

3.6 The student composes and edits a composition with a word processing program.

3.6.1 (10th Grade) Correcting misspellings using available software programs, including choosing the correct spelling option among several choices

Directions: Use the grammar and spelling tools on your computer to help you rewrite the following sentences using proper syntax. Correct any misspelled words as you go.

1. To fly is the best way to cover lots of Alaska teirain while hunting.
2. Groaning and clutching his leg, the path streched out before him without seeming to have an end.
3. Thundering over the tundra, I watched the cariboo heard migrating north.
4. By remembering where he stored seeds during the summer and fall the brutal Alaskan winter is servived by the black-capped chickadee.
5. His belly acking with hunger, the wedding cake was more than he could resist in the window.

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6. To fly is the best way to cover lots of Alaska teirain while hunting.
7. Groaning and clutching his leg, the path streched out before him without seeming to have an end.
8. Thundering over the tundra, I watched the cariboo heard migrating north.
9. By remembering where he stored seeds during the summer and fall the brutal Alaskan winter is servived by the black-capped chickadee.

His belly aching with hunger, the wedding cake was more than he could resist in the window.

Proficient Response:

1. Flying is the best way to cover a lot of Alaskan terrain while hunting.
2. Groaning and clutching his legs, he saw the path stretched out before him, endlessly.
3. I watched the caribou herd thundering over the tundra, migrating north.
4. The black-capped chickadee survives the brutal Alaskan winter by remembering where he stored seeds during the summer and fall.
5. The wedding cake in the window was more than he could resist because his belly was aching with hunger.

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3.6.2 (10th Grade) Using a thesaurus to locate and choose effective synonyms for common words

Active Verbs Worksheet

Directions: Use the thesaurus and dictionary function of your computer to change the action verbs in the following sentences. Rewrite each sentence five times, changing the verb each time. Each time you rewrite the sentence, use a one-word description of the connotation of the new verb (the first one is done as an example). Look at the second page before beginning work.

1. She walked down the road.
Tired: She trudged down the road.
Lazy: She ambled down the road.
Injured: She hobbled down the road.
Scared: She scurried down the road.
Happy: She skipped down the road.
Busy: She hurried down the road.

2. He looked at the girl.

3. She stayed at the lake.

4. He wrote a note.

5. She ate lunch.

6. She wrote a note to a friend.

Action verbs and denotation/connotation

Denotation = the most specific or literal meaning of a word
Connotation = an additional sense or senses associated with or suggested by a word or phrase.

Does the phrase “the boy was high” mean that the boy was “above or stretching upward from a known base level such as the sea or ground?” (denotation)
Does it mean he is on drugs? (connotation)

How about the expression, “We bad!” “Below an acceptable standard in quality or performance”? “Or cool”?

By using action verbs we can change the connotation of a phrase or sentence.

The coach yelled at me.	Probably bad news
The coach shrieked at me.	Sounds out of control
The coach shouted at me.	A neutral sound to it
The coach screeched at me.	Again, out of control
The coach yelped at me.	Makes him sound surprised
The coach roared at me.	Definitely mad-like a lion
The coach bellowed at me.	Mad like a bull
The coach howled at me.	Sounds nuts
The coach hollered at me.	Could be friendly or just distance

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3.6.3 (10th Grade) Using resources by selecting and using formatting features to produce final draft (e.g. centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)

Sample assessment

Directions: Students open a poorly formatted resume document and revise the formatting so that the resume becomes neater, more professional, more consistent, and more accessible to a reader.

Bob Jones *P.O. Box 1234 Barrow, AK 99723* (907) 852-1111
BJONES@HOTMAIL.COM



High School Diploma 1.6 GPA
2004 Barrow High School

Summer 2003 Craft Assistant
Arts and recreation council, Barrow
Babysat 4-year-olds in the summer Coordinated activities with clay, tie-dye, paint
Supervised the playground

Babysitting 2003-2004 school year

8-year-old twins
every day after school
Boy, were they a handful!!! ☺

Babysitter during annual band fundraiser

2001
2002
2003
2004

I probably watched 100 kids total.
They were all ages, too. I played with them lots, and they all had a real good time. By the way, I didn't get paid for it, either.

CPR certification – July 2002

Student council member 2001-2004

Wrestling 2002-2004
Peer counselor 2003-2004

Coursework:

Health

Certified life guard

drivers education - I got my license

Awards:

none

References: Available upon request

I have three gold medals in welding.

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Coursework:

Health
Certified life guard
drivers education - I got my license

Awards:

none

References: Available upon request

I have three gold medals in welding.

Sample Proficient Response:

Bob Jones

P.O. Box 1234 Barrow, AK 99723

(907) 852-1111

bjones@hotmail.com

Job Objective: Child Care Provider

Education

High School Diploma

Barrow High School

Barrow

2004

Experience

Craft Assistant

Arts and Recreation Council

Barrow

Summer 2003

Coordinated activities for four-year-olds involving clay, tie-dye, and paint.

Supervised playground

Babysitter

The Brower family

Barrow

2003-2004

Supervised eight-year-old twins for two hours every day after school.

Babysitter

Barrow High School Band

Barrow

2001-2004

Volunteered as a babysitter during annual band fundraiser. Supervised and successfully entertained approximately 100 children total.

Coursework/Certifications

Health

Barrow High School

2002

Received training in first aid, nutrition, and fitness

CPR Certification

2002

Certified Life Guard

Valid Alaska Driver's License with clean driving record

Extracurricular Activities

Student Council

2001-2004

Wrestling

2002-2004

Peer Counselor

2003-2004

References

Helen Brower

Babysitting Employer

852-2237

Glenn Leavitt

Health Instructor

852-0975

Qaiyaan Ungarook

Director Arts and Rec. Council

852-7712

10th Grade Scoring Guide/Rubric for Resumes

	Advanced	Proficient	Below Proficient
Format	<ul style="list-style-type: none"> Resume looks neat on the page, fits on a single page. Formatting is consistent between and within sections. Headings are easy to identify. Font is professional, consistent, and legible. 	<ul style="list-style-type: none"> Resume looks neat on the page. Formatting is almost completely consistent between and within sections. Headings are mostly easy to identify. Font is mostly professional, consistent, and legible. Only minor formatting changes are needed. 	<ul style="list-style-type: none"> Resume looks cluttered. Formatting is inconsistent enough to be confusing. Headings are confusing. Format looks unprofessional, is inconsistent, and/or is difficult to read. Major formatting changes are needed.
Organization	<ul style="list-style-type: none"> Information is sorted into clear, familiar categories. All information is placed into an appropriate category. Most important/impressive categories are listed first. Dates and places are easy to find. Any piece of information can be found within 3 seconds when scanning. 	<ul style="list-style-type: none"> Information is sorted into categories. Most information is placed in an appropriate category. Some rearranging of categories would help the resume. Dates and places can be found without too much searching. Any piece of information can be found within 5 seconds when scanning. 	<ul style="list-style-type: none"> Information seems to be placed randomly on the page. Major rearranging is needed. Dates and places are missing or very difficult to find. A reader has to read the entire resume carefully to find most pieces of information.
Word Choice	<ul style="list-style-type: none"> Descriptions of experience begin with action verbs. All wording is professional and appropriate. Enough description is given without being too wordy. 	<ul style="list-style-type: none"> Descriptions of experience are clear and dynamic. Most wording is professional and appropriate. Adequate description is present. 	<ul style="list-style-type: none"> Descriptions are missing or confusing. Wording is not professional and/or not appropriate. Much description is missing.
Content	<ul style="list-style-type: none"> Relevant information is included. Irrelevant information is not included. Resume leaves reader with a positive impression. Skills and experience prove competence. 	<ul style="list-style-type: none"> Relevant information is included. Most irrelevant information is not included. Resume leaves reader with a positive impression. Skills and experience suggest competence. 	<ul style="list-style-type: none"> Some very important information is missing. Many incidents of irrelevant information. Resume leaves reader with poor impression. Skills and experience don't suggest competence.
Conventions	<ul style="list-style-type: none"> There are NO errors in grammar, usage, or spelling. 	<ul style="list-style-type: none"> Only one or two minor errors in grammar, usage, or spelling. 	<ul style="list-style-type: none"> Many and/or glaring errors in grammar, usage, or spelling.

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3.6.4 (10th Grade) Using resources by selecting correct choice when using grammar-checking software (e.g. accepts suggested change or disregards inappropriate suggested change)

Sample assessment

Directions: Students open up a document on a computer that contains grammar errors. (Teacher may want to copy and paste this document for students to use.)

Then students must use the grammar and spell check function to revise the paper correctly. The teacher watches the student work and evaluates the student's skills with the process.

Moose are water mammals because they eat water plants and live around lakes, rivers, streams, and ponds. Moose (Scientific name—*Alces alces*) are the biggest member of the deer family. They can be as much as six and one-half feet tall and weigh as much as 1600 pounds. They have big noses and large heads and is brownish-black in color.

Moose live in evergreen forests in the northern latitudes. They can live to be 15-20 years old, but their average lifespan is 5-6 years because of cold winters and predators. They have very poor eyesight, but good hearing and a good sense of smell.

Bull moose antlers are enormous, being as wide as 70+ inches and weighing up to 50 pounds. New antlers start growing in April and are covered in velvet, which is shed by late September. Bulls polish their antlers by whacking them against bushes and small trees. After mating season the bulls shed their antlers in December and January.

Male and female moose find each other during mating season, mid-September to late October, by scent and by calling back and forth to one another. Bulls threaten each other or even fight to get cows. Fights do not last long because interlocked horns or a long fight would lead to death. Winners stay with the cow they fought over for a week or so and then move on.

Both bulls and cows first breed at about two and a half years of age. Eight months after breeding season one or two calves are born about the end of May. They can stand within 24 hours and swim in about two weeks. The calves are weaned at six

months, but stay with their mother until they are a year old. Cows are very protective of their young, but drives them away after a year to make room for new calves.

Moose have long legs that allow them to run up to 35 miles per hour and to wade in streams and ponds to eat aquatic plants. They eat from 40 to 130 pounds of wet food a day, including water lilies, pond weeds, and horsetails. Mooses nose structure allows them to close their nostrals so they can stick their heads underwater for up to one minute. They also eat ferns, leaves, and grass. When ponds and streams are frooze moose browse on twigs from aspen, poplar, birch, and willow. In fact, moose means “eater of twigs” in Algonquin.

