapters, and do not underline, bold, or italicize them.

30. **Understand how to use active and passive voice.**

Example: Madison walked the dog. (Active)

Example: The dog was walked by Madison. (Passive)

In the first sentence, the verb is in the active voice; the subject (Madison) is performing the action. The verb in the second sentence is in the passive voice; the subject (the dog) is receiving the action, or being acted upon. Active voice lends strength and confidence to writing. On the other hand, to emphasize the receiver of the action or the action itself, use passive voice. Passive voice is also used to create mood.

Example: For more than a century, these bases *have been pounded* by cleat-clad feet. (Passive voice creates a timeless mood or tone.)

31. **A sentence fragment is a group of words that does not express a complete thought.** It may be missing a subject, a predicate, or both. To fix this mistake, either add a subject or a predicate and, if the fragment is a phrase, join it to a sentence.

32. **Run-on sentences consist of two or more sentences written incorrectly as one.** To check for a run-on sentence, read it aloud, and note the natural pause between ideas. The pause usually indicates where to add end punctuation and begin a new sentence. Run-on sentences usually occur when two independent clauses are incorrectly joined as one sentence.

33. **Verb tenses (past, present, and future) show time of an action or a condition.** Writers sometimes cause confusion when they use different verb tenses in describing actions that occur at the same time. Use a consistent verb tense as in the example below:

Example: In "Pandora's Box," Pandora pulled the casket from under the bed, lifted the lid, and watched the horrible things escape. (Past tense is used consistently.)

A shift in tense is necessary when two events occur at different times or out of sequence. The tenses of the verb should clearly indicate that one action precedes the other.

Example: Greek gods were once worshipped and idolized. Today, they remain an integral part of our culture.

34. Understand general spelling rules.

- 1) Write *i* before *e* except after *c*, or when sounded like *a* as in *neighbor* and *weigh*. Exceptions to the rule: *counterfeit*, *either*, *financier*, *foreign*, *height*, *heir*, *leisure*, *neither*, *science*, *seize*, *sheik*, *species*, *their*, *weird*.
- 2) If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel. Do not drop the *e* when the suffix begins with a consonant. Examples: *state*, *stating*, *statement*; *use*, *using*, *useful*; *like*, *liking*, *likeness*; *nine*, *ninety*, *nineteen*. Exceptions to the rule: *changeable*, *courageous*, *truly*, *argument*, and *ninth*.
- 3) Only one English word ends in *sede*: *supersede*. Three words end in *ceed*: *exceed*, *proceed*, and *succeed*. All other verbs ending in the sound *seed* are spelled with *cede* as in *concede*, *precede*, *recede*, and *secede*.
- 4) When adding *ly* to a word ending in *l*, keep both *l*'s. When adding *ness* to a word ending in *n*, keep both *n*'s. Example: *careful* + *ly* = *carefully*; *sudden* + *ness* = *suddenness*; *final* + *ly* = *finally*; *thin* + *ness* = *thinness*.
- 5) In words of more than one syllable, double the final consonant when the word ends with one consonant preceded by one vowel and when the word is accented on the last syllable. Example: *beginning*, *permitted*.

35. Limit the use of state of being verbs or linking verbs (is, am, are, was, were) by referring to examples in the following list:

characterizes	demonstrates	encompasses	identifies	names	reveals
clarifies	depicts	exemplifies	illustrates	personifies	shows
classifies	describes	exhibits	includes	presents	signifies
conveys	displays	explains	incorporates	portrays	shows
defines	embodies	features	lists	represents	symbolizes

36. Always capitalize the following:

- Proper nouns that name specific people, places or things (hint: any word that would appear on a map, calendar, person's name tag, or sign in front of a building).
Example: Ms. Mahr's class found an interesting Web site (Web site, web site or website are all correct) on the Internet about Washington D.C. Now they will visit the National Archives to view the Declaration of Independence.
- Family words used with names or in place of names:
Example: Alexandra listened as Grandpa and Grandma told her about Paris.
Do not capitalize a word referring to a general relationship:
Example: Alexandra listened as her grandpa and grandma told her about Paris.
- The first word in a sentence.
Example: Did you see Sydney in the musical *Oklahoma*?
- The first word in every line of traditional poetry.
Example:
Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow. – Robert Frost, "Stopping by Woods on a Snowy Evening"
- The first word and all of the important words in a title of any work such as a book, play, musical, short story, poem, magazine, newspaper, musical composition, movie, television show, work of art, or game (do not capitalize articles, conjunctions, and prepositions).
Example: Mrs. Torres read *War and Peace* while she listened to *The Phantom of the Opera*.
- Proper names that name particular dates, holidays, events, or awards
Example: On September 6, Labor Day, Pacific Grove Middle School is holding the annual Rosen's Champion Wrestlers Tournament.
- The first word in the greeting and in the closing of a letter.
Example: Dear Mr. Gamble, Yours truly,
- The first word of each entry in an outline and the letters that introduce major subsections.
Example: I. Famous buildings of the Middle Ages
A. The Leaning Tower of Pisa

