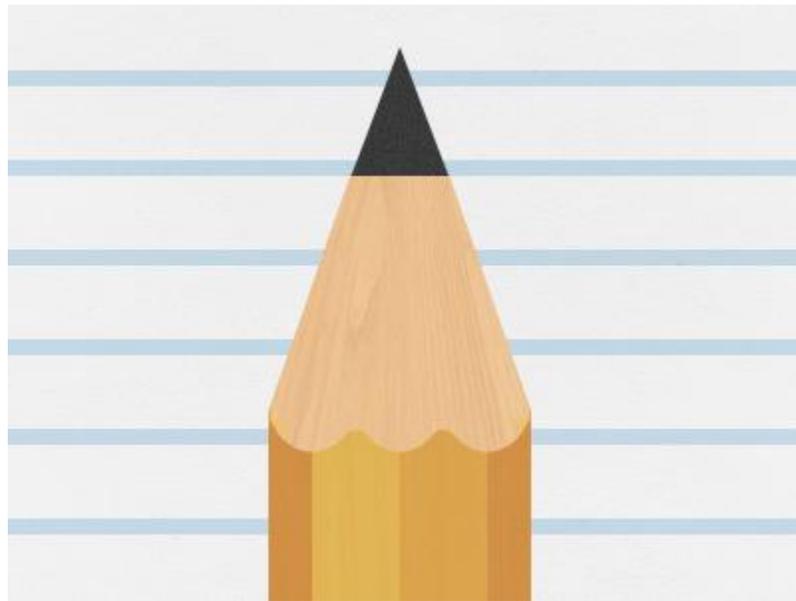


SRMS Academic Handbook



Student Name _____

Language Arts Teacher _____

Dear Middle Schooler,

The SRMS Handbook has been developed with YOU in mind. Its sole goal is to facilitate learning and to explain the criteria expected for you to become lifelong learners.

Just how does it accomplish this goal? The handbook delineates the academic standards expected in every class you will experience at SRMS- every class! What is learned in one, should be transferred to ALL. Written guides, oral presentations, academic integrity, and PRIDE in work are all supported in this handbook.

The support is provided through summative explanations of what you previously learned in class, rubrics to guide your work, and graphic organizers to provide the structure upon which you can build new tasks. All of this is couched in the expectation of P.R.I.D.E., Personal Responsibility in Daily Effort.

You need a strong work ethic, integrity of character and a caring spirit to succeed in life. We are strongly committed to helping you "Strengthen your Resolve" to accomplish those traits as we Educate-Edify-Empower!

Good, Better, Best,
Never let it rest,
Until your good is better,
And your better best!!!!

Have a great year or not- the choice is up to YOU!

The SRMS Administration Faculty, and Staff

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6 + Trait Writing

IDEAS

- The heart of the message
- The content of the piece
- The main theme, with details that enrich and develop the theme



Key Question: Did the writer stay focused and share original and fresh information and perspective about the topic?

Rubric

Trait:	Overall Assessment: (Check one)	Specific Area for Growth: Check all that apply
Ideas	<input type="checkbox"/> Strength <input type="checkbox"/> Emerging skill <input type="checkbox"/> Weakness	<input type="checkbox"/> Clear topic <input type="checkbox"/> Thorough development <input type="checkbox"/> Sufficient detail <input type="checkbox"/> Original ideas <input type="checkbox"/> Shows, doesn't tell <input type="checkbox"/> Clarity

	4 (100)	3 (85)	2 (75)	1 (65)
Ideas & Content	<ul style="list-style-type: none"> • Focus on topic is clear and definite. • Effective and appropriate details create a vivid picture showing knowledge and insight. • Fresh (uncommon) approach to topic holds the reader's attention. 	<ul style="list-style-type: none"> • Focus on topic is clear. • Sufficient details create a picture showing some knowledge and insight. • Fresh (uncommon) approach adds to the reader's understanding. 	<ul style="list-style-type: none"> • Focus on topic is somewhat defined. • Underdeveloped details show little knowledge and are too general to create a picture. • Fresh approach to topic is attempted • Lacks support that aids the reader's understanding. 	<ul style="list-style-type: none"> • Focus on topic is not clearly defined. • Limited or disconnected details show a lack of understanding and sidetrack the reader. • Approach is common.

Strategies:

- Use the **C.R.A.F.T.** Strategy to first consider your topic/task
- Brainstorm all the ideas you can think of about the topic
- Use a relevant graphic organizer

C.R.A.F.T. Strategy

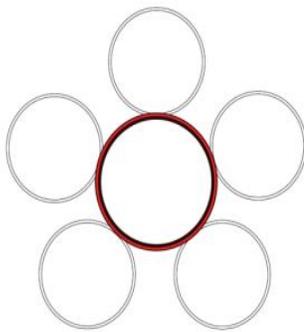
Consider the four categories represented by **C.R.A.F.T.** before attacking the writing task.

Context	What circumstances surround the topic that influence its meaning?
Role	Who are you as the writer of the piece?
Audience	To whom are you writing?
Format	What type of writing will best suit your purpose?
Topic	What is the IDEA you wish to convey to your audience?

Role	Audience	Format	Topic
Confederate soldier	Home	Letter	Hardships of war
Senator	Constituents	Newsletter	Stance on issues

Brainstorming Organizer

Write the topic in the center circle. Write as many ideas about the topic as you can think of around the topic.



Quick Write- Time yourself. In 2-3 minutes write down everything you know about the topic you will be writing about.

Ideas/Details Organizer

Use as many blocks as required:

Important ideas

Details

Idea	Page_____	Idea	Page_____
------	-----------	------	-----------

ORGANIZATION

- The internal structure of a piece of writing
- The thread of central meaning
- The logical and sometimes intriguing pattern of ideas



Key Question: Does the organizational structure enhance the ideas and make it easier to understand?

Rubric

Trait:	Overall Assessment: (Check one)	Specific Area for Growth: (Check all that apply)
Organization	<input type="checkbox"/> Strength <input type="checkbox"/> Emerging skill <input type="checkbox"/> Weakness	<input type="checkbox"/> Introduction <input type="checkbox"/> Effective paragraphing <input type="checkbox"/> Logical flow of ideas <input type="checkbox"/> Transitions connect ideas <input type="checkbox"/> Conclusion

	4 (100)	3 (85)	2 (75)	1 (65)
Organization	<ul style="list-style-type: none"> • Memorable introduction and conclusion are clearly linked (may be explicit or implicit connection) and establish focus. • Sequencing of details is effective and logical. • Transitions effectively tie the ideas of the paper together. 	<ul style="list-style-type: none"> • Effective introduction and conclusion are clearly linked (may be explicit or implicit connection) and establish focus. • Sequencing of details is logical. • Transitions attempt to tie the ideas of the paper together. 	<ul style="list-style-type: none"> • Introduction and conclusion attempt to establish focus. • Sequencing of details • Transitions are limited. 	<ul style="list-style-type: none"> • Introduction and/or conclusion lack focus. • Sequencing of details is not clear. • Transitions are not evident

Strategies:

- Determine the criteria and structure for the assigned task, i.e., use the C.R.A.F.T. strategy
- Choose the graphic organizer which best organizes the writing for that task :
 - Compare and Contrast
 - Cause and Effect
 - Definition
 - Argumentative
 - Summary
 - Extended Response
 - Narrative

VOICE

- The unique perspective the writer and intention the writer intends to convey is evident in the piece. It is conveyed through the use of compelling ideas, engaging language, and revealing details



Key Question: Does the piece successfully reflect the author’s unique perspective and draw the reader into the text through its uniqueness?