In addition to being able to run 35 miles per hour, moose can swimmmed up to six miles per hour for two hours. This is another reason they live near water, since it helps them escape from their major predators, wolves and bears. Black bears, grizzly bears, and wolves can bring down a full grow moose. but they are most dangerous to calves. In some areas bears kill and eat up to 75% of newborn calves. Mooses are hunted throughout most of their range and are a favorite food of subsistence hunters in Canada and Alaska. Overall however, their numbers are high and they hold Non-Threatened conservation status.

One of the greatest dangers to moose populations is a combination of severe winters and tick infestations, which can reduce moose numbers by up to 50%. Ticks irritates the moose’s skin, causing it to rub off part of the hair they need for protection from extreme winter cold. The moose then use up all their energy fighting the cold and do not make it through the winter.

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Male and female moose find each other during mating season, mid-September to late October, by scent and by calling back and forth to one another. Bulls threaten each other or even fight to get cows. Fights do not last long because interlocked horns or a long fight would lead to death. Winners stay with the cow they fought over for a week or so and then move on.

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months, but stay with their mother until they are a year old. Cows are very protective of their young, but drives them away after a year to make room for new calves.

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Proficient Response:

Moose

Moose are water mammals because they eat water plants and live around lakes, rivers, streams, and ponds. Moose (Scientific name—Alces alces) are the biggest member of the deer family. They can be as much as six-and-one-half feet tall and weigh as much as 1,600 pounds. They have big noses and large heads and are brownish-black in color.

Moose live in evergreen forests in the northern latitudes. They can live to be 15-20 years old, but their average lifespan is 5-6 years because of cold winters and predators. They have very poor eyesight, but good hearing and a good sense of smell.

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10th Grade Scoring Guide/Rubric for Software Use

Advanced	Proficient	Below Proficient
Student is able to use the software to edit the document with accuracy and without help from the teacher.	Student is able to use the software to edit the document with near perfect accuracy. May still need to ask the teacher a minor question or two.	Student is not able to use the software to edit the document independently and/or consistently accepts inappropriate suggestions for changes.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.1.1 (10th Grade) Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

4.1.2 (10th Grade) Writing in paragraphs that include relevant details and evidence that supports the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, and placing paragraph breaks logically

4.1.3 (10th Grade) Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases

4.4.6 (10th Grade) Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)

Paragraph Writing for Word Choice

Directions: Describe the perfect senior trip. Describe where you are going, how you would get there, and what you are going to do.

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4.1.3 (10th Grade) Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases

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Paragraph Writing for Word Choice

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10th Grade Scoring Guide/Rubric for Word Choice

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none">• Words are specific, accurate, striking.• Language is natural, not overdone.• Verbs are lively.• Nouns and modifiers are precise.• Clichés and jargon are used sparingly and only for effect.	<ul style="list-style-type: none">• Words are mostly correct and adequate but may lack flair and color.• Familiar words and phrases communicate.• Attempts at colorful language are made but some may be overdone.• Clichés and jargon may be used occasionally in place of fresh language.	<ul style="list-style-type: none">• Language is so vague, inaccurate, and/or general that even the most general message does not come through.• Words are frequently used incorrectly, making the message hard to decipher.• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.

10th Grade Scoring Guide/Rubric for Conventions

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Paragraphing reinforces the organizational structure. • Grammar and usage are correct (few, if any, errors) and contribute to clarity and style. • Punctuation is accurate (few, if any, errors) and guides the reader through the text. • Spelling is generally correct, even of more difficult words. • The writer may manipulate conventions for stylistic effect. 	<ul style="list-style-type: none"> • Paragraphing is attempted but some paragraphs run together or begin in the wrong place. • Problems with grammar or usage are not serious enough to impede or distort meaning. • End punctuation usually correct; internal punctuation sometimes missing or incorrect. • Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication. 	<ul style="list-style-type: none"> • Paragraphing is attempted but many paragraphs run together or begin in the wrong place. • Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall. • Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances. • Spelling errors may impede or distort meaning in some instances but not overall.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.1 (10th Grade) Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

Narrative Writing for Ideas and Content

Directions: Describe something that has happened to you that has changed your life. You could consider writing about sports, games, music, or friends.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

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Narrative Writing for Ideas and Content

Directions: Describe something that has happened to you that has changed your life. You could consider writing about sports, games, music, or friends.

10th Grade Scoring Guide/Rubric for Ideas and Content

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Ideas are fresh, original, and/or insightful. • Ideas are based on the writer’s knowledge and/ or experience. • Details are relevant, telling, and contribute to the whole. • Content goes beyond the obvious or predictable. • Topic makes a point or tells a story. 	<ul style="list-style-type: none"> • Topic and direction are evident, but more information is needed to “fill in the blanks.” • Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics. • Details are reasonably clear but may not be detailed, personalized, or expanded. • Supporting details are present but may not “flesh out” the main point or story line. • Original ideas may be blended with ones that are more obvious or predictable. 	<ul style="list-style-type: none"> • Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic. • Ideas may not draw on knowledge and/or experience; may be general observations. • Details are reasonably clear but may not be detailed, personalized, or expanded. • Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it. • Original ideas are rare or absent.

See the following pages for additional scoring guides.

10th Grade Six-Trait Scoring Guide/Rubric for Ideas and Content

Advanced	Proficient	Below Proficient
<p>6 Points</p> <ul style="list-style-type: none"> • Ideas are fresh, original, and/or insightful. • Ideas are based on the writer’s knowledge and/ or experience. • Details are relevant, telling, and contribute to the whole. • Content goes beyond the obvious or predictable. • Topic makes a point or tells a story. <p>5 Points</p> <ul style="list-style-type: none"> • Ideas are based on the writer’s knowledge and/ or experience. • Details are relevant, telling, and contribute to the whole. • Topic makes a point or tells a story. • Some ideas are fresh and original. 	<p>4 Points</p> <ul style="list-style-type: none"> • Topic and direction are evident, but more information is needed to “fill in the blanks.” • Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics. • Details are reasonably clear but may not be detailed, personalized, or expanded. • Supporting details are present but may not “flesh out” the main point or story line. • Original ideas may be blended with ones that are more obvious or predictable. 	<p>3 Points</p> <ul style="list-style-type: none"> • Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic. • Ideas may not draw on knowledge and/or experience; may be general observations. • Details are reasonably clear but may not be detailed, personalized, or expanded. • Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it. • Original ideas are rare or absent. <p>2 Points</p> <ul style="list-style-type: none"> • Topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way. • Information is very limited or unclear. • Text may be repetitious or read like a collection of disconnected, random thoughts. • The writer does not distinguish the main ideas or critical points from the supporting details or less critical points. <p>1 Point</p> <ul style="list-style-type: none"> • Topic and direction are missing. • Information is very limited or unclear. • Text may be repetitious, or may read like a collection of disconnected, random thoughts.

10th Grade Scoring Guide/Rubric for Conventions

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Paragraphing reinforces the organizational structure. • Grammar and usage are correct (few, if any, errors) and contribute to clarity and style. • Punctuation is accurate (few, if any, errors) and guides the reader through the text. • Spelling is generally correct, even of more difficult words. • The writer may manipulate conventions for stylistic effect. 	<ul style="list-style-type: none"> • Paragraphing is attempted but some paragraphs run together or begin in the wrong place. • Problems with grammar or usage are not serious enough to impede or distort meaning • End punctuation usually correct; internal punctuation sometimes missing or incorrect. • Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication. 	<ul style="list-style-type: none"> • Paragraphing is attempted but many paragraphs run together or begin in the wrong place. • Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall. • Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances. • Spelling errors may impede or distort meaning in some instances but not overall.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.1 (10th Grade) Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

4.1.2 (10th Grade) Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, and placing paragraph breaks logically

4.1.3 (10th Grade) Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.6 (10th Grade) Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)

Paragraph Writing for Organization

Directions: Your pet goat is missing. There are eight likely yet extremely different suspects. Describe each suspect in detail, his/her motive, and how the goat nabbing occurred.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.1 (10th Grade) Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

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Paragraph Writing for Organization

Directions: Your pet goat is missing. There are eight likely yet extremely different suspects. Describe each suspect in detail, his/her motive, and how the goat nabbing occurred.

This paper will be scored for organization and conventions. See the next page for scoring guides.

10th Grade Scoring Guide/Rubric for Organization

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Sequencing of ideas and details is logical and effective. • Introduction is inviting—draws in the reader. • Conclusion is satisfying—leaves reader with a sense of resolution. • Transitions are thoughtful; clearly show how ideas connect. • Organization flows smoothly, seems effortless. 	<ul style="list-style-type: none"> • Writing communicates in an earnest, pleasing manner. • Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language. • Writing hides as much of the writer as it reveals. • Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities. 	<ul style="list-style-type: none"> • Sequencing needs work. • There is no real lead or introduction to set up what follows. • Conclusion is missing or does not wrap things up. • Transitions seldom work well, with many connections between ideas unclear. • Pacing feels awkward; writer slows when the reader wants to move on, and vice versa. • Problems with organization make it hard to grasp the main point or story line.

10th Grade Scoring Guide/Rubric for Conventions

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Paragraphing reinforces the organizational structure. • Grammar and usage are correct (few, if any, errors) and contribute to clarity and style. • Punctuation is accurate (few, if any, errors) and guides the reader through the text. • Spelling is generally correct, even of more difficult words. • The writer may manipulate conventions for stylistic effect. 	<ul style="list-style-type: none"> • Paragraphing is attempted but some paragraphs run together or begin in the wrong place. • Problems with grammar or usage are not serious enough to impede or distort meaning. • End punctuation usually correct; internal punctuation sometimes missing or incorrect. • Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication. 	<ul style="list-style-type: none"> • Paragraphing is attempted but many paragraphs run together or begin in the wrong place. • Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall. • Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances. • Spelling errors may impede or distort meaning in some instances but not overall.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.1 (10th Grade) Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

4.1.2 (10th Grade) Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, and placing paragraph breaks logically

4.1.3 (10th Grade) Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.6 (10th Grade) Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)

Paragraph Writing for Voice

Directions: Write a description of yourself from your pet's point of view. Consider your appearance, values, actions, etc.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.1 (10th Grade) Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

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4.4.6 (10th Grade) Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)

Paragraph Writing for Voice

Directions: Write a description of yourself from your pet's point of view. Consider your appearance, values, actions, etc.