Do not capitalize:

- A school subject unless it is a language or numbered course (History 101).
- Seasons: summer, winter, spring, fall, or sun, moon, star, planet.
- Names of family relations when they are preceded by a possessive pronoun (my mom).
- Compass directions: north, south, east, west or any combination when denoting direction (these words are capitalized when specifying a location, usually after the word *the*).
- The word after a hyphen unless it follows a capitalization rule.

37. Beware of vague pronouns. Precise writing uses specific words in place of vague pronouns such as: *which*, *this*, *that*, and *these*.

Example: The team lost two players and two games. That was mostly bad luck. (Incorrect)

Example: The team lost two players and two games. All of the losses were mostly bad luck. (Correct)

Formatting an Essay

— Diana Rookstool *[Student's First and Last name]*

Mrs. Gordon *[Teacher's name]*

English 8 Period 2 *[Class and Period]*

5 September 2015 *[Due date]*

MLA Formatting *[Title of essay, centered]*

Before typing, set the margins to one inch on all sides. Then set the font type to Times New Roman, size 12 font. Set paragraphs for double-spacing with no extra spaces between paragraphs and left align the paragraphs. Type the student's first and last name, teacher's name, title of class, period of class, and due date in the upper left-hand corner, double-spaced as shown above. Center the title on the next line and capitalize the first word and all other words in the title except articles, conjunctions, and prepositions. Insert the running header by selecting blank header and typing the student's last name and one space into the "Type Text" box. Do not add page numbers; the computer will add page numbers automatically. Click home in the toolbar and select align right. Then insert page numbers selecting current position and plain numbers. Reset the header font to Times New Roman, size 12.

Setting up the word processing format for an essay using Microsoft Word:

(Before typing anything, set the font style & size, margins, and paragraph spacing)

Font type and font size, go to top toolbar, click **Home** – select Times New Roman, size 12 font

1. Margins and line spacing, go to the top toolbar and click **Page Layout**



For Margins – select normal for one inch margins on all sides

For Paragraphs – go to paragraph and click the box with the diagonal down arrow – select line spacing to double and check the box that says, "Don't add space between paragraphs of the same style." Then check the OK box.

2. Now type in the heading information – student's name, teacher, class, and date are left aligned. Type the title of the essay, centered.
3. Running Header and page numbers – go to the top toolbar, click **Insert**



For Header – select blank and type the student's last name with one space after the name in the "Type Text" box. Do not add page numbers; the computer will automatically add page numbers. Now click **Home** in the top toolbar and select align right.

For Page numbers – Click **Insert** from the top toolbar and select Page Number (located with the Header and Footer), select Current Position, then Plain Number. Make sure to reset the header by highlighting the last name and page number to Times New Roman, size 12 font.

Steps to Avoid Plagiarism

Plagiarism occurs when a student uses the writing and/or ideas of another person or author as the student's own. Avoid plagiarism by following the general guidelines listed below:

Do



1.	Write insights, observations, thoughts, explanations, and conclusions in your own words.	
2.	Write generally accepted facts and common knowledge which does not need to be cited. Common knowledge is the same information found in several general sources.	
3.	Use quotation marks around an author's exact words and phrases or use paraphrases and/or summaries of the author's ideas and give credit to the source using a standard format, such as the Modern Language Association (MLA), per your teacher's instructions. Always acknowledge the source. <i>(See page 30.)</i>	
4.	After reading information, write a summary or paraphrase of the information without looking at the original text. Then check the original text to see that your summary or paraphrase does not exactly match the words or phrases of the material but does provide an accurate account of the author's ideas or statements. Provide source information at the beginning, middle, or end of the summary. <i>(See page 30, #11.)</i>	
5.	Create a List of Works Cited/Consulted (bibliography) with all sources used to find information to write your research essay. Additionally, if you quote, paraphrase or summarize a section of the text, this information must be properly indicated with a parenthetical reference. <i>(See page 28.)</i>	
6.	Use multiple sources of reliable information and ideas.	
7.	Collect and indicate the source material in your notes while gathering information for later reference.	

Don't



1.	Copy any part of a paper, essay, printed source, or article off the internet or from any source other than your own writing.	
2.	Copy another student's paper or ideas.	
3.	Copy or paraphrase/summarize a source without giving the author credit.	
4.	Copy or closely paraphrase large portions of text even if credit is given.	