Rubric

Trait:	Overall Assessment: (Check one)	Specific Area for Growth: (Check all that apply)
Voice	<input type="checkbox"/> Strength <input type="checkbox"/> Emerging skill <input type="checkbox"/> Weakness	<input type="checkbox"/> Clear purpose <input type="checkbox"/> Appropriate tone <input type="checkbox"/> Engages reader <input type="checkbox"/> Commitment to topic <input type="checkbox"/> Conclusion

	4 (100)	3 (85)	2 (75)	1 (65)
Voice	<ul style="list-style-type: none"> • The writer’s personality is expressed; confidence and feeling are apparent. • Individual, powerful commitment to the topic is obvious. • Connection to audience and purpose is excellent. • Writing evokes strong emotion in the reader. 	<ul style="list-style-type: none"> • Writer’s personality pokes through; confidence and feeling fade in and out. • A commitment to the topic is apparent. • Connection to audience and purpose is appropriate. • The writing evokes some emotion in the reader. 	<ul style="list-style-type: none"> • Writer’s personality is undefined; writing is cautious. • Commitment to topic is limited. • Connection to audience and purpose is limited. • Writing evokes limited emotion in the reader. 	<ul style="list-style-type: none"> • Writer’s personality is not evident. • Commitment to topic is lacking. • Connection to audience and purpose is lacking. • Writing evokes minimal emotion in the reader.

Strategies:

- As you read works of various authors, focus on their voices. For example, Dr. Seuss’ writings can be matched to him even if no author’s name accompanies the text. The works of Rick Riordan attract teens because of his unique voice.
- Further develop the ideas you brainstormed by aligning them to your personal perspective, i.e., they should speak of your experiences, values, feelings, etc.
- Re-work the piece until the attitude you wish to convey flows through the piece you are writing.
- Check to see if:
 - The attitude you wish to convey comes through
 - It sounds different from everyone else's writing
 - It contains feelings and emotions
 - The words come to life
 - It comes from the heart
 - It is adjusted for the audience and purpose intended

SENTENCE FLUENCY



- the rhythm and flow of the language
- the sound of word patterns
- the way in which the writing plays to the ear, not just to the eye

Key Question: Can you FEEL the words and phrases flow together as you read it aloud?

Rubric

Trait:	Overall Assessment: (Check one)	Specific Area for Growth: (Check all that apply)
Sentence fluency	<input type="checkbox"/> Strength <input type="checkbox"/> Emerging skill <input type="checkbox"/> Weakness	<input type="checkbox"/> Pleasing rhythm <input type="checkbox"/> Varied sentence length <input type="checkbox"/> Varied sentence structure

	4 (100)	3 (85)	2 (75)	1 (65)
Sentence Fluency	<ul style="list-style-type: none"> • Sentences contain words that are relevant so the meaning is enhanced. • Sentences vary in beginnings, length and structure. Sentences sound smooth and rhythmic when read aloud; they invite expressive reading. 	<ul style="list-style-type: none"> • Sentences contain words that are necessary for the meaning to be clear. • Sentences vary in beginnings, length, and structure. • Most sentences sound smooth and rhythmic when read aloud. 	<ul style="list-style-type: none"> • Sentences contain some unnecessary words; however, meaning is fairly clear. • Sentences offer some variety in beginnings, length and structure. • Sentences follow a predictable pattern and rhythm when read aloud. 	<ul style="list-style-type: none"> • Sentences contain unnecessary words that detract from the meaning. • Sentences offer little or no variety in beginnings, length, and structure. • Sentences lack rhythm or pattern when read aloud.

Strategy:

- Focus on grammar- use the 9 Comma Rules to create varied and interesting sentences types; practice writing sentences using the 9 rules (See Appendix)
- Insert figurative language
- Omit clichés
- Check to see that the length, beginnings and types of sentences are varied
- Read your piece aloud and listen for patterns created by alliteration and parallelism; better yet, have a peer read your text aloud so that you can concentrate on listening for fluency
- Revise your text
 - Flip some sentences without changing, adding or deleting words
 - Use appositives, but/or/and to link shorter sentences together
 - Pad some sentences with a beginning phrase using the 5 Ws or H to add some details.

WORD CHOICE

- the use of rich, colorful, precise language that moves and enlightens the reader



Key Question: Do the words and phrases create vivid pictures and linger in your mind?

Rubric

Trait:	Overall Assessment: (Check one)	Specific Area for Growth: (Check all that apply)
Word choice	<input type="checkbox"/> Strength <input type="checkbox"/> Emerging skill <input type="checkbox"/> Weakness	<input type="checkbox"/> Use rich, colorful, precise language that moves and enlightens the reader

	4 (100)	3 (85)	2 (75)	1 (65)
Word Choice	<ul style="list-style-type: none"> Precise, vivid, natural language creates a clear and complete picture in the reader's mind. Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning. Original phrasing and memorable language prompt reflective thoughts and insights. Dialogue, if used, sounds natural. 	<ul style="list-style-type: none"> Correct, adequate word choice creates a clear picture in the reader's mind. Lively verbs, specific nouns, and appropriate adjectives and phrases add to the meaning. Some colorful language and unusual phrasing encourage reflection. Dialogue, if used, sounds appropriate. 	<ul style="list-style-type: none"> Ordinary word choice attempts to create a picture in the reader's mind. Verbs, nouns, adjectives, and phrases are adequate. Language choice and phrasing lack inspiration. Dialogue, if used, sounds forced. 	<ul style="list-style-type: none"> Limited vocabulary searches for words to create a picture in the reader's mind. Verb and noun choice is rather general. Adjectives and phrases lack definition. Language choice and phrasing is inappropriate, repetitive or lacks meaning. Dialogue, if used, is limited.

Strategies:

- Begin keeping a list of "interesting" words
- Craft your writing with specific word choices that show rather than tell
- Don't settle for just any word- look for the best word to convey your voice on the topic
- Check for the following:

___ vivid verbs

___ precise nouns

___ colorful adjectives

___ appropriate adverbs

CONVENTIONS



- The mechanical correctness of the piece of writing
- Spelling, grammar and usage, use of capitalization, paragraphing, and punctuation

Key Question: How much editing would have to be done to be ready to share with an outside audience?