This paper will be scored for voice and conventions. See the next page for scoring guides.

10th Grade Scoring Guide/Rubric for Voice

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Language is highly individual. • Reader senses the person behind the words; feels an interaction with the writer. • Tone gives the writing flavor, adds interest. • Language is appropriate for purpose and audience. • Narrative writing seems honest, appealing, heartfelt. • Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more. 	<ul style="list-style-type: none"> • Writing communicates in an earnest, pleasing manner. • Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language. • Writing hides as much of the writer as it reveals. • Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities. • Original ideas may be blended with ones that are more obvious or predictable. 	<ul style="list-style-type: none"> • It is hard to sense the writer behind the words. • The writer does not seem to reach out to an audience or to anticipate the reader's interests or questions. • Writing may communicate on a functional level but does not move or involve the reader. • Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader.

10th Grade Scoring Guide/Rubric for Conventions

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Paragraphing reinforces the organizational structure. • Grammar and usage are correct (few, if any, errors) and contribute to clarity and style. • Punctuation is accurate (few, if any, errors) and guides the reader through the text. • Spelling is generally correct, even of more difficult words. • The writer may manipulate conventions for stylistic effect. 	<ul style="list-style-type: none"> • Paragraphing is attempted but some paragraphs run together or begin in the wrong place. • Problems with grammar or usage are not serious enough to impede or distort meaning. • End punctuation usually correct; internal punctuation sometimes missing or incorrect. • Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication. 	<ul style="list-style-type: none"> • Paragraphing is attempted but many paragraphs run together or begin in the wrong place. • Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall. • Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances. • Spelling errors may impede or distort meaning in some instances but not overall.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.2 (10th Grade) Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, and placing paragraph breaks logically

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.5 (10th Grade) Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

Directions: Write an essay about winter outdoor survival in Alaska. Include details about clothing, food, and shelter. Make it sound personal, like you live with it everyday. This piece of writing will be 2-3 paragraphs.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.2 (10th Grade) Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, and placing paragraph breaks logically

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10th Grade Scoring Guide/Rubric for Voice

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none">• Language is highly individual.• Reader senses the person behind the words; feels an interaction with the writer.• Tone gives the writing flavor, adds interest.• Language is appropriate for purpose and audience.• Narrative writing seems honest, appealing, heartfelt.• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more.	<ul style="list-style-type: none">• Writing communicates in an earnest, pleasing manner.• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.• Writing hides as much of the writer as it reveals.• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.	<ul style="list-style-type: none">• Writing communicates but without much style or interest.• Writing hides the writer; the reader has little or no sense of the writer behind the words.• Writer shows some awareness of audience and/or purpose but is inconsistent.• Writer speaks in a monotone.

See additional six-trait scoring guide on the next page.

10th Grade Six-Trait Scoring Guide/Rubric for Voice

Advanced	Proficient	Below Proficient
<p>6 Points</p> <ul style="list-style-type: none"> • Language is highly individual. • Reader senses the person behind the words; feels an interaction with the writer. • Tone gives the writing flavor, adds interest. • Language is appropriate for purpose and audience. • Narrative writing seems honest, appealing, heartfelt. • Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader’s questions, shows why the reader should care or want to know more. <p>5 Points</p> <ul style="list-style-type: none"> • Reader senses the person behind the words. • There are occasional moments that surprise, amuse, or move the reader. • Tone gives the writing flavor, adds interest. • Language is appropriate for purpose and audience. • Narrative writing seems honest, appealing, heartfelt. • Expository or persuasive writing reflects a strong commitment to the topic. 	<p>4 Points</p> <ul style="list-style-type: none"> • Writing communicates in an earnest, pleasing manner. • Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language. • Writing hides as much of the writer as it reveals. • Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities. 	<p>3 Points</p> <ul style="list-style-type: none"> • Writing communicates but without much style or interest. • Writing hides the writer; the reader has little or no sense of the writer behind the words. • Writer shows some awareness of audience and/ or purpose but is inconsistent. • Writer speaks in a monotone. <p>2 Points</p> <ul style="list-style-type: none"> • It is hard to sense the writer behind the words. • The writer does not seem to reach out to an audience or to anticipate the reader’s interests or questions. • Writing may communicate on a functional level but does not move or involve the reader. • Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader. <p>1 Point</p> <ul style="list-style-type: none"> • The writer seems unaware of an audience or reader; writing seems “painful” to the writer. • Writing may not communicate on a functional level. • Writer seems uncomfortable with the topic.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.3 (10th Grade) Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

Teacher Directions: Use implied questions to get your student to write i.e. have the students write, then read their writing and come up with questions about this essay.

Student directions: Write an essay: You have been assigned to teach the class of your choice to your classmates. Write about the material you are going to teach, why you chose it, and how you are going to teach it. You should have at least 4-5 paragraphs including the introduction and conclusion. Be sure to put your ideas in chronological order (the way they should happen). You will be scored for organizing your ideas and content and, of course, conventions.

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10th Grade Scoring Guide/Rubric for Ideas and Content

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Ideas are fresh, original, and/or insightful. • Ideas are based on the writer’s knowledge and/ or experience. • Details are relevant, telling, and contribute to the whole. • Content goes beyond the obvious or predictable. • Topic makes a point or tells a story. 	<ul style="list-style-type: none"> • Topic and direction are evident, but more information is needed to “fill in the blanks.” • Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics. • Details are reasonably clear but may not be detailed, personalized, or expanded. • Supporting details are present but may not “flesh out” the main point or story line. • Original ideas may be blended with ones that are more obvious or predictable. 	<ul style="list-style-type: none"> • Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic. • Ideas may not draw on knowledge and/or experience; may be general observations. • Details are reasonably clear but may not be detailed, personalized, or expanded. • Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it. • Original ideas are rare or absent.

You may refer to the six-trait scoring guide online for more advanced scoring.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.3 (10th Grade) Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

Directions: Write a 4-6 paragraph essay: Imagine that you and your best friend are planning a week-long road trip for after you graduate. Explain in detail your preparations and planning. Where would you go? What activities would you do along the way and when you get there? How would you pay for it? Where would you stay—camping, motels, friends? What safety precautions would you use? Make your response as complete as possible. You will be scored on how well you organize your ideas.

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10th Grade Scoring Guide/Rubric for Organization

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Sequencing of ideas and details is logical and effective. • Introduction is inviting—draws in the reader. • Conclusion is satisfying—leaves reader with a sense of resolution. • Transitions are thoughtful; clearly show how ideas connect. • Organization flows smoothly, seems effortless. 	<ul style="list-style-type: none"> • Sequencing of ideas and details is logical and effective. • Introduction is inviting—draws in the reader. • Conclusion is satisfying—leaves reader with a sense of resolution. • Transitions are thoughtful; clearly show how ideas connect. • Organization usually flows smoothly. 	<ul style="list-style-type: none"> • Sequencing is usually logical but there may be lapses or digressions. • There may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent. • Transitions attempted but they do not work well; connections between ideas may be unclear. • There are frequent lapses in pacing. • There is an attempt at organization but it may depart from supporting the main point or story line.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.4 (10th Grade) Writing a conclusion that ties it to the introduction

Directions: Write a concluding sentence to the following paragraph that ties into the introduction's mini-thesis statement.

Mini-thesis: Wolves hunt in packs because of ravens.

Body: Researchers have found that the real reason wolves run in packs is because of thieving ravens. Many times, they have observed single wolves bringing down moose and caribou. They have also observed that when wolves hunt alone, raven swoops down and consume most of the carcass before the wolf can consume it. The wolf can eat 5-10 pounds of meat at a sitting, but ravens just keep pecking away before the wolf has consumed and digested to be ready to eat again. The wolves hunt in packs so they can take turns eating and being able to drive the ravens away.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

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Proficient Response:

Wolves have adapted their behavior to make efficient use of the animals they kill.

(And, of course, students may expand on this sentence to make a more informative conclusion.)

4.2 The student demonstrates understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments.

4.2.1 (10th Grade) Writing a narrative using setting and character to advance the plot

Directions: Write a short story, 4-6 pages typed. Select one of the pictures of Harris Burdick or other photographers or artists, i.e. Andrew Wythe American Gothic or any picture from Life Magazine or National Geographic, to write a story. Use the picture for the basis of your short story.

This is a great checklist to give to the students to guide their writing.

Writing a Short Story check sheet Name _____

- _____ **Description of Place (Setting)**
- _____ Looks like (colors, specific types of trees, etc.)
 - _____ Smells like
 - _____ Sounds like
 - _____ Feels like
- _____ **Characterization (1) round as opposed to flat**
- _____ Color of hair
 - _____ Personality type (in actions and words)
 - _____ Movements
 - _____ Voice and type of words that character would use.
- _____ **Characterization (static or dynamic)**
- Name of character _____
- type _____
- _____ indirect characterization (showing)
 - _____ direct characterization (not telling)
- _____ **Dialogue**
- _____ Variety of speaker tags...not just *said*
 - _____ Interspersed throughout story

_____ **Point of View (which person did you write in and stick with it?)**

_____ 1st

_____ 3rd limited

_____ 3rd omniscient

_____ 3-5 pages (font sized 12 or 10)

_____ Double spaced

_____ Typed

_____ Correctness of conventions

_____ Plot diagram

_____ Exposition

_____ Rising action

_____ Climax

_____ Falling action

_____ Denouement

4.2 The student demonstrates understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments.

4.2.2 (10th Grade) Writing for a variety of purposes and audiences by writing in a variety of nonfiction forms (e.g. letter, report, autobiography, and/or essay) to inform, describe, or persuade

Sample writing prompts

Directions: Select one of the following and write:

A. Compose a business letter to a potential employer, college, technical school, or training program about which you would like more information. Request the information you need.

B. What did you think was the most exciting event from the piece of literature you just read? Compose a newspaper article relating this event to the people of your town.

C. Research a career of your choice. Then compose a report to be read by your peers containing the following information about this occupation:

Educational requirements

Skill requirements

Salary Range

Outlook for this job (i.e. Is this a field that is likely to grow in the future?)

Description of a typical day on this job

Description of what region or type of location it would be possible to do this job

D. Think of an issue you have a strong opinion about. Compose a five-paragraph essay to persuade your peers on this topic.

Sample scoring rubric for writing prompt D:

9th grade:

Advanced: 90-100

Proficient: 80-89

Not Proficient: 0-79

10th grade:

Advanced: 95-100

Proficient: 85--94

Not Proficient: 0-84

Persuasive Essay Scoring Rubric

Thesis

out of 5

- Thesis statement is present.
- Thesis statement is clear.

Introduction

out of 10

- Thesis statement is placed logically in the paragraph
- Introduction engages reader's attention
- Introduction prepares readers to hear arguments for thesis

Body Paragraph 1

out of 15

- There is a topic sentence.
- The topic sentence is clear.
- The topic supports the thesis.
- It is adequately clear how the paragraph supports the thesis.
- The paragraph sticks to its topic.
- There is adequate explanation of the topic.
- There is at least one example of the topic.
- Order of the sentences is clear and logical.

Body Paragraph 2

out of 15

- There is a topic sentence.
- The topic sentence is clear.
- The topic supports the thesis.
- It is adequately clear how the paragraph supports the thesis.
- The paragraph sticks to its topic.
- There is adequate explanation of the topic.
- There is at least one example of the topic.
- Order of the sentences is clear and logical.

Body Paragraph 3

out of 15

- There is a topic sentence.
- The topic sentence is clear.
- The topic supports the thesis.
- It is adequately clear how the paragraph supports the thesis.
- The paragraph sticks to its topic.
- There is adequate explanation of the topic.
- There is at least one example of the topic.
- Order of the sentences is clear and logical.

Conclusion

out of 10

- Conclusion makes the paper feel complete and finished
- Conclusion functions to make the main point “stick” in the reader’s mind

Transitions

out of 10

- Ideas within a paragraph flow smoothly
- Ideas flow smoothly between one paragraph and the next

Overall sentence fluency and conventions

out of 10

Effectiveness/appropriateness of voice and word choice

out of 10

TOTAL SCORE:

out of 100

Comments:

4.2 The student demonstrates understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments.

4.2.2 (10th Grade) Writing for a variety of purposes and audiences by writing in a variety of nonfiction forms (e.g. letter, report, autobiography, and/or essay) to inform, describe, or persuade

Writing Business Letters

Directions: Read the following prompt. Write an effective business letter using correct formatting, style, and tone. Use a separate sheet of paper for your letter.

Prompt: The dates of July 14, 15, and 16 have been set for next summer’s Rodeo Days. You have been appointed to locate rodeo clowns for the event. As clown-committee chairperson it is important that you find a clown who not only provides entertainment, but who is able to protect the safety of a fallen cowboy. You just learned that Clowning Around *might* provide rodeo clowns, but you are unsure of this. Jennifer “Bonzo” Roberts is the owner of the business which is located at 1313 Happy Trails in the city nearest you. It is important that you get this information quickly; the clowns are some of the most important performers in the arena. Write to Jennifer and see if her business can accommodate your needs.

Defining Business Letter Components

Directions: Write the purpose of each the following parts of a business letter. Use complete sentences for your answers.

1. Signature:

2. Heading:

3. Inside address:

4. Salutation:

4.2 The student demonstrates understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments.

4.2.2 (10th Grade) Writing for a variety of purposes and audiences by writing in a variety of nonfiction forms (e.g. letter, report, autobiography, and/or essay) to inform, describe, or persuade

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Defining Business Letter Components

Directions: Write the purpose of each the following parts of a business letter. Use complete sentences for your answers.

1. Signature:

2. Heading:

3. Inside address:

4. Salutation:

Proficient Response:

1. Signature: **A legal acknowledgement that you are the person that wrote the letter**
2. Heading: **To let the person receiving the letter know that the letter has been sent to the correct person and place**
3. Inside address: **Is there so the recipient doesn't have to save the envelope to have the return address**
4. Salutation: **Ordinary politeness equivalent to saying, "Hello, Ms. Roberts"**
5. Closing: **A polite way to say goodbye**

2 points for the each of the following formatting and writing criteria:

- ___ Proper heading
- ___ Inside address
- ___ Return address
- ___ All information in body
- ___ Complimentary closing
- ___ Salutation
- ___ Correct punctuation
- ___ Good tone
- ___ Extra points for extremely polite and beyond expectations

Total _____

Grade Scale

- 18 points for Advanced
- 16 points for Proficient
- 12 points for Below proficient
- 10 points for Far Below proficient

4.2 The student selects and uses appropriate forms of fiction and nonfiction to achieve different purposes when writing for different audiences.

4.2.2 (10th Grade) Writing in a variety of nonfiction forms (e.g., letter, report, and/or autobiography) to inform or describe

Writing Business Letters

Directions: Read the following prompt. Write an effective business letter using correct formatting, style and tone. Use a separate sheet of paper for your letter.

Prompt: It is late January. Within the next three weeks you need to line up the entertainment for a local variety show, which will take place on April 15. Last year’s big hit was “Bob Ramone and his Singing Parrot, Clyde.” Bob, who currently resides in Buena Vista, Montana, at 5555 Mockingbird Lane, recently retired from the business and accepts only a few engagements per year. You think it might be possible to sign him on for this year’s variety show based on last year’s success and the letters that came into your office. It costs \$1,000 to get a performance, and you have a budget of 1,250. Write to Bob and try to book an appearance of this incredibly talented man and his bird.

Defining Business Letter Components

Directions: Write the purpose of each the following parts of a business letter. Use complete sentences for your answers.

1. Signature:

2. Heading:

3. Inside address:

4. Salutation:

5. Closing:

4.2 The student selects and uses appropriate forms of fiction and nonfiction to achieve different purposes when writing for different audiences.

4.2.2 (10th Grade) Writing in a variety of nonfiction forms (e.g., letter, report, and/or autobiography) to inform or describe

Writing Business Letters

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Defining Business Letter Components

Directions: Write the purpose of each the following parts of a business letter. Use complete sentences for your answers.

1. Signature:

2. Heading:

3. Inside address:

4. Salutation:

5. Closing:

Proficient Response:

1. Signature: **A legal acknowledgement that you are the person that wrote the letter**
2. Heading: **To let the person receiving the letter know that the letter has been sent to the correct person and place**
3. Inside address: **Is there so the recipient doesn't have to save the envelope to have the return address**
4. Salutation: **Ordinary politeness equivalent to saying, "Hello Mr. Ramone"**
5. Closing: **A polite way to say goodbye**

2 points for the each of the following formatting and writing criteria:

- ___ Proper heading
- ___ Inside address
- ___ Return address
- ___ All information in body
- ___ Complimentary closing
- ___ Salutation
- ___ Correct punctuation
- ___ Good tone
- ___ Extra points for extremely polite and beyond expectations

Total _____

Grade Scale

18 points for Advanced

16 points for Proficient

12 points for Below proficient

10 points for Far Below proficient

4.2 The student selects and uses appropriate forms of fiction and nonfiction to achieve different purposes when writing for different audiences.

4.2.2 (10th Grade) Writing in a variety of nonfiction forms (e.g., letter, report, and/or autobiography) to inform or describe

Writing Business Letters

Directions: Read the following prompt. Write an effective business letter using correct formatting, style, and tone. Use a separate sheet of paper for your letter.

Prompt: You are in charge of finding a location for a community celebration to be held on February 14th. It is your job to find a location that is large enough to hold 125 people and that has the kitchen facility for the caterer who will be preparing a meal for those people. You just learned that Pete’s Palladium is scheduled to open a couple of weeks before your event. Pete Gifford, the owner of the soon-to-open facility has an office at 2222 High Cliff Drive in Tuscaloosa, Oklahoma. The zip code is 33321. Write to Pete to find out if he can guarantee the opening of this new facility and then try to book it for your event.

Defining Business Letter Components

Directions: Write the purpose of each the following parts of a business letter. Use complete sentences for your answers.

1. Signature:

2. Heading:

3. Inside address:

4. Salutation:

5. Closing:

Proficient Response:

1. Signature: **A legal acknowledgement that you are the person that wrote the letter**
2. Heading: **To let the person receiving the letter know that the letter has been sent to the correct person and place**
3. Inside address: **Is there so the recipient doesn't have to save the envelope to have the return address**
4. Salutation: **Ordinary politeness equivalent to saying, "Hello Mr. Gifford"**
5. Closing: **A polite way to say goodbye**

2 points for the each of the following formatting and writing criteria:

- ___ Proper heading
- ___ Inside address
- ___ Return address
- ___ All information in body
- ___ Complimentary closing
- ___ Salutation
- ___ Correct punctuation
- ___ Good tone
- ___ Extra points for extremely polite and beyond expectations

Total _____

Grade Scale

18 points for Advanced

16 points for Proficient

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4.2 The student selects and uses appropriate forms of fiction and nonfiction to achieve different purposes when writing for different audiences.

4.2.3 (10th Grade) Student writes for a variety of purposes and audiences by writing expressively when producing or responding to texts (e.g. poetry, journals, editorials, drama, reflective essays, and/or newsletters)

Sample writing prompts/assignments

Directions: Select one of the following and write.

- A. Read a piece of literature. After each chapter (or scene, or section), write a paragraph or more in your journal describing your personal reaction to what you have just read.
- Sample questions:
- How do you differ from the main character? In what way or ways are you similar?
 - Do you agree or disagree with the main character's decision in this chapter (or scene, or section)? Why or why not?
 - What could the main character have done differently to change the outcome of the situation?
 - Have you ever found yourself with a similar problem? Describe how you resolved the problem, or, if you have not had this problem, how you would advise a friend to solve this problem.
 - What is the theme of this piece of writing? Discuss a film, poem, song, novel, etc., that also deals with this theme.
- B. Read a book of your choice. When you are finished, compose a rhyming poem at least 16 lines in length that will present the main ideas of the book to your classmates.
- C. Think about problems you see in your society or your school. Compose a letter to the editor that expresses your thoughts on this problem.
- D. Write 10 haiku that will give a reader 10 clear mental pictures of the students in your school.
- E. What have been the highlights of this school year so far? Choose one highlight, and write a description of it to be read by parents in our newsletter. Make sure you explain what was noteworthy about the highlight you chose.
- F. After reading a piece of literature about a hero, write an essay explaining at least three heroic characteristics the hero demonstrated in the story.
- G. Read a piece of literature and form groups of students to adapt the literature (or a section of it) as a short play.