The ideas presented above come from: *Purdue University Writing Lab. Avoiding Plagiarism. 15 June 2004.*

Steps to Edit and Revise an Essay



1.	Identify and address the intended audience (to teacher(s), member(s) of..., or editor of..., etc.) Accomplish the intended task (write a letter, a diary or journal entry, or an essay). Define the purpose (to inform, explain, persuade, or entertain).	
2.	Clearly and effectively communicate the main point of the essay (thesis) or what the paper will prove.	
3.	Make sure that all body paragraphs support or prove the main point (thesis) of the essay. Add information when ideas and/or points in the body paragraphs are not complete. Delete irrelevant, off-topic, or unnecessary information.	
4.	Organize the essay with an effective introduction and conclusion.	
5.	Identify the topic sentence in each body paragraph. Check that the information within each paragraph supports/explains the topic sentence and idea of that paragraph. Check that body paragraphs flow logically from one idea to the next.	
6.	Consult the Checklists for a Successful Essay to include the features of each writing type. (See page 7 for Inform/Explain, page 12 for Argument, page 18 for Narrative, and page 24 for Short Research.)	
7.	Include original and/or insightful ideas.	
8.	Correctly cite reliable, sufficient evidence that supports the essay's main point (thesis), claims, or arguments.	
9.	Elaborate on ideas that seem incomplete or need further explanation, but eliminate extra words to clarify ideas.	
10.	Be specific when expressing ideas.	
11.	Follow all directions , guidelines, and/or requirements provided by the teacher for the assignment.	
12.	Write the correct length or number of paragraphs or number of pages required by the teacher.	
13.	Check for correct heading and format . Title the essay following the teacher's requirements. (See page 37.)	
14.	Scan for consistent verb tense. Write the essay in present tense (Example: An author <u>states</u> in his or her article). Use past tense when referring to historical events.	
15.	Incorporate the use of a variety of sentence structures . Sentence structures include short and long sentences consisting of simple, compound, complex, or compound-complex sentences.	
16.	Rewrite contractions (change <i>don't</i> to <i>do not</i> , etc.). To easily find contractions in a Word document, select the Home Tab, click "Find" in the tool bar and select "Find" from the drop-down menu. Type an apostrophe in the search box. All apostrophes will be highlighted in the essay. Fix contractions and leave necessary apostrophes.	
17.	Identify and include necessary transition words or phrases . Vary transitions (use a variety of transition words; do not repeat a transition word in an essay) and bury transition words (sometimes use transition words within a sentence; avoid always beginning a sentence with a transition word). (See page 32 for a list of transition words.)	
18.	Check for repeated words; vary words when necessary.	
19.	Run a spell check and use correct grammar and mechanics .	
20.	Read the essay out loud to yourself, being careful to read every word and listen for awkward sentences; make corrections and clarify sentences. Fix run-ons and sentence fragments .	
21.	Read the essay to a reliable peer editor and/or adult editor and have him or her read the essay out loud to you; make corrections and ask for help to clarify and revise sentences that do not make sense (consider better word choice).	
22.	Correct all feedback and ideas provided by the teacher and consider all corrections and suggestions by the editor(s). Show thorough revisions on each draft.	
23.	Refer to Grammar and Writing Tips on pages 33-36. Ask your teacher for clarification regarding any item(s) on this list.	

Reflection and Commitment to Improve Writing

Essay Title _____

Student's Name _____

Writing Type Assigned (Circle one): Informative/Explanatory, Argumentative, Narrative, Short Research

Before writing this essay, I did not fully understand how to:
1. _____
2. _____
3. _____

While writing this essay, I learned how to:
1. _____
2. _____
3. _____

I commit to improve my writing in the following areas and will review this list with each new writing assignment:

In the area of formatting, organization, effective introduction and conclusion, clear thesis and topic sentences, and/or transitions:
1. _____
2. _____
3. _____

In the area of evidence/citing evidence, explanations/elaboration, supporting ideas that are thoughtful/original and academic vocabulary/word choice:
1. _____
2. _____
3. _____

In the area of grammar and mechanics:	
List the page and item number from the Grammar and Writing Tips sections on pages 33-36 with a brief explanation of the rule or mistake. If the mistake is not in this book, write a brief explanation of the mistake.	Frequency or number of times I made this mistake (use tally marks)
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