Rubric

Trait:	Overall Assessment: (Check one)	Specific Area for Growth: (Check all that apply)
Conventions	<input type="checkbox"/> Strength <input type="checkbox"/> Emerging skill <input type="checkbox"/> Weakness	<input type="checkbox"/> The mechanical correctness of a piece of writing <input type="checkbox"/> Spelling, grammar and usage; use of capitalization, paragraphing and punctuation

	4 (100)	3 (85)	2 (75)	1 (65)
Conventions	<ul style="list-style-type: none"> • A strong grasp of the standard writing conventions is apparent: capitalization is accurate, punctuation is smooth & enhances meaning, spelling is correct even on more difficult words, grammar is essentially correct, usage is correct, paragraphing (indenting) enhances the organization of the paper. 	<ul style="list-style-type: none"> • A strong grasp of the standard writing conventions is apparent: capitalization is correct, punctuation is smooth & enhances meaning, spelling of common words is correct; more difficult words are generally correct, grammar is essentially correct, and usage is generally correct, paragraphing (indenting) works with the organization of the paper. 	<ul style="list-style-type: none"> • A basic grasp of the standard writing conventions is apparent. • Errors in conventions may impair readability. 	<ul style="list-style-type: none"> • A minimal grasp of the standard writing conventions is apparent. • Numerous errors in conventions distract and/or confuse the reader.

Strategies:

- Use the Purdue Owl website (<https://owl.english.purdue.edu/owl/>) to confirm convention usage
- Become more proficient using Study Island tutorials to solidify your understanding of conventions
- Edit, edit, edit
- Reciprocate with a peer and edit each other's work

Written Presentation

Presentation will always impact how your work is perceived by the reader. The written and oral presentation of your work makes a statement about your investment in learning and PRIDE in yourself as a student.

Formal Written Work

Follow the format given for all formal papers you submit: Write in formal voice unless otherwise instructed; write in 3rd person, not 1st or 2nd.

- Font- Black, 12 pt. Times New Roman; if hand written, legible in blue or black ink
- Paper- 8 ½ x 11 white paper; AVOID creases, tears, stains, ripped edges; type or write on only one side
- Use default margins on the computer; 1" margins around written text
- Double space everything within and between paragraphs. (Do not add extra spaces between paragraphs.)
- Indent paragraphs appropriately; one tab if typed; 5 spaces if written
- Title should be centered and of same font as the essay; written title should not be underlined or in quotes
- Avoid use of contractions and slang words
- Use Heading explained below

Informal Written Work

- Use the heading explained below
- Avoid creases, tears, stains, ripped edges, smudged erasures
- Write neatly, in a legible manner
- Check to see if what you are turning in demonstrates PRIDE in your work - it's the little things that add up to make the big things!

Heading

All work submitted should have your name, teacher's name, class period, and date written in the upper left hand corner or in the area designated by the teacher.

Informal Oral Responses

- Project voice so that it can be heard by everyone in the room
- Speak clearly- no mumbling or slang

Formal Oral Presentations

Refer to Oral Presentation
Checklist

Content

- Demonstrates full knowledge of material; able to answer questions with explanation and elaboration
- Provides clear purpose and subject: pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence
- Follows project guidelines

Introduction/Closing

- Wait for audience to be quiet; never talk over them (while you are waiting, breathe and focus on what you are doing)
- Introduce yourself and your presentation; designate when you will take questions
- Know the time limits; have a clock within eye sight
- Never apologize for your work; be positive
- Have a clear closing

Body Language

- STAND STILL unless purposefully moving; don't lean on anything
- Use your hands to gesture informally; hands should not be in your pockets
- Make eye contact with the audience; maintain a relaxed facial expression
- Be composed: no laughing, racing through, not thinking about what you are saying

Speech

- Project your voice to the back of the room
- Use inflection in your voice; articulate your words- no mumbling or slang
- Speech rate should be even and moderate
- Do not read/memorize what you will say - know it and use conversational delivery

Language

- Language is appropriate to audience, subject, place and purpose of presentation
- Use subject-related vocabulary and correct pronunciation

Presentation Aids

- Use large note cards: dark ink, printed, double-spaced, NOT complete sentences
- Do NOT read from Power Points or posters. The points on these are highlights and are meant to be filled in and extended during your presentation

Preparation

- Practice your presentation for time, content, and appearance
- Have an observer critique your presentation using the Presentation Check-list
- Practice until you meet the standards set in the criteria

Checklist for Oral Presentation of Work

Content

- Demonstrates full knowledge of material; able to answer questions with explanation and elaboration
- Provides clear purpose and subject: pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence
- Follows project guidelines

Introduction/Closing

- Waited for audience to be quiet; did not talk over them
- Calm and focused while waiting
- Introduced self and the presentation
- Designated when questions would be addressed
- Within the time limits
- Positive, not apologetic about presentation
- Clear closing

Body

- Weight evenly distributed on both feet
- Standing still, not swaying
- Not leaning on anything
- Hands used for informal gestures or note cards, not in pockets
- Facial expression relaxed
- Made eye contact with the audience
- Composed: no laughing, well-paced, thoughtful

Speech

- Voice projected so all could hear
- Words well- articulated with inflection
- No slang
- Speech rate even and moderate; conversational delivery
- Knew content; was not memorized or read
- Smooth transitions

Language

- Language was appropriate to audience, subject, place and purpose of presentation
- Conventions correct
- Used subject-related vocabulary and correct pronunciation

Presentation Aids

- Used large note cards: dark ink, printed, double-spaced, NOT complete sentences
- Did not read from Power Points or posters
- Power Points or posters highlighted only main points which were filled in and extended during the presentation
- PowerPoint/poster/visuals enhanced the content

Preparation

- Clear evidence of having practiced the presentation for time, content, and appearance

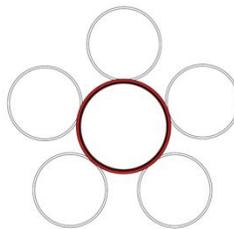
TYPES OF WRITING TASKS

Main Idea

Strategy:

- Decide the topic of the text
- In one or two words, begin with that topic and decide what is being said about the topic
- Do not name specifics
- Write the topic/main idea sentence

Organizer



Summary

Strategy:

- Decide what to delete, keep, substitute
- Remember- it is not a retelling
- Use an organizer to facilitate summarizing the text

SUMMARY

- Somebody- Who is the main character, and describe.
- Wanted- What did the main character want?
- But- What is the problem?
- So- How did the main character try to solve the problem?
- Then- What was the resolution to the story?

Sum It Up

Name _____	Date _____
Title _____	

Read the selection, underline the key words and main ideas.
Write these in the area below:

Main Idea Words:

Sum it Up for \$2.00 (\$.10/word)

Summary+ Organizer

Name _____	Text _____
What is the main idea of the text?	

What does it say?	

What does it mean?	

What does it matter?	

GIST

- Read the assigned content
- Identify the 5 Ws and 1 H (who, what, when, where, why, and how)
- Write a 20 word summary

GIST TEMPLATE

Name _____

Article Title _____

Article Source _____

1. Read the article.

2. Fill out the 5 Ws and 1 H

Who- _____

What- _____

When- _____

Where- _____

Why- _____

3. Write a twenty word GIST:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Paraphrasing

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by accurate documentation) to borrow from a source.
- A more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- It is better than quoting information from an undistinguished passage.
- It helps you control the temptation to quote too much.
- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

Steps to Effective Paraphrasing

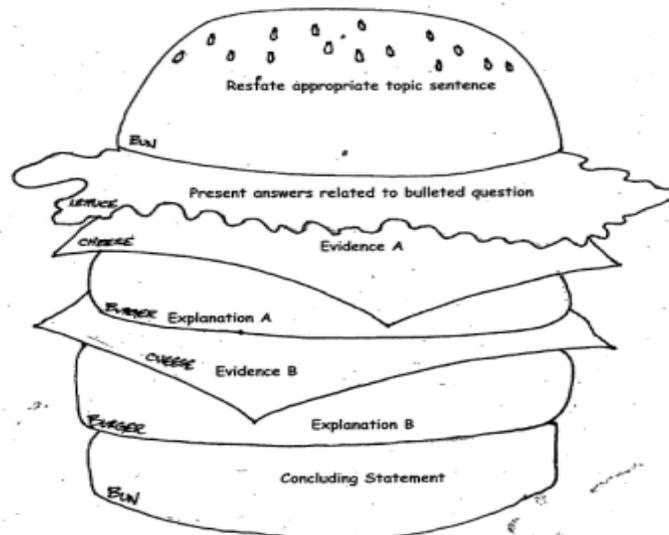
- **Reword** - replace words and phrases with synonyms whenever you can.
- **Rearrange** - rearrange words within sentences to make new sentences. You can even rearrange the ideas presented within the paragraph.
- **Realize** that some words and phrases cannot be changed - names, dates, titles etc. cannot be replaced, but you can present them differently in your paraphrase.
- **Recheck** - make sure that your paraphrase conveys the same meaning as the original text.

Extended Response Rubric

Points	Criteria
4	<ul style="list-style-type: none"> ➤ Clearly demonstrates understanding of the text ➤ Thoroughly and effectively answers all parts ➤ Well-developed and well-supported throughout ➤ May provide an INSIGHTFUL explanation that links to or EXTENDS aspects of the text
3	<ul style="list-style-type: none"> ➤ Demonstrates understanding of the text ➤ Completes all requirements ➤ Developed and supported throughout
2	<ul style="list-style-type: none"> ➤ Demonstrates a partial understanding of the text ➤ May address all requirements ➤ An attempt was made to support response ➤ Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation
1	<ul style="list-style-type: none"> ➤ Demonstrates minimal understanding of the text ➤ Does not complete all requirements ➤ Lacks clarity in several areas ➤ Provides only a vague reference to or no use of the text
0	<ul style="list-style-type: none"> ➤ Any answer that is irrelevant or off-topic or unanswered

Strategy:

- Read the Extended Response Rubric
- Restate the question with the answer argument
- Provide at least two pieces of textual evidence
- Clarify/extend the textual evidence
- Conclude with insightful connections to the text/material investigated
- Re-read the Extended Response Rubric and make any needed changes



TWO COLUMN NOTE TAKING

Strategy:

- **RE-DESIGN-** Re-design your paper for note taking. Make a 2 ½" fold or line along the left side (right side if you are left handed) of your paper; this column is to be used for key words.
- **RECORD-** Record as many facts and ideas from a lecture or your reading as you can in the right column. Leave out unnecessary words; don't worry about grammar.
- **REDUCE OR QUESTION-** Reduce the notes to key words or questions as your reread. Place the key words or questions in the opposite column.
- **RECITE/REWRITE-** State aloud in your own words the key ideas you are trying to learn. (This forces you to think about the meaning of information and is also powerful memory strategy.) Rewriting in your own words is also a strategy which aids retention.
- **REFLECT-** Think about the information you have learned and relate it to other material you have learned. Ask yourself, how does this fit into what I already know, why is it important to know this, how can I apply this information?
- **REVIEW-** To prevent forgetting, frequently review your notes.
- **RECAPITULATE- Summarize** your notes at the bottom of the page

Keywords	Notes
	I.
	A.
	1.
	2.
	B.
	1.
	2.
	II.
	A.
	1.
	2.
	B.
	1.
	2.
	Summary

Narrative Writing

Introduction with Hook

- Set the scene and the plot

Body

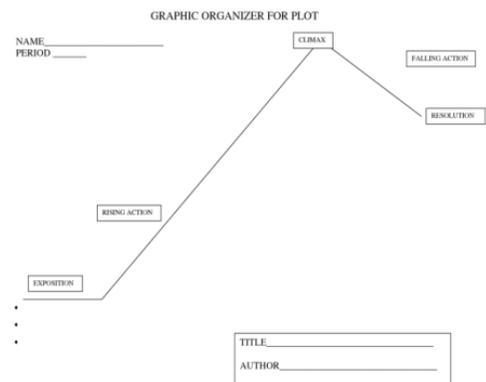
- Show, do not tell; create meaningful conflict
- Use dialog to highlight the characters' feelings, opinions, etc.
- Use the five senses when possible; use descriptive language
- Rising action, climax, falling action

Conclusion

- Closing event, moral, etc. What now?
- Match the purpose and plot developed throughout the story
- Complete your analysis

Finishing a Narrative

- Identify the key elements: characters, plot, setting, conflict, and point of view
- Use the Somebody Wanted But So organizer to ascertain how conflict drives the plot
- Infer character traits from the storyline
- Carefully and critically read the story
- Analyze the narrative so you are able to continue its direction and flow
 - What does one know about the characters' strengths and weaknesses, likes, dislikes?
 - What is the point of view of the protagonist?
 - What is the setting, time, etc.?
 - How is or is not the conflict resolved?
- Conclude the story by extending or developing the original storyline with insightful reflection



Expository Essays

Need to Know:

How to write a great Hook

- Asking a question related to the topic
- Defining the concept
- Using an anecdote, moral, or quote
- Showing the importance of the concept
- Using a shocking statement



When to change paragraphs

- TIME change
- PLACE change
- TOPIC Change
- NEW speaker

How to Write an Argument Thesis Statement:

- #1 Choose your topic
- #2 State your position
- #3 State the counterclaim; acknowledge the argument against your position
- #4 The reason(s) for your position

Thesis statement = 3 + 2 + 4

Example: In spite of the fact that there are many successful large schools, a smaller school builds a sense of belonging, has a greater impact on the surrounding community and is more able to meet the needs of the struggling student.

How to Write a Thesis Statement:

Thesis statement = 2 + 4

Example: Washington, D.C. is a living museum as exemplified by the museums that document our culture, the memorials that commemorate the fight for freedom and the documents that define our beliefs.



Compare & Contrast

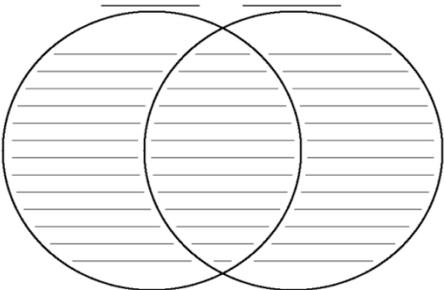
- Read the 6 Traits rubric
- Identify two or more ideas, concepts, characters, etc. to be compared/contrasted
- Choose and complete a graphic organizer; be sure to include specific examples to support the comparison/contrast
- Write thesis statement – state position
- Using the expository essay structure, write your essay
- Re-read the rubric and make needed changes

Compare and Contrast Chart

Items Being Compared

	#1	#2
List of Characteristics		

Conclusions



Compare and Contrast Chart

Item #1 _____

Item #2 _____

How are they alike?

How are they different?

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Cause and Effect

- Read the 6 Traits rubric
- Analyze the actions or circumstances that result in a consequence/event or analyze the event which leads to various actions/circumstances
- Choose and complete a graphic organizer; be sure to include specific examples to support the analysis (organize chronologically or emphatically)
- Write thesis – state position
- Using the expository essay structure, write your essay
- Re-read the rubric and make needed changes

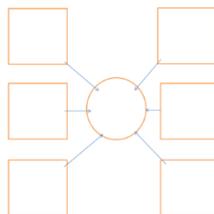
Name: _____ Date: _____

CAUSE AND EFFECT GRAPHIC ORGANIZER

Instructions: List the topic or problem that you are exploring in the center of the organizer. Under the Causes section record what you think makes the problem happen. Under the Effects section, record what happens because of these causes.

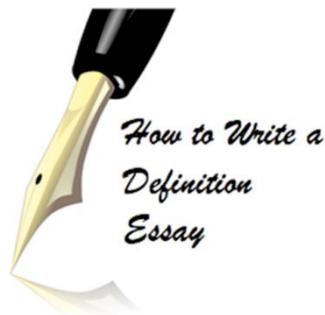
Causes **Effects**

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Definition Paper

- Read the 6 Trait rubric
- Brainstorm word to be analyzed, i.e., "freedom."
- Use a Hook/Attention Grabber
- Bridge between hook and thesis
- Thesis- include the word you are defining and how you will define it
- Paragraphs (one for each point about the word)
 - Points-
 - Define the word
 - Expand the word in a topic sentence leading back to the thesis
 - Use relevant examples, quotes, historical sites, details, historical evidence, literary evidence
 - Provide an analysis of the definition being used using the information from the point above
- Conclusion
 - Restate the thesis
 - Restate the main points of the essay
 - Connect back to the hook and thesis or provide a closing attention getter
- Re-read 6 Trait rubric and make needed changes



Argument/Research

- Read the 6 Trait Rubric
- Use the graphic organizer for the Argument Essay
- Introduction/Background
 - Set-up and state one's claim/thesis
 - State 2-3 reasons for the claim
- Supporting evidence #1
- Supporting evidence #2
- Supporting evidence #3
- Counterargument/+refute
- Sum up conclusion- claim and supporting evidence
- So What conclusion- why it matters



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Kentonlibrary.org

Introduce your claim(s) hooking your reader and establishing a formal style.

Support your claim(s) with more than one reason, introducing them in a logical order. Then, give more than one piece of evidence to support each reason. Remember, relevant, accurate data and evidence should demonstrate an understanding of the topic and come from credible sources.

reasons			
evidence			

Share counter-claims (the other side of the argument), and provide facts or examples to refute it.

Counter-claim(s)	Refutation

Provide a concluding statement or section that follows from and supports the argument presented.

Citation

In-Text Citation

What is it??

A system in which you give your source (in parenthesis) immediately after you give the information.

Most common citations:

- ✓ Author and page number
- ✓ Title and page number
- ✓ Page number only

When to use it in in your paper:

- A direct quote
- A statistic
- An idea that is not your own
- Someone else's opinion
- Concrete facts, not considered "common knowledge"
- Knowledge not considered "common"

Even if you paraphrase or summarize, you still must acknowledge the source!

How to record it:

1. Author and Page Number

Ex. Her distinctive writing style adds to her mystique (Plath 19).

2. Often, articles, editorials, pamphlets, and other materials have no author listed; give the first *distinctive* word of the title followed by the page number.

Ex. Choosing the right shoe makes the difference in the athlete's performance (Shoes 32).

3. When you write about a single work of fiction, mention the author's name at the beginning of your paper, and include just the page number in your in-text citations.

Ex. Lee's character was representative of her life (130).

How Use Citations:

When several facts in a row within one paragraph all come from the same page of a source. Use one citation to cover them all. Place the citation at the end.

Use the Claim – Quote - Commentary method when responding to questions in class or when using quotes in research papers:

- ✓ **Claim**, the first sentence of the response should re-word the question and state a personal opinion or direct response to the question.
- ✓ **Quote**, look at what the author said and include a detail from the text to support your answer (TEXTUAL EVIDENCE!!)
- ✓ **Commentary**, the response should end with you explaining or interpreting the significance of the evidence

One of these sentence starters may help:

I believe	Now I know
This proves	This shows
This demonstrates	In the text
According to the passage	A second example from the test
The author also states	

The reader needs to know...

- ✓ Who is speaking
- ✓ When or in what situation the speaker said this
- ✓ Why this quote is important and how it fits in with your argument

The closing statement reminds you that a constructed response requires multiple supporting details from the author.

Verbs in Signal Phrases:

Acknowledges	Admits	Illustrates
Agrees	Asserts	Notes
Believes	Claims	Points out
Comments	Confirms	Refutes
Contends	Declares	writes
Denies	Disputes	grants
observe	implies	reasons
suggests		

Complete list: Hacker, Diana. A Writer's Reference. 5th ed. Boston: Bedford/St. Martin's, 2003. p. 336

ACADEMIC INTEGRITY

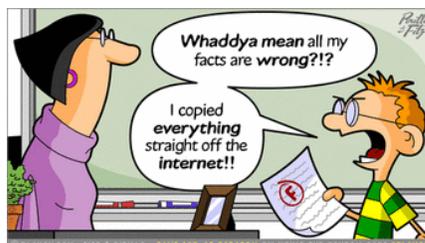
WHAT IS PLAGIARISM?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. Plagiarism is an act of fraud. It involves stealing someone else's work and lying about it afterward. The Merriam-Webster Online Dictionary states that to plagiarize means: to steal and pass off (the ideas or words of another) as one's own (**That means HOMEWORK, too!**)

According to U.S. law, ideas can be stolen. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file). All of the following are considered plagiarism:

- turning in someone else's work as your own, (i.e. homework)
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

(Turnitin.org)



Writing Types

Middle School students who are on the road to college and career readiness are expected to produce the following types of writing:

- ✓ **Summary-** Writing that asks students to determine a central/main idea and summarize the meaning of a text. Students will be able to effectively use in-text citation.
- ✓ **Paraphrase-** Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- ✓ **Extended Response/Short Answer Questions-** Writing that requires students to think analytically in a short, concise format. Basically, students are able to fully answer a question in one to two paragraphs.
- ✓ **Two Column Note-taking** – A tried and true method for taking notes to facilitate understanding of the material. Students use a column on the side of the paper to reduce notes to key words which become the study guidelines. A rewriting and review of notes adds to their usefulness.
- ✓ **Narrative-** Writing that describes events, characters, and/or experiences creatively or realistically applying accepted story elements.
- ✓ **Cause and Effect** – This type of writing requires students to explore topics and information by analyzing the relationship between cause and effect of events.
- ✓ **Compare and Contrast** – This type of writing requires students to explore topics by analyzing their similarities and differences.
- ✓ **Definition** – Writing that spurs students to investigate the many nuances of a word such as freedom from various perspectives.
- ✓ **Expository-** Writing that explores a topic/information and conveys the writer's findings in a clear, well-thought out analytical manner.
- ✓ **Research-** Research is "searching" for relevant information in multiple sources to become more informed about a specific topic and then synthesizing that information into a coherent piece of work. (Big6) In school research is basically done to establish facts, analyze information, and reach new conclusions. Argument, the stating and defending of a claim/position is a central component of research.

Active Reading

- While reading/note taking mark the text with sticky notes
- Use the suggestions below or create your own system



Agree



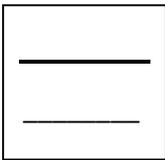
Disagree



subject-specific vocabulary

_____ !!!! important

Main Idea



_____ ??? don't understand

_____ (pair with relevant ?)

Evidence for research question or extended response

_____ A

_____ B

_____ C

Margin Notes:

- Connections
- Questions
- Predictions

NINE COMMA RULES

1. Between independent clauses joined by a coordinating conjunction.

The comma goes before the conjunction; the coordinating conjunctions should be memorized: and, but, or, nor, for, yet, so

Each independent clause could stand alone as a complete sentence:

[I pushed the button], [but] [nothing happened.]
↓ ↓ ↓ ↓
ind. clause comma coord. conj. independent clause

2. To separate coordinate adjectives:

Put a comma between adjectives – if you could use the word *and* between them instead of a comma:

her [open][,] [smiling] face
↓ ↓ ↓
coord. comma coord.
adj. adj.
(“Her open and smiling face” sounds natural.)

If the word *and* would not sound natural between the adjectives, don’t put in a comma: a cute little baby (“A cute and little baby” doesn’t sound natural.)

3. To set off an appositive.

An appositive is a noun phrase that stands next to another noun and gives additional information about it:

[Mrs. Santaria][,] [our history teacher][,] is planning a trip.
↓ ↓ ↓ ↓
noun comma appositive comma

4. Between the name of a city and a state:

Trenton, New Jersey
↓ ↓ ↓
city comma state

5. Before a direct quotation:

The comma goes after the words that identify the speaker of the quote:

[Bill] asked[,][“When do we start?”]
↓ ↓ ↓
speaker comma direct quote

Don’t use a comma if the quote precedes the speaker and ends in a question mark or exclamation point.

“Don’t touch the stove!” shouted her mom.

6. To set off a name in direct address:

Use a comma to set off a person's name when he or she is being spoken to: (A name used this way is called a noun of address.)

Yes[,][Mr. Greene][,] I can hear you.
 ↓ ↓ ↓
comma name in comma
 direct address

7. After an transitional word or phrase:

Use a comma after an introductory word that doesn't have a strong connection to the rest of the sentence:

[Well][,] I guess so.
 ↓ ↓
trans. word comma

8. After an introductory participial phrase:

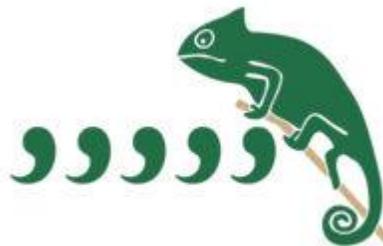
A participial phrase is a phrase built around a verb form known as a participle. There are two kinds of participles, present and past.

[Walking quickly][,] I made it to class on time.
 ↓ ↓
intro. dep. clause comma

9. After an introductory dependent clause:

A dependent clause is usually introduced by words like if, because, although, after, before, when:

[If we leave early][,] we'll get there before noon.
 ↓ ↓
intro. dep. clause comma



Transition Words

To add, repeat, intensify use:					
and	anymore	after all	first/second/etc.	another	indeed
further(more)	also	to repeat	nevertheless	besides	to conclude
habitually	too	again	in other words	in addition	moreover
finally	in fact	usually	to put it another way	as a matter of fact	even more

To compare, contrast, or contradict:					
Similarly	Unlike	despite	Whereas	As well as	In spite of
Then	Again	Nevertheless	Yet	Likewise	But
However	Even when	Although	Rather than	Regardless	By comparison
In fact	On the contrary	On the other hand			

To assert obvious truth:					
No doubt	Doubtless	Naturally	Undoubtedly	certainly	Surely
Of course	In fact	Granted that	Without a doubt		

To show a time or space relationship:					
Before	Ending	Until	Following	Soon	Beginning
During	Still	Across	Beyond	At first	Meanwhile
At last	Beside	Finally	After	Next	From then on
Later	At night	In time	Now	After that	Over
Since	Eventually into	Earlier	The next day	Between	

To limit or introduce an example:					
If	That	namely	To illustrate	In case	For example
Unless	Such as	For instance	When	In particular	specifically
That is	Provided that	As proof	To demonstrate	e.g., for example	

To signal cause:					
Consequently	In effect	Thus	Therefore	As a result	Since
Accordingly	So	Because	Hence	On account of	For this reason

To introduce effect:					
therefore	hence	thus	accordingly	as a result	consequently

To summarize or conclude:					
To summarize	In short	To sum it up	In sum	In brief	To conclude
In conclusion	Finally	To conclude	Lastly		

Transitions of place:					
here	there	beyond	on	under/over	on the side of
adjacent to	wherever	nearby	opposite of	neighboring	

Strong Verbs

Strong Adjectives

abrogate	distinguish	negate	Appearance	Bad Feelings	Size	Taste/Touch
affirm	distort	neglect	adorable	angry	colossal	bitter
aggravate	diverge from	nullify	beautiful	bewildered	fat	delicious
analyze	dominate	obscure	clean	clumsy	gigantic	fresh
adhere	entail	obviate	drab	defeated	great	greasy
advance	envision	organize	elegant	embarrassed	huge	juicy
apply	evaluate	outline	fancy	fierce	immense	hot
argue	exacerbate	perpetuate	glamorous	grumpy	large	icy
assess	examine	portray	handsome	helpless	little	loose
attract	exemplify	preclude	long	itchy	mammoth	melted
avert	expand	prevail	magnificent	jealous	massive	nutritious
breach	explode	promote	old-fashioned	lazy	miniature	prickly
burden	explore	propagate	plain	mysterious	petite	rainy
buttress	expound	propose	quaint	nervous	puny	rotten
categorize	extrapolate	prove	sparkling	obnoxious	scrawny	salty
challenge	focus	react	ugliest	panicky	short	sticky
compare	forge	reap	unsightly	repulsive	small	strong
complicate	fuse	rebut	wide-eyed	scary	tall	sweet
comprise	garner	recur	Condition	thoughtless	teeny	tart
compute	generate	refine	alive	uptight	teeny-tiny	tasteless
conceptualize	highlight	reconfigure	better	worried		uneven
constitute	ignore	recreate	careful	Good Feelings	Shape	weak
construct	illuminate	resist	clever	agreeable	broad	wet
contradict	illustrate	resonate	dead	brave	chubby	wooden
contrast	impair	respond	easy	calm	crooked	yummy
control	impose	result	famous	delightful	curved	Touch
convey	implicate	rupture	gifted	eager	deep	boiling
create	initiate	sanction	helpful	faithful	flat	breeze
deepen	instigate	show	important	gentle	high	broken
define	intervene	signal	inexpensive	happy	hollow	bumpy
delineate	investigate	signify	mushy	jolly	low	chilly
demean	involve	solidify	odd	kind	narrow	cold
demolish	isolate	solve	powerful	lively	round	cool
demonstrate	justify	strengthen	rich	nice	shallow	creepy
deny	juxtapose	support	shy	obedient	skinny	crooked
depend on	launch	sustain	tender	proud	square	cuddly
develop	legitimate	threaten	uninterested	relieved	steep	curly
differentiate	loom	transform	vast	silly	straight	damaged
diminish	manifest	translate	wrong	thankful	wide	damp
disabuse	maximize	typify	Sound	victorious	Time	dirty
disappear	measure	underpin	cooing	witty	ancient	dry
disavow	minimize	vitiate	deafening	zealous	brief	dusty
dismiss	mitigate	weaken	faint		early	filthy
			hissing	Quantity	fast	flaky
			loud	abundant	late	fluffy
			melodic	empty	long	freezing
			noisy	few	modern	hot
			purring	full	old	warm
			quiet	heavy	old-fashioned	wet
			raspy	light	quick	substantial
			screeching	many	rapid	
			thundering	numerous	short	
			voiceless	sparse	slow	
			whispering	substantial	swift	
					young	

SRMS Wordsworth 2015-16

	Word Part	Meaning	Word with Word Part
1	anim	life, spirit	inanimate
2	grat	pleasing	gratitude
3	cap/capt	seize, take	captivity
4	dei/div	god	deity
5	fac/fact	make, do	factory
6	geo	earth	geologist
7	hem/hemat	blood	hemostat
8	imag	likeness	imagination
9	fin	end	finite
10	jur, jus	law	jurisdiction
11	kilo	1000	kilometer
12	leg	law	legality
13	sect	cut	section
14	vit	life	vital
15	omni	all, every	Omni-theater
16	ject, jac	throw	rejection
17	quer, quis, ques	seek, ask	query
18	reg/rect	straight	rectangle
19	sat, satis	enough	satisfy
20	tact	touch	intact
21	var	different	variety
22	anthr	man	anthropologist
23	bene	good	beneficial
24	ced/ceed/cede	yield	recede
25	dem	people	democratic
26	fid	faith	fidelity
27	grad	step	gradient
28	hetero	different	heterogeneous
29	init	beginning	initial
30	levi	light	levity
31	man	hand	manual
32	nom	name	nominal
33	opt	eye	optometrist
34	pan	all	panorama
35	rupt	break	disrupt
36	scent, scend	climb	descend
37	tele	far	television
38	ven	come	venture
39	ten	hold	tenure
40	arch	chief, ruler	archbishop
41	pac	peace	Pacific
42	cent	100	century
43	derm	skin	dermatologist
44	scrib, script	write	scribe
45	gram/graph	write	grammar
46	lit	letters	literary
47	mar	sea	maritime
48	ped	foot	pedestrian
49	sci	know	prescient

50	scope	see, watch	microscope
51	spect, spec	look	spectator
52	ver	true	veracity
53	mit, miss	send	transmit
54	tract	pull	tractor
55	form	shape	reform
56	inter	between	inter-scholastic
57	loc	place	locally
58	fort	strong	fortify
59	pel, puls	push	repel
60	neo	new	neo-natal
61	test	bear witness	testimony
62	trans	across	trans-continental
63	phono	sound	phonograph
64	mob, mot, mov	move	mobility
65	seq, sec	follow	sequence
66	clud	shut	preclude
67	duc/duct/duce	lead, make	induct
68	astro	star	astroid
69	tort	twist	torture
70	port	carry	portage
71	aud	sound	auditory
72	bio	life	biology
73	cosm	universe	cosmopolitan
74	intra	within	Intra-murals
75	log, logue	thought	monologue
76	mut	change	mutant
77	luc/lum/lus	shine	luminary
78	per	through	persevere
79	pot	power	potent
80	turbo	disturb	turbine
81	vid/vis	see	video
82	circum	around	circumstance
83	dict	speak	diction
84	mal	bad	Maleficent
85	sed, sess, sid	sit	session
86	soph	wise	sophomore
87	trib	pay or bestow	tribute
88	poli	city	metropolis
89	auto	self	autobiography
90	chron	time	chronology
91	claim	shout	proclaim
92	pos, pon	put, place	position
93	cred	believe	credible
94	sum	highest	summit
95	milli	1000	millimeter
96	hydr	water	hydrant
97	sat	satisfy	satisfaction
98	mon	advise	admonish
99	mort	death	mortuary
100	pend, pens	hang	pendant
101	phil	love	Philadelphia
102	sens/sen	feel	sensory

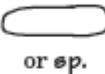
103	sist, sta, stit	stand	station
104	bell	war	bellicose
105	terr	earth	territory
106	vers, vert	turn	vertical
107	spir	breathe	perspiration
108	art	skill	artifact

Affixes

logy	study of
osis	disease of
itis	inflammation of
dom	realm of
crac/crat	ruler
epi	upon
re	again
de	down or away
e/ex	out of
ad/af/ag/al/am	to or toward
pro	forward
duc/duct/duce	lead, pull, guide
Il/im/in	not
dis/dif/di/dys	not, opposite, apart
co/com	together with
ance/ancy/ence/ency	state, act of doing
er/or	person or thing connected to
ist	one who does something
ness	quality of
ment	result, action of
able/ible	capable of
al/ial/ual	relating to
ive	nature of, belonging to, tending to
ure	state, function of, action
ize	treat, behave, in the manner of
ile	having the power of, relating to
ic	quality, relation
y	state, condition, result
ly	like or characteristic of
ory/ary	relating to
ate	having the characteristic, acting upon, function
ent	doing, behaving, quality, or state of
ite	of, relating to, cause, become

ous	full of
ity	state, quality, degree of
ale	action, process
ant	one that, having the quality of one that
en	like, characteristic
un, a/an	not
ab/abs	away from
ism	belief in
contra	against
ob/oc/op	against, in front of
in/im/il/ir	into, in, not
tion/sion	action, state, result

Proof Reading Marks

Symbols	Meaning	Example	Corrected Example
≡	Capitalize a letter.	F. Scott Fitzgerald wrote <i>the Great Gatsby</i> .	F. Scott Fitzgerald wrote <i>The Great Gatsby</i> .
/	Make a capital letter lowercase.	The book tells the story of a young M iddle-class man.	The book tells the story of a young <u>m</u> iddle-class man.
⊙	Insert (add) a period.	The focus is the American Dream⊙ Gatsby recently . . .	The focus is the American Dream. Gatsby recently . . .
 or sp.	Correct spelling.	Nick <u>Caraway</u> , Gatsby's friend, tells the story.	Nick <u>Carraway</u> , Gatsby's friend, tells the story.
	Delete (take out) or replace.	Jay Gatsby is e fabulously wealthy.	Jay Gatsby is fabulously wealthy.
^	Insert here.	Gatsby is Nick's <u>mysterious</u> neighbor.	Gatsby is Nick's <u>mysterious</u> neighbor.
^ ^ ^	Insert a comma, a colon, or a semicolon.	He is madly in love with Nick's cousin [^] Daisy.	He is madly in love with Nick's cousin [,] Daisy.
∨ ∨ ∨	Insert an apostrophe or quotation marks.	"She saw something awful in the very simplicity she failed to understand." [∨]	"She saw something awful in the very simplicity she failed to understand." ["]
? ! ^ ^	Insert a question mark or an exclamation point.	What was Jay Gatsby's fatal flaw? [^]	What was Jay Gatsby's fatal flaw? [?]
¶	Start a new paragraph.	¶ Gatsby dreams the dream, but . . .	Gatsby dreams the dream, but . . .
	Switch words or letters.	He was not <u>enough</u> <u>sensible</u> .	He was not <u>sensible</u> <u>enough</u> .

6 Trait Rubric

	4 (92-100%)	3 (91-83)	2 (82-73)	1 (72-70)
Ideas & Content	<ul style="list-style-type: none"> • Focus on topic is clear and definite. • Effective and appropriate details create a vivid picture showing knowledge and insight. • Fresh (uncommon) approach to topic holds the reader's attention. 	<ul style="list-style-type: none"> • Focus on topic is clear. • Sufficient details create a picture showing some knowledge and insight. • Fresh (uncommon) approaches to the readers understanding. 	<ul style="list-style-type: none"> • Focus on topic is somewhat defined. • Underdeveloped details show little knowledge and are general to create a picture. • Fresh approach to topic is attempted • Lacks support that aids reader's understanding. 	<ul style="list-style-type: none"> • Focus on topic is not clearly defined. • Limited or disconnected details show a lack of understanding and sidetrack the reader. • Approach is common.
Organization	<ul style="list-style-type: none"> • Memorable introduction and conclusion are clearly linked (may be explicit or implicit connection) and establish focus. • Sequencing of details is effective and logical. • Transitions effectively tie the pieces of the paper together. 	<ul style="list-style-type: none"> • Effective introduction and conclusion are clearly linked (may be explicit or implicit connection) and establish focus. • Sequencing of details is logical. • Transitions attempt to tie the pieces of the paper together. 	<ul style="list-style-type: none"> • Introduction and conclusion attempt to establish focus. • Sequencing of details is limited. • Transitions are limited. 	<ul style="list-style-type: none"> • Introduction and/or conclusion lack focus. • Sequencing of details is unclear. • Transitions are not effective
Voice	<ul style="list-style-type: none"> • The writer's personality is apparent; confidence and feeling are apparent. • Individual, powerful commitment to the topic is obvious. • Connection to audience and purpose is excellent. • Writing evokes strong emotion in the reader. 	<ul style="list-style-type: none"> • Writer's personality pokes through; confidence and feeling fade in and out. • A commitment to the topic is apparent. • Connection to audience and purpose is appropriate. • The writing evokes some emotion in the reader. 	<ul style="list-style-type: none"> • Writer's personality is defined; writing is cautious. • Commitment to topic is limited. • Connection to audience purpose is limited. • Writing evokes limited emotion in the reader. 	<ul style="list-style-type: none"> • Writer's personality is not apparent. • Commitment to topic is lacking. • Connection to audience purpose is lacking. • Writing evokes minimal emotion in the reader.
Word Choice	<ul style="list-style-type: none"> • Precise, vivid, natural language creates a clear and complete picture in the reader's mind. • Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning. • Original phrasing and memorable language prompt reflective thoughts and insights. • Dialogue, if used, sounds natural. 	<ul style="list-style-type: none"> • Correct, adequate word choice creates a clear picture in the reader's mind. • Lively verbs, specific nouns, and appropriate adjectives and phrases enhance meaning. • Some colorful language and unusual phrasing encourage reflection. • Dialogue, if used, sounds appropriate. 	<ul style="list-style-type: none"> • Ordinary word choice attempts to create a picture in the reader's mind. • Verbs, nouns, adjectives, phrases are adequate. • Language choice and phrasing lack inspiration. • Dialogue, if used, sounds forced. 	<ul style="list-style-type: none"> • Limited vocabulary searches for words to create a picture in the reader's mind. • Verb and noun choice is rather general. Adjectives and phrases lack definition. • Language choice and phrasing is inappropriate, repetitive or lacks meaning. • Dialogue, if used, is forced.
Sentence Fluency	<ul style="list-style-type: none"> • Sentences contain words that are relevant so the meaning is enhanced. • Sentences vary in beginnings, length, and structure. • Sentences sound smooth and rhythmic when read aloud; they invite effortless reading. 	<ul style="list-style-type: none"> • Sentences contain words that are necessary for the meaning to be clear. • Sentences vary in beginnings, length, and structure. • Most sentences sound smooth and rhythmic when read aloud. 	<ul style="list-style-type: none"> • Sentences contain some necessary words; however, meaning is fairly clear. • Sentences offer some variety in beginnings, length and structure. • Sentences follow a predictable pattern and rhythm when read aloud. 	<ul style="list-style-type: none"> • Sentences contain unnecessary words that detract from the meaning. • Sentences offer little or no variety in beginnings, length, and structure. • Sentences lack rhythm or don't flow when read aloud.
Conventions	<ul style="list-style-type: none"> • A strong grasp of the standard writing conventions is apparent: capitalization is accurate, punctuation is correct, spelling is correct even on more difficult words, grammar is essentially correct, usage is correct, paragraphing (indenting) enhances the organization of the paper. 	<ul style="list-style-type: none"> • A strong grasp of the standard writing conventions is apparent: capitalization is correct, punctuation is correct, spelling on common words is correct; more difficult words are generally correct, grammar is essentially correct, and usage is generally correct, paragraphing (indenting) works with the organization of the paper. 	<ul style="list-style-type: none"> • A basic grasp of the standard writing conventions is apparent. • Errors in conventions may impair readability. 	<ul style="list-style-type: none"> • A minimal grasp of the standard writing conventions is apparent. • Numerous errors in conventions distract and/or confuse the reader.

O= OFF TOPIC/INCOMPLETE/NO DIRECTIONS FOLLOWED