Writing a Book Analysis (Grade 9 & 10)

Introduction

Writing the opening: Your opening paragraph should *hook your reader's attention* and identify the focus of your analysis. Use the suggestions listed below to help you get started on your opening.

1. Summarize your subject very briefly. Include the title, author, and the type of book (or other literature form). This can be done with a statement of “what and how” about the book.

In his novel Lord of the Flies, William Golding writes about [**what?**] the evil side of man [**how?**] by describing the actions of a group of young boys who are marooned on a deserted island.

2. Start with a quotation from the book and then comment on its importance (think in terms of the focus of your analysis [characterization]).
3. Begin with an explanation of the author's purpose and how well you think he or she achieves this purpose (about the character you have selected).
4. Open with a few general statements about life that relate to the focus of your analysis.
“There comes a time when everyone has to...”
5. Begin with a general statement about the type of literature you are analyzing. Then discuss your subject within this context, “The best science fiction always seems believable and logical within the context of the story line. This is certainly true in ... Now let's examine *Top Dog*, the antagonist in this novel.”

Writing the Body

Develop or support your focus in the body, or main part, of the analysis. To make sure that you effectively explain each main point in your analysis, follow these three steps:

1. State each main point so that it clearly relates to the focus of your analysis (about your character).
2. Support each main point with specific details or direct quotations from the text you are analyzing ... quote and document with page numbers.
3. Explain how each of these specific details helps prove your point.
4. *Transitions between paragraphs are important.*

Special Note: Try to organize your writing so that each new paragraph deals with a separate main point.

Writing the Closing

In the final paragraph, tie all of the important points together and make a final statement about the main focus of your analysis. Give your readers (me included) something to think about, something that will keep your analysis alive long after it has been read.

4.2 The student selects and uses appropriate forms of fiction and nonfiction to achieve different purposes when writing for different audiences.

4.2.3 (10th Grade) Student writes for a variety of purposes and audiences by writing expressively when producing or responding to texts (e.g. poetry, journals, editorials, drama, reflective essays, and/or newsletters)

Sample writing prompts/assignments

Directions: Select one of the following and write.

- H. Read a piece of literature. After each chapter (or scene, or section), write a paragraph or more in your journal describing your personal reaction to what you have just read.
- Sample questions:
- How do you differ from the main character? In what way or ways are you similar?
 - Do you agree or disagree with the main character's decision in this chapter (or scene, or section)? Why or why not?
 - What could the main character have done differently to change the outcome of the situation?
 - Have you ever found yourself with a similar problem? Describe how you resolved the problem, or, if you have not had this problem, how you would advise a friend to solve this problem.
 - What is the theme of this piece of writing? Discuss a film, poem, song, novel, etc., that also deals with this theme.
- I. Read a book of your choice. When you are finished, compose a rhyming poem at least 16 lines in length that will present the main ideas of the book to your classmates.
- J. Think about problems you see in your society or your school. Compose a letter to the editor that expresses your thoughts on this problem.
- K. Write 10 haiku that will give a reader 10 clear mental pictures of the students in your school.
- L. What have been the highlights of this school year so far? Choose one highlight, and write a description of it to be read by parents in our newsletter. Make sure you explain what was noteworthy about the highlight you chose.
- M. After reading a piece of literature about a hero, write an essay explaining at least three heroic characteristics the hero demonstrated in the story.
- N. Read a piece of literature and form groups of students to adapt the literature (or a section of it) as a short play.

See the next page for a scoring rubric.

Rubric for Sample A (Journal entries) for 7th and 8th grades

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • All parts of the question are thoroughly addressed. • Writer’s unique perspective is expressed clearly. • Writer’s main points are very clear. • Detail gives a clear and thorough understanding of the writer’s main points. • Writer’s voice is appropriate and consistent and helps to convey the meaning and mood of the response. 	<ul style="list-style-type: none"> • All parts of the question are addressed. • Writer’s unique perspective is expressed and is clear. • Main points are clear. • Detail sufficient to provide basic understanding of main points. • Writer’s voice is appropriate but does not enhance the meaning or mood of the response. 	<ul style="list-style-type: none"> • Question not addressed or not fully addressed. • Writer’s unique perspective is expressed, but is not clear. • Main points are attempted, but necessary detail is not present. • Response does not express the writer’s feelings on the issue. • Writer’s voice is generic or inappropriate.

Rubric for Sample A (Journal entries) for 9th and 10th grades

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • All parts of the question are thoroughly addressed. • Writer’s unique perspective is expressed clearly. • Writer’s main points are exceptionally clear. • Extensive detail gives a clear and thorough understanding of the writer’s main points. • Writer’s voice is appropriate and consistent and helps to convey the meaning and mood of the response. 	<ul style="list-style-type: none"> • All parts of the question are addressed. • Writer’s unique perspective is expressed and is clear. • Main points are clear. • Detail sufficient to provide thorough understanding of main points. • Writer’s voice is appropriate but does not always enhance the meaning or mood of the response. 	<ul style="list-style-type: none"> • Question not addressed or not fully addressed. • Writer’s unique perspective is expressed, but is not clear. • Main points are attempted, but necessary detail is not present. • Response does not express the writer’s feelings on the issue. • Writer’s voice is generic or inappropriate.

Writing a Book Analysis (Grade 9 & 10)

Introduction

Writing the opening: Your opening paragraph should *hook your reader's attention* and identify the focus of your analysis. Use the suggestions listed below to help you get started on your opening.

1. Summarize your subject very briefly. Include the title, author, and the type of book (or other literature form). This can be done with a statement of “what and how” about the book.

In his novel Lord of the Flies, William Golding writes about [**what?**] the evil side of man [**how?**] by describing the actions of a group of young boys who are marooned on a deserted island.

2. Start with a quotation from the book and then comment on its importance (think in terms of the focus of your analysis [characterization]).

3. Begin with an explanation of the author's purpose and how well you think he or she achieves this purpose (about the character you have selected).

4. Open with a few general statements about life that relate to the focus of your analysis.
“There comes a time when everyone has to...”

5. Begin with a general statement about the type of literature you are analyzing. Then discuss your subject within this context, “The best science fiction always seems believable and logical within the context of the story line. This is certainly true in ... Now let's examine *Top Dog*, the antagonist in this novel.”

Writing the Body

Develop or support your focus in the body, or main part, of the analysis. To make sure that you effectively explain each main point in your analysis, follow these three steps:

1. State each main point so that it clearly relates to the focus of your analysis (about your character).

2. Support each main point with specific details or direct quotations from the text you are analyzing ... quote and document with page numbers.

3. Explain how each of these specific details helps prove your point.

4. *Transitions between paragraphs are important.*

Paragraph #4:

- _____ 200+ words
- _____ 8 sentences minimum
- _____ Topic sentence
- _____ (2) Concrete detail
- _____ Quotes (2 or 3)
- _____ Commentary (2-3 sentences)
- _____ Concluding or transitional sentence

Conclusion:

Paragraph #5:

- _____ Starts out specific, becomes general
- _____ 40+ words, all commentary; no new information or quotes
- _____ Repeats thesis...No repeats of key words
- _____ Gives opinion of book and recommendations

4.2 The student selects and uses appropriate forms of fiction and nonfiction to achieve different purposes when writing for different audiences.

4.2.3 (10th Grade) Student writes for a variety of purposes and audiences by writing expressively when producing or responding to texts (e.g. poetry, journals, editorials, drama, reflective essays, and/or newsletters)

After reading narrative poems i.e. “The Wreck of the Hesperus,” students will write their own narrative poems.

Directions:

- Students or teacher will read “The Wreck of the Hesperus” poem in class.
- Students and teachers will orally discuss the plot.
- Students will draw plot diagrams (exposition, rising action, climax, falling action, denouement).
- Students will use the model poems to write their own poems.
- Students will create their own plot diagrams on their own poems.

Evaluation:

___ 10 points for plot diagram

5 points for each of the following:

___ consistent rhyme

___ rhyme scheme

___ rhythm

___ word choice

___ exposition

___ rising action

___ climax

___ falling action

___ denouement

___ 10 points for correctness (spelling, etc.)

___ 10 points for typed product

___ 25 points student analysis of own poem typed

___ total 100 points

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After writing plays, students might use this list to have students write reflective essays to internalize their playwriting process.

Playwriting

Directions: Write a play and be sure to include the following three parts (each worth 100 points). 300 total

1. _____ 100 pts 2 copies of your final play with cover and names of authors
2. _____ 100 pts Rough drafts of play with revisions. I expect you to have revisions...with notes, etc.
3. _____ 100 pts Reflective piece typed (see below for instructions)

Be sure you number your answers and put the question in the answer. Type and attach to this sheet.

The following topics will be covered in your reflective piece about your play:

1. What is the name of your play and how did you come up with the name?
2. What was the theme of your play and why did you choose this theme?
3. Where did you get your ideas for the play? What influenced your play?
4. What did you learn about playwriting? Be very conclusive about:
 - characterization and how you came up with the characters
 - characters that oppose each other's styles of living or ideas about life
 - a change in your character or plot
 - the form of the play
 - stage settings as being different from movies or TV
 - importance of conflict in keeping your audience's attention
5. What were you trying to do in your play? What was problematic?
6. How did reading your play out loud before your peers influence the way you wrote your play?
7. How did reading your play in front of visitors influence how you wrote your play?
8. What was the issue your play was about?
9. What the main conflict? Where did it occur in your play?
10. Who were your main characters? How were they alike and/or different?
11. What were you trying to tell the world through your play?
12. How did people react to your play and what did you think about it?
13. How are plays different from writing essays or stories?
14. What did you learn about yourself by writing this play?

15. What are stereotypes? Did you have any? Are you now able to recognize stereotypes in literature and daily life? What were some stereotypes that popped up in your class?
 16. Is it possible to use stereotyping effectively in your play? Is it possible to use controversial issues in plays and respectfully write about them? How can one do that?
 17. Once you get your issue set up in your play, how hard is it to come up with a story to surround it?
 18. How important is revision and getting feedback from your peers and teachers in writing your play?
 19. Would you recommend doing this process again, and why?
 20. Do you find playwriting more exciting than other types of writing in English class, and why? Is it a valuable assignment?
 21. Did you have to examine your own values while play writing?
 22. Would you like to continue to work on this next quarter? Would you like class time to do this? Would it warrant being considered as an ELP 10% project?
- *(This is additional for people who co-authored their plays)**
23. **Collaborative Writing**
 - What is collaborative writing?
 - How did your collaborative process work?
 - Did one person do more work than another?
 - Who did the writing?
 - Who came up with the ideas?
 - How did each playwright contribute to the play in order to get credit for being part of the play?
 - Should some people get more credit than others?
 - How did you come up with your ideas for your characters?
 - Plot, issues, conflict, and setting?

This is a great checklist to give to the students to guide their writing.

Writing a Short Story/Play Check Sheet Name _____

- _____ **Description of Place (Setting)**
- _____ Looks like (colors, specific types of trees, etc.)
 - _____ Smells like
 - _____ Sounds like
 - _____ Feels like
- _____ **Characterization (1) round as opposed to flat**
- _____ Color of hair
 - _____ Personality type (in actions and words)
 - _____ Movements

_____ Voice and type of words that character would use.

_____ **Characterization (static or dynamic)**

Name of character _____

type _____

_____ indirect characterization (showing)

_____ direct characterization (not telling)

_____ **Dialogue**

_____ Variety of speaker tags...not just *said*

_____ Interspersed throughout story

_____ **Point of View (which person did you write in and stick with it?)**

_____ 1st

_____ 3rd limited

_____ 3rd omniscient

_____ 3-5 pages (font sized 12 or 10)

_____ Double spaced

_____ Typed

_____ Correctness of conventions

_____ Plot diagram

_____ Exposition

_____ Rising action

_____ Climax

_____ Falling action

_____ Denouement

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.2 The student selects and uses appropriate forms of fiction and nonfiction to achieve different purposes when writing for different audiences.

4.2.3 (10th Grade) Writing for a variety of purposes and audiences by writing expressively when producing or responding to texts (e.g. poetry, journals, editorials, drama, reflective essays, and/or newsletters)

4.2.4 (10th Grade) Using research-based information and/or analysis in research projects or extended reports

Suggested prompts:

- a. Write a book analysis on a book or short story you have read.
- b. Find a *world issue* online and research. You must have 4 sources and provide in-text documentation for paraphrasing and/or quotes.
- c. Find a *women's issue* and research it. You must have 4 sources. You must have one online source.
- d. Find a hero based on Joseph Campbell's 8 criteria and research this hero. You must have 4 sources. One must be an online source.

You will be scored on the following rubric:

Book Analysis Scoring Rubric Student name _____ Pd. ___

With MLA documentation of quotes from text

- _____ (5) Present tense
- _____ (10) Organization
- _____ (10) Ideas and Content
- _____ (10) Conventions (10 points) (spelling, punctuation, paragraphing, grammar)
- _____ (10) MLA format (10 points)
 - _____ • 2 Work cited
 - _____ • 3 Quotes set up properly
 - _____ • 5 Heading: Left side
- _____ • Student Name
- _____ • English ___ Pd. ___
- _____ • Teacher (spelled correctly)
- _____ • 20 November 2001
- _____ • Book analysis

Introduction:

- _____ (5) Book title w/ author's name
- _____ (5) Short summary of book (2-3 sentences)
- _____ (5) Thesis statement (mentions what is in body paragraphs)

Body Paragraphs:

Paragraph #2:

- _____ (1) 200+ words
- _____ (1) 8 sentences minimum
- _____ (1) Topic sentence
- _____ (2) Concrete detail - Quotes (2 or 3)
- _____ (1) Commentary (2-3 sentences)
- _____ (1) Concluding sentence (or transitional sentence)

Paragraph #3:

- _____ (1) 200+ words
- _____ (1) 8 sentences minimum
- _____ (1) Topic sentence
- _____ (2) Concrete detail - Quotes (2 or 3)
- _____ (1) Commentary (2-3 sentences)
- _____ (1) Concluding sentence (or transitional sentence)

Paragraph #4:

- _____ (1) 200+ words
- _____ (1) 8 sentences minimum
- _____ (1) Topic sentence
- _____ (2) Concrete detail - Quotes (2 or 3)
- _____ (1) Commentary (2-3 sentences)
- _____ (1) Concluding sentence (or transitional sentence)

Conclusion:

Paragraph #5:

- _____ (1) Starts out specific, becomes general
- _____ (1) 40+ words, all commentary (cm) no new information or quotes
- _____ (1) Repeats thesis...No repeats of key words
- _____ (1) Gives opinion of book and recommendations

Total _____ = _____% Grade _____
85 100%

3.3 The student uses the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work.

4.3 The student uses the conventions of standard English independently and consistently, including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

3.3.1 and 4.3.1 (10th Grade) Writing and editing using conventions of standard English by varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

Directions: Combine the following sentences in two different ways. Your new sentences should still have the same meaning as the original sentences, though they may use different vocabulary and/or order of ideas.

A.

1. Reading is a fun activity.
2. Reading is useful tool for learning new things.
3. Reading is a skill everyone needs to practice.

Other practice sentence-combining

B.

1. The prom dress is expensive.
2. The prom dress is yellow.
3. The girl had little money.
4. The girl borrowed a dress from a girlfriend.

C.

1. Books are valuable.
2. Reading is a past time.
3. Students need activities for their spare time.
4. Books provide information and are enjoyable.

3.3 The student uses the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work.

4.3 The student uses the conventions of standard English independently and consistently, including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

3.3.1 and 4.3.1 (10th Grade) Writing and editing using conventions of standard English by varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

Directions: Combine the following sentences in two different ways. Your new sentences should still have the same meaning as the original sentences, though they may use different vocabulary and/or order of ideas.

A.

4. Reading is a fun activity.
5. Reading is useful tool for learning new things.
6. Reading is a skill everyone needs to practice.

7th and 8th grade proficient responses:

- Reading is a fun activity and is a useful tool for learning new things. Everyone needs to practice reading.
- Reading is skill everyone has to practice, but it's a fun activity, too. It can be a useful tool for learning new things.

9th and 10th grade proficient responses:

- Reading, a skill everyone needs to practice, is a fun activity that can help people learn new things.
- Not only is reading a useful tool for learning new things, it is a fun activity as well. It is a skill everyone needs to practice.
- Whether we read for fun or to learn new things, reading is a skill we all need to practice.

Other practice sentence-combining

B.

5. The prom dress is expensive.
6. The prom dress is yellow.
7. The girl had little money.
8. The girl borrowed a dress from a girlfriend.

C.

5. Books are valuable.
6. Reading is a past time.
7. Students need activities for their spare time.
8. Books provide information and are enjoyable.

4.3 The student uses the conventions of standard English independently and consistently, including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.1 (10th Grade) Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

4.3.2 (10th Grade) Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

4.3.3 (10th Grade) Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)

4.3.4 (10th Grade) Applying rules of capitalization (e.g., titles and proper nouns)

4.3.5 (10th Grade) Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)

Writing, Grade 10 (4.3.3), Grammar/Conventions

Directions: Write a narrative: What is the best advice you have ever received? What are the results of either following or not following the advice?

4.3 The student uses the conventions of standard English independently and consistently, including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.1 (10th Grade) Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

4.3.2 (10th Grade) Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

4.3.3 (10th Grade) Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)

4.3.4 (10th Grade) Applying rules of capitalization (e.g., titles and proper nouns)

4.3.5 (10th Grade) Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)

Writing, Grade 10 (4.3.3), Grammar/Conventions

Directions: Write a narrative: What is the best advice you have ever received? What are the results of either following or not following the advice?

10th Grade Scoring Guide/Rubric for Conventions

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> • Paragraphing reinforces the organizational structure. • Grammar and usage are correct (few, if any, errors) and contribute to clarity and style. • Punctuation is accurate (few, if any, errors) and guides the reader through the text. • Spelling is generally correct, even of more difficult words. • The writer may manipulate conventions for stylistic effect. 	<ul style="list-style-type: none"> • Paragraphing is attempted but some paragraphs run together or begin in the wrong place. • Problems with grammar or usage are not serious enough to impede or distort meaning. • End punctuation usually correct; internal punctuation sometimes missing or incorrect. • Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication. 	<ul style="list-style-type: none"> • Paragraphing is attempted but many paragraphs run together or begin in the wrong place. • Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall. • Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances. • Spelling errors may impede or distort meaning in some instances but not overall.

4.3 The student uses the conventions of standard English independently and consistently, including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.1 (10th Grade) Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

Run-on Sentences

Directions: “Run-on Sally” wrote the following paragraph. Poor Sally has a rare disease that affects her ability to stop and think, so when Sally talks or writes, she never pauses for a breath or for punctuation. Help Sally out by rewriting her paragraph, inserting punctuation when necessary and creating sentences of varying lengths. If necessary, use more than one paragraph and rearrange the order her thoughts.

Moose

Moose are water mammals because they eat water plants and live around lakes, rivers, streams, and ponds and moose (Scientific name—*Alces alces*) are the biggest member of the deer family. they can be as much as six and one-half feet tall and weigh as much as 1600 pounds and they have big noses and large heads and are brownish-black in color.

Moose live in evergreen forests in the northern latitudes and they can live to be 15-20 years old, but their average lifespan is 5-6 years because of cold winters and predators they have very poor eyesight, but good hearing and a good sense of smell.

Bull moose antlers are enormous, being as wide as 70+ inches and weighing up to 50 pounds and new antlers start growing in April and are covered in velvet, which is shed by late September bulls polish their antlers by whacking them against bushes and small trees after mating season the bulls shed their antlers in December and January.

Male and female moose find each other during mating season, mid-September to late October, by scent and by calling back and forth to one another bulls threaten each other or even fight to get cows but fights do not last long because interlocked horns or a long fight would lead to death winners stay with the cow they fought over for a week or so and then move on.

Both bulls and cows first breed at about two and a half years of age and eight months after breeding season one or two calves are born about the end of May. They can stand within 24 hours and swim in about two weeks and the calves are weaned at six months, but stay with their mother until they are a year old and cows are very protective of their young, but drive them away after a year to make room for new calves.

Moose have long legs that allow them to run up to 35 miles per hour and to wade in streams and ponds to eat aquatic plants and they eat from 40 to 130 pounds of wet food a day, including water lilies, pond weeds, and horsetails a moose’s nose structure allows them to close their nostrils so they can stick their heads underwater for up to one minute

and they also eat ferns, leaves, and grass but when ponds and streams are frozen moose browse on twigs from aspen, poplar, birch, and willow in fact, moose means “eater of twigs” in Algonquin.

In addition to being able to run 35 miles per hour, moose can swim up to six miles per hour for two hours, this is another reason they live near water, since it helps them escape from their major predators, wolves and bears, and black bears, grizzly bears, and wolves can bring down a full grown moose, but they are most dangerous to calves in some areas bears kill and eat up to 75% of newborn calves. Moose are hunted throughout most of their range and are a favorite food of subsistence hunters in Canada and Alaska.

One of the greatest dangers to moose populations is a combination of severe winters and tick infestations, which can reduce moose numbers by up to 50% because ticks irritate the moose’s skin, causing it to rub off part of the hair they need for protection from extreme winter cold and then the moose use up all their energy fighting the cold and do not make it through the winter

4.3 The student uses the conventions of standard English independently and consistently, including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.1 (10th Grade) Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

Run-on Sentences

Directions: “Run-on Sally” wrote the following paragraph. Poor Sally has a rare disease that affects her ability to stop and think, so when Sally talks or writes, she never pauses for a breath or for punctuation. Help Sally out by rewriting her paragraph, inserting punctuation when necessary and creating sentences of varying lengths. If necessary, use more than one paragraph and rearrange the order her thoughts.

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Moose live in evergreen forests in the northern latitudes and they can live to be 15-20 years old, but their average lifespan is 5-6 years because of cold winters and predators they have very poor eyesight, but good hearing and a good sense of smell.

Bull moose antlers are enormous, being as wide as 70+ inches and weighing up to 50 pounds and new antlers start growing in April and are covered in velvet, which is shed by late September bulls polish their antlers by whacking them against bushes and small trees after mating season the bulls shed their antlers in December and January.

Male and female moose find each other during mating season, mid-September to late October, by scent and by calling back and forth to one another bulls threaten each other or even fight to get cows but fights do not last long because interlocked horns or a long fight would lead to death winners stay with the cow they fought over for a week or so and then move on.

Both bulls and cows first breed at about two and a half years of age and eight months after breeding season one or two calves are born about the end of May. They can stand within 24 hours and swim in about two weeks and the calves are weaned at six months, but stay with their mother until they are a year old and cows are very protective of their young, but drive them away after a year to make room for new calves.

Moose have long legs that allow them to run up to 35 miles per hour and to wade in streams and ponds to eat aquatic plants and they eat from 40 to 130 pounds of wet food a day, including water lilies, pond weeds, and horsetails a moose’s nose structure allows them to close their nostrils so they can stick their heads underwater for up to one minute

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In addition to being able to run 35 miles per hour, moose can swim up to six miles per hour for two hours, this is another reason they live near water, since it helps them escape from their major predators, wolves and bears, and black bears, grizzly bears, and wolves can bring down a full grown moose, but they are most dangerous to calves in some areas bears kill and eat up to 75% of newborn calves. Moose are hunted throughout most of their range and are a favorite food of subsistence hunters in Canada and Alaska.

One of the greatest dangers to moose populations is a combination of severe winters and tick infestations, which can reduce moose numbers by up to 50% because ticks irritate the moose’s skin, causing it to rub off part of the hair they need for protection from extreme winter cold and then the moose use up all their energy fighting the cold and do not make it through the winter

Proficient Response:

Moose are water mammals because they eat water plants and live around lakes, rivers, streams, and ponds. Moose (Scientific name—*Alces alces*) are the biggest member of the deer family. They can be as much as six-and-one-half feet tall and weigh as much as 1600 pounds. They have big noses and large heads and are brownish-black in color.

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Bull moose antlers are enormous, being as wide as 70+ inches and weighing up to 50 pounds. New antlers start growing in April and are covered in velvet, which is shed by late September. Bulls polish their antlers by whacking them against bushes and small trees. After mating season the bulls shed their antlers in December and January.

Male and female moose find each other during mating season, mid-September to late October, by scent and by calling back and forth to one another. Bulls threaten each other or even fight to get cows. Fights do not last long because interlocked horns or a long fight would lead to death. Winners stay with the cow they fought over for a week or so and then move on.

Both bulls and cows first breed at about two-and-a-half years of age. Eight months after breeding season, one or two calves are born about the end of May. They can stand within 24 hours and swim in about two weeks. The calves are weaned at six months, but stay with their mother until they are a year old. Cows are very protective of their young, but drive them away after a year to make room for new calves.

Moose have long legs that allow them to run up to 35 miles per hour and to wade in streams and ponds to eat aquatic plants. They eat from 40 to 130 pounds of wet food a day, including water lilies, pond weeds, and horsetails. A moose's nose structure allows them to close their nostrils so they can stick their heads underwater for up to one minute. They also eat ferns, leaves, and grass. When ponds and streams are frozen, moose browse on twigs from aspen, poplar, birch, and willow. In fact, moose means "eater of twigs" in Algonquin.

In addition to being able to run 35 miles per hour, moose can swim up to six miles per hour for two hours. This is another reason they live near water, since it helps them escape from their major predators, wolves, and bears. Black bears, grizzly bears, and wolves can bring down a full grown moose, but they are most dangerous to calves. In some areas bears kill and eat up to 75% of newborn calves. Moose are hunted throughout most of their range and are a favorite food of subsistence hunters in Canada and Alaska.

One of the greatest dangers to moose populations is a combination of severe winters and tick infestations, which can reduce moose numbers by up to 50%. Ticks irritate the moose's skin, causing it to rub off part of the hair they need for protection from extreme winter cold. The moose then use up all their energy fighting the cold and do not make it through the winter.

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.2 (10th Grade) Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

Directions: Correct the spelling, punctuation, and capitalization in the following paragraph.

juneau is the state capital of alaska it is located in southeast alaska, along the inland-passage juneau is accessible only by boat or airplain because there are no hiways leading to it some people want move the capital to anchorage or to palmer because more people live in those areas most people of S.E.Alaska including juneau dont want the capitol to move because the state goverment brings a lot of money into the juneau economy.

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

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Proficient Response:

Juneau is the state capital of Alaska. It is located in southeast Alaska, along the inland-passage, and is accessible only by boat or airplane. Some people want to move the capital to Anchorage or to Palmer because more people live in those areas. Most people of S.E. Alaska, including Juneau, don't want the capital to move because the state government brings a lot of money into the economy of the area.

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.3 (10th Grade) Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)

Directions: Correct the spelling, punctuation, and capitalization in the following paragraph.

My brother is a four wheel drive freak and hes owned a bunch of off road vehicles over the years A partial list would include his Toyota Land Cruiser complete with roll cage a Ford F-150 three quarter ton truck a Subaru station wagon which he hated because it was too close to the ground and several dirt bikes mostly Hondas When asked about them all he can say is What can I say I love driving in the dirt

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.3 (10th Grade) Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)

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Proficient Response:

My brother is a four-wheel-drive freak, and he's owned a bunch of off-road vehicles over the years. A partial list would include: his Toyota Land Cruiser, complete with roll cage; a Ford F-150, three-quarter ton truck; a Subaru station wagon, which he hated because it was too close to the ground; and several dirt bikes, mostly Hondas. When asked about them, all he can say is, "What can I say? I love driving in the dirt!"

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.3 (10th Grade) Writing and editing using conventions of standard English by applying rules of punctuation (i.e. comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)

Multiple Binary

Directions: Read the paragraph and answer the following true/false questions.

Teachers students and parents these people are equally important for the success of education therefore they should all be involved in development of a high quality curriculum.

T or F There should be a hyphen between the words “equally” and “important.”

T or F There should be a semicolon between the words “education” and “therefore.”

T or F There should be a dash between the words “parents” and “these.”

T or F There should be a comma between the words “teachers” and “students.”

T or F There should be an apostrophe in the word “teachers.”

T or F There should be a set of quotation marks around the phrase “students and parents.”

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.3 (10th Grade) Writing and editing using conventions of standard English by applying rules of punctuation (i.e. comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)

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9th Grade:

Advanced: 6

Proficient: 5

Not Proficient: 0-4

10th Grade:

Proficient: 6

Not Proficient: 0-5

Proficient Responses:

F

T

T

T

F

F

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.4 (10th Grade) Applying rules of capitalization (e.g., titles and proper nouns)

Directions: Correct the spelling, punctuation, and capitalization in the following paragraph.

Barrow high school is known as “the whalers”. Their school name comes from many years of whaling as a community. They are very successful in their endeavors every year. Each year they reskin their umiaqs (whaling boats) and repair the frames, if necessary. During aasg (Alaska association of student Government) last year in 2005, visiting students were introduced to Muktuk (whale blubber with the skin attached) and toured the whaling museum.

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.4 (10th Grade) Applying rules of capitalization (e.g., titles and proper nouns)

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Proficient Response:

Barrow High School is known as “The Whalers.” Their school name comes from many years of whaling as a community. They are very successful in their endeavors every year. Each year they re-skin their umiaqs (whaling boats) and repair the frames, if necessary. During AASG (Alaska Association of Student Government) last year in 2005, visiting students were introduced to muktuk (whale blubber with the skin attached) and toured the whaling museum.

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

4.3.5 (10th Grade) Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)

Directions: Choose the correct the spelling, punctuation, and capitalization in the following sentences.

1.
 - a. There car are parked two blocks down the street.
 - b. They're car is parked two blocked down the street.
 - c. Their car are parked two blocks down the street.
 - d. Their car is parked two blocks down the street.

2.
 - a. Why does they throw paper all over our lawn?
 - b. Why do they through paper all over are lawn?
 - c. Why does they through paper all over are lawn?
 - d. Why do they throw paper all over our lawn?