Glossary and Definitions for Common Core Writing

Allusion	A figure of speech that refers to an object, book, or circumstance of an external context
Anecdote	A brief, interesting, or amusing account of a particular event or incident in order to entertain or make a point
Cause and effect	How an occurrence (cause) results in an action, event, or decision (effect)
Citing evidence	Using text to support an idea giving credit to the source
Cohesion	Unifying an essay by using transition words, phrases, or clauses to connect ideas
Connotation	Implied additional meaning of a word(s)
Content/ domain specific vocabulary	Vocabulary used in a particular academic subject area
Counterargument/counterclaim	Statements that claim opposing viewpoints
Critical analysis	The deep examination of a text while searching for underlying meaning, improving clarity, and interpreting an author's claims and ideas
Denotation	The direct or literal meaning of a word
<i>Ethos, pathos, logos</i>	The Greek philosopher Aristotle divided the different ways of persuasion into three categories. <i>Ethos</i> refers to the credibility of a source; <i>pathos</i> refers to the emotional appeal within an argument; <i>logos</i> refers to the formal logic and reasoning of an argument
Explicit	Direct, clear, literal meaning when defining a word(s)
Figurative language	Communicates meaning(s) beyond the literal meaning of the words. Simile, metaphor, personification, idioms, irony, and hyperbole are examples of figurative language
Hyperbole	A figure of speech that exaggerates the truth for emphasis or humorous effect
Hooking/engaging the reader	A technique to capture the attention of the reader at the beginning of an essay
Idiom	An expression that has a meaning different from the meaning of the individual words. For example, "go to the dogs" is an idiom meaning "to go to ruin"
Imagery	Descriptive words and phrases that re-create sensory experiences for the reader. Imagery usually appeals to one or more of the five senses (sight, hearing, smell, taste, and touch)
Implicit	The implied or underlying meaning of a word(s)
Infer/inference	Meaning not stated directly; the meaning or message is implied
Literary devices	Used by writers to convey messages to readers (e.g. allusion, symbolism, figurative language, imagery, alliteration, etc.)
Metaphor	A figure of speech comparing unlike things in order to show a resemblance; unlike a simile, a metaphor does not contain an explicit word of comparison such as <i>like</i> or <i>as</i>
Mood/tone	The feeling or emotional attitude of the writing; tone conveys the attitude toward the audience
Narrative elements	Features of narrative elements include an order, a purpose, characters (real or imagined), dialogue, and descriptive details
Personification	To give human qualities to an animal, object, or idea
Person, first, second, third	First person point of view uses the pronouns <i>I</i> , <i>me</i> , <i>my</i> , and <i>we</i> . Second person point of view uses the pronouns <i>you</i> and <i>your</i> . Third person point of view uses the pronouns <i>he</i> , <i>she</i> , <i>it</i> , and <i>they</i>
Point of view in narratives	First person point of view shows one character's perspective, third omniscient point of view is when the author knows all the characters' thoughts and feelings as opposed to third limited which shows the main character's perspective.
Simile	A figure of speech comparing unlike things in order to show a resemblance using the words <i>like</i> or <i>as</i>
Sufficient evidence	Sufficient evidence includes enough information to cover the topic and/or thoroughly address the argument
Summarize/paraphrase	A summary is a brief statement or account of the main points and paraphrasing means to put a passage or an author's statements in one's own words. (See examples on page 30, #11)
Symbolism	When a person, place, object, animal, or activity stands for something beyond itself. For example, a white dove is the symbol of peace.
Relevant evidence	Relevant evidence supports the topic or claim in a logical, direct way. Evidence is irrelevant if it is not clearly connected to the topic or claim
Rhetorical devices	The technique(s) a writer uses to persuade a reader to consider or understand a topic from a different perspective (e.g. <i>logos</i> , <i>pathos</i> , <i>ethos</i> , irony, metaphor, allusion, etc.)
P A T	Purpose-the reason for writing the essay (inform/explain, argue a point, write a narrative) Audience-who the writer is addressing (teacher(s), student(s), newspaper editor, etc.) Task-the task required of the writer (write an essay, letter, story, etc.)
Thesis, soft	The main point of the essay that introduces the topic, controlling idea, or argument. It provides the importance or significance of the topic and/or puts forth the debatable argument
Thesis, hard	Same as a soft thesis except it lists categories of the topic
Twist	A twist involves using words from the final thought or sentence of an essay to create a title for the essay
Writing types (Common Core)	Informative/Explanatory, Argumentative, Narrative, and Short Research

Cornell Notes

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

Topic: _____

Name: _____

Class: _____ Period: _____

Date: _____

Essential Question:

Questions/Main Ideas:

Notes:

Summary:

Cornell Notes

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

Topic: _____

Name: _____

Class: _____ Period: _____

Date: _____

Essential Question:

Questions/Main Ideas:

Notes:

Summary:

