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| Prewriting You should complete the prewriting for ONE of the prompts on the assignment sheet. Highlight key words in the prompt.Be sure to address all the aspects of what the prompt is asking you to do. USE ACTIVE READING STRATEGY!Use your highlighted key words in the prompt in your writing.  |
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| Use the model paper format that is found in your handbooks and on the room wall to draft and format your paper. Follow ALL INSTRUCTIONS.Complete your First Draft  |
| The best help I can give you with your writing is to sit down with you one on one. I will be the person grading your paper. Teacher One on OneWhile students have different learning styles and personalities, I think everyone should have a few minutes with the teacher who can determine where the most work is needed. **You can have \_\_\_ minutes with a completed first draft and the teacher.** **OR** **You can ask three specific questions *about your writing* at any time during the writing process.** |
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| **ICE: Students need to be sure they aren’t "dropping quotes" -- including quoted material without introduction or attribution.** * Find the quotes and paraphrases that you used from the text to illustrate your points.
* Next, highlight all of your textual evidence and all of your parenthetical citations in different colors.
* Now, check for the INTRODUCTION of that evidence. Did you incorporate the words of someone else into your writing appropriately?
* Use the Marker Verbs/Verb Signal Phrases References in your handbook to be sure that you are making the necessary connections and using the appropriate words.

Structure and ICE1. CREATE A STRUCTURE MAP KEY for the pieces of your writing. You can use any colors or labels for each of the following pieces of your paper:

Example:Topic Sentences/Thesis Statements : Yellow HighlighterSupport Sentences/Textual Evidence: Green HighlighterCitations of textual evidence: Pink Highlighter Explanations of quotes or paraphrased material: Blue HighlighterConcluding Ideas/Sentences: Orange Highlighter1. Paint your draft according to the map you created.
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| Read the following quote by Gary Provost: *“This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It’s like a stuck record. The ear demands some variety.* *Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length.* Academic Writing & Transitions *And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals–sounds that say listen to this, it is important.”*Examine your sentence structure. Have you varied your sentences? Have you given them transitions to help connect ideas? **Use the Transition Resource in your handbook to add transitions**. Connect sentences with whole words and phrases. Examine the sentence structure in the quote or in your sources. **Use at least one sentence from these models to change the structure of one of your own sentences**. **Underline or bold the areas where they made the changes.** |
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| Reading your writing out loud gives it power; reading it gives it your voice. Take the thoughts out of your head and listen to yourself as you read what you put on paper. Read AloudPlease complete one of the following tasks: 1. You can go just outside to the hallway and use your phones to record you own voice as you read. Then, play it back using your headphones to listen to where you got stuck or what seems to be not flowing well.
2. You can use someone else’s voice to read. Become a kindergarten teacher or a news anchor and read your each word of your paper aloud, so that you can hear it differently than the way you have internalized it.

Now, fix it. Reword it. Change it so that the words flow, so that you aren’t reading choppily, so that your reader will hear it in his or her head the way that you want him or her to.  |
| Peer FeedbackYou should read a partner’s writing and then address the peer revision questions below (peer revision form available) that address questions and observations you made while reading. After reading and addressing the questions, have a verbal conversation with your partner about the areas that need improvement.* 1. Restate the writer’s main point.
	2. Identify at least one specific strength (word choice, a good example, etc.).
	3. Ask specific questions (I did not understand when you said…).
	4. Identify one specific way the draft can be improved.

 Peer Revision is not about editing or proofreading. Focus on the ideas, coherence, and structure of the paper.  |
| Writer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer Reviewer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. Restate the writer’s main point:
2. Identify at least one specific strength (word choice, a good example, etc.).

Peer Feedback Form * 1. Ask specific questions (I did not understand when you said…).
	2. Identify one specific way the draft can be improved.

Any other notes or comments:  |
| A Fragment is a group of words that lacks a subject, a verb, or complete thought. 1. Underline the capital letter at the beginning of each of your sentences. Now circle the period (end punctuation) at the end of that sentence. Check to see if the space between your underlined capital letter and your end punctuation has a subject, a verb, and a complete thought. If it doesn’t, fix it so that it does. If you need some help, let the teacher know.
2. Teacher tip: take into consideration your topic, but ask yourself, “If I walk up to someone randomly and say <insert sentence here>, will I have provided a complete thought?”

Run-ons & Fragments A Run-On is created when two sentences are joined together without the proper punctuation to indicate that they are two separate independent clauses. A Comma Splice is a run-on, but they are much easier to find: 1. Circle or highlight every comma in your writing. Check to see if what is to the left of your comma is a complete thought then check to see if what is to the right of your comma is a complete thought.

If the answer is yes for both the right and the left sides of your sentence—COMMA SPLICE! Use a period a period and a capital letter, a semicolon or a coordinating conjunction (,FANBOYS) to fix it.  |
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| NO PAPER IS EVER PERFECT OR FINISHED; there are only deadlines. Do your best work with the time that you have been given and be sure to ALWAYS proofread. Final DraftPROOFREADStaple your work in the following order:1. Rubric with your name on it.
2. Final draft
3. Any peer revisions
4. First draft
5. Completed prompt sheet.
6. Your give it a grade rubric
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| Use the same rubric that the teacher will use to either give your paper a grade or give someone else’s paper a grade. Read through the rubric in detail and make sure your paper receives the grade you want because it’s the grade it deserves. Give it A Grade!Attach the rubric and your comments to the paper to be grades (yours or a partner’s). |

**Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric**

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| **Grades 9-12** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading Comprehension and Written Expression** | The student response  demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis;  addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience;  uses clear reasoning supported by relevant text- based evidence in the development of the claim or topic;  is effectively organized with **clear and coherent writing;**  establishes and maintains an **effective style.**  | The student response  demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis;  addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience;  uses mostly clear reasoning supported by relevant text- based evidence in the development of the claim or topic;  is organized with **mostly clear and coherent** writing;  establishes and maintains a **mostly effective style.**  | The student response  demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis;  addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience;  uses some reasoning and text-based evidence in the development of the claim or topic;  demonstrates some organization with somewhat coherent writing;  has a style that is somewhat effective.  | The student response  demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis;  addresses the prompt and provides minimal development of the claim or topic that is limited in its **appropriateness to the task, purpose, and audience;**  uses limited reasoning and text-based evidence;  demonstrates limited organization and coherence;  has a style that is minimally effective.  | The student response  demonstrates no comprehension of ideas by providing an inaccurate or no analysis;  is undeveloped and/or inappropriate to the task, purpose, and audience;  includes little to no text- based evidence;  lacks organization and coherence;  has an inappropriate style.  |
| **Knowledge of Language and Conventions**  | \_\_\_\_ Paper format\_\_\_\_Followed all directions\_\_\_\_ Turned in on timeSCORE: \_\_\_\_\_\_/ \_\_\_\_\_\_Grade: | The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.  | The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning** **is generally clear.**  | The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**  | The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.  |