3.
 - a. Policemen is scary sometime.
 - b. Policemen are scary sometimes.
 - c. Policemen are scary sometime.
 - d. Policemen is scary sometimes.

4.
 - a. Does you want a piece of cake now?
 - b. Do you want a piece of cake now?
 - c. Did you want a piece of cake now?
 - d. Do you want a piece of cake yesterday?

4.3 The student uses the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.

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4.
 - a. Does you want a piece of cake now?
 - b. Do you want a piece of cake now?
 - c. Did you want a piece of cake now?
 - d. Do you want a piece of cake yesterday?

Proficient Response:

1. d
2. d
3. b
4. b

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.1 (10th Grade) Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis; providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)

Sample assessments:

1. Directions: Rearrange the following paragraph so that the sentences are in sequential and logical order.

1. Behind my house, a path leads into the woods.
2. Jake barked wildly and strained at the leash while I squinted into the tangle of bushes to try to determine the cause of the noise.
3. The crashing continued, but it seemed to get farther away.
4. And then, our curiosity satisfied and our fear dispelled, we each continued our explorations of the woods.
5. Jake quieted down and sniffed the air as the crashing diminished, and far up the stream, I could see branches swaying as something large went past.
6. Jake and I stood still as the bear waded into the stream and sniffed cautiously at our scents.
7. Just then, a huge grizzly bear lumbered into the open far upstream.
8. For a long time, we looked and sniffed at one another from afar.
9. For instance, one afternoon I was walking my dog Jake across a sparkling stream when we heard a tremendous crash in the brush to the left of the trail.
10. It meanders for miles, and it has been my path to many thrilling adventures.

2. Directions: The following sentences are short, choppy, and repetitive. There is no logical order in their presentation. Rewrite the paragraph, combining sentences or rewriting them so that the passage has a smooth flow.

The black bear is a native of North America. The black bear has a very wide range. Black bears are found in almost every state of the United States. Black bear range in size from 200 pounds to 600 pounds in weight. They are found in Mexico. They are found in Canada. The black bear is found almost everywhere because they can eat lots of kinds of food. They eat meat. They can be any color from tan to brown to black. They eat fish. They eat grain. They eat berries and acorns and nuts and grass. They can be found all over.

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.1 (10th Grade) Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis; providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)

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Proficient Response:

Behind my house, a path leads into the woods. It meanders for miles, and it has been my path to many thrilling adventures. For instance, one afternoon I was walking my dog Jake across a sparkling stream when we heard a tremendous crash in the brush to the left of the trail. Jake barked wildly and strained at the leash while I squinted into the tangle of bushes to try to determine the cause of the noise. The crashing continued, but it seemed to get farther away. Jake quieted down and sniffed the air as the crashing diminished, and far up the stream, I could see branches swaying as something large went past. Just then, a huge grizzly bear lumbered into the open far upstream. Jake and I stood still as the bear waded into the stream and sniffed cautiously at our scents. For a long time, we looked and sniffed at one another from afar. And then, our curiosity satisfied and our fear dispelled, we each continued our explorations of the woods.

2. Directions: The following sentences are short, choppy, and repetitive. There is no logical order in their presentation. Rewrite the paragraph, combining sentences or rewriting them so that the passage has a smooth flow.

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Proficient response:

Did you know that a black bear isn't always black? It's true. Black bears can be any color from tan to brown to black. They can range in size, too, and can weigh anywhere between 200 to 600 pounds. The black bear can also be found in a variety of places in North America; in fact, it can be found all over the continent. Native to North America, black bears can be found in Canada and Mexico as well as in almost every state of the United States. The reason these creatures have such a wide range is because they can eat so many different kinds of food. These bears don't just eat meat and fish – they can eat grain, berries, acorns, nuts, and grass. Black bears are truly versatile creatures.

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.2 (10th Grade) Revising writing by giving/receiving feedback and evaluating writing based on established criteria (e.g. self-created checklists, peer conference formats, scoring guides, or rubrics)

Directions: Student selects a piece of writing from his/her portfolio and assesses it in the following manner:

Sample assessments:

A. Students grade sample essays using six-trait rubric. Students earn a grade according to the accuracy of their scoring.

B. Before handing in an assignment, students use the teacher's rubric to evaluate their own work. Part of the grade for the paper is completing the self-evaluation.

C. Students create their own evaluation tools or collaborate to create an evaluation tool for an assignment.

D. Students all evaluate the same paper. They are given a grade for providing appropriate feedback for that paper.

Sample assessment

Student resource self-assessments

Spelling

- I have read through my paper and underlined any words I wasn't sure were spelled correctly.
- I have used my resources (print dictionary, online dictionary, teacher, peers, word processing software, etc.) to check spelling of the word(s) in question.
- I believe every word in my paper is spelled correctly.

Conventions

- I have read through my paper and put stars next to the sentences I wasn't sure were 100% correct in their grammar, usage, and punctuation.
- I have used my resources (print grammar guide, online grammar guide, teacher, peers, word processing software, etc.) to check my grammar, usage, and punctuation.
- I believe my grammar, usage, and punctuation in this paper are 100% correct.

Word choice

- I have read through my paper and circled any words or passages I felt were weak and/or generic or could be more vivid.

- I have used my resources (print thesaurus, online thesaurus, teacher, peers, word processing software, etc.) to investigate and choose more vivid and precise wording where I needed to.
- The word choice in my paper is totally appropriate for the audience.
- My accurate and vivid word choice makes my paper engaging for the audience.

Ideas/Content

- I have read through my paper and compared it to the assignment prompt. I have highlighted sections that may not really address the prompt or that may be boring for a reader.
- I have used my resources (teacher, peers, examples, grading rubric, etc.) to help make sure that my paper satisfies the assignment and is engaging to read.
- I believe that I have completed the assignment fully and done my best to make my paper interesting for a reader.

Sentence Fluency

- I have read my paper and put boxes around words or phrases that sound repetitive and/or choppy. I have also put boxes around any sentences I think might be incomplete, run-on, or rambling sentences.
- I have used my resources (print thesaurus, online thesaurus, teacher, peers, etc.) to investigate and choose options for sentence structure to help improve my fluency.
- I believe my sentences are varied and sound good when read aloud. I believe that my paper is free from incomplete, run-on, or rambling sentences except where I put them in on purpose for effect.

Voice

- I have read my paper and put brackets around words or passages that I worried might not have an appropriate or engaging voice.
- I have used my resources (teacher, peers, examples, grading rubric, etc.) to investigate and choose techniques and/or wording to improve the voice where I needed to.
- I believe the voice of this paper is appropriate for the purpose and audience and that my writing style is fresh and unique enough to engage the reader as much as possible.

Organization

- I have read my paper and have put a swirl next to paragraphs, sentences, or phrases where I worry I might be off topic or where I might need more of a transition to get to the next idea.
- I have drawn arrows next to paragraphs, sentences, or phrases that may be in the wrong place within the paper.
- I can put my finger on a sentence in every paragraph that contains the main idea.
- I have used my resources (teacher, peers, examples, grading rubric, etc.) to rearrange, delete, expand, and/or add transitions to passages that needed improvement in organization.

- I believe that every paragraph contains enough detail for the reader to understand and follow the main idea.
- I believe that my sentences and paragraphs are in the best possible order.
- I believe that the paper flows smoothly from one idea to the next thanks to my artful and varied transitional words and sentences.

Signature of Student

Sample Rubric for Student Peer evaluation

	Advanced	Proficient	Below Proficient
7th and 8th	<ul style="list-style-type: none"> • Evaluator provided at least one comment of praise. • Evaluator identified at least one area for improvement. • Evaluator provided at least one concrete suggestion for getting the paper to the next level. • All comments and suggestions are respectful to the author. • All proofreading marks are legible/understandable. • All suggestions about conventions are accurate. 	<ul style="list-style-type: none"> • Evaluator provided at least one comment of praise. • Evaluator identified at least one area for improvement. • Evaluator provided at least one concrete suggestion for getting the paper to the next level. • All comments and suggestions are respectful to the author. • Most proofreading marks are legible/understandable. • Most suggestions about conventions are accurate. 	<ul style="list-style-type: none"> • Comments are not adequate or specific enough to help author improve the paper. • Evaluator was disrespectful to the author. • Comments and/or proofreading marks are difficult to understand. • Many inaccurate suggestions about conventions.
9th and 10th	<ul style="list-style-type: none"> • Evaluator multiple, specific comments of praise. • Evaluator identified at least one specific area for improvement. • Evaluator provided multiple concrete suggestion for getting the paper to the next level. • All comments and suggestions are respectful to the author. • All proofreading marks are legible/understandable. • All suggestions about conventions are accurate. 	<ul style="list-style-type: none"> • Evaluator provided at least one comment of praise. • Evaluator identified at least one area for improvement. • Evaluator provided at least one concrete suggestion for getting the paper to the next level. • All comments and suggestions are respectful to the author. • All proofreading marks are legible/understandable. • All suggestions about conventions are accurate. 	<ul style="list-style-type: none"> • Comments are not adequate or specific enough to help author improve the paper. • Evaluator was disrespectful to the author. • Comments and/or proofreading marks are difficult to understand. • Many inaccurate suggestions about conventions.

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.3 (10th Grade) Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

Sample assessment:

Directions: Combine the following set of short, choppy sentences into a single sentence. You may change the details if necessary to form a sentence that makes sense.

Henry shot the ball through the hoop.

He ran down the court.

He was chased by three opponents.

He made the basket.

Henry won the game.

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He was chased by three opponents.
He made the basket.
Henry won the game.

Proficient Response:

Henry was chased by three opponents as he ran down the court, shot the ball, and made the basket that won the game.

4.4 The student revises writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose; and forms and explains own standards or judgments of quality writing.

4.4.4 (10th Grade) Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

Directions: Rewrite the following paragraph by making its thesis statement clearer and adding details to support the main idea.

I like to play basketball. I play every chance I get. I am a good player. I like to win.

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Directions: Rewrite the following paragraph by making its thesis statement clearer and adding details to support the main idea.

I like to play basketball. I play every chance I get. I am a good player. I like to win.

Proficient Response:

I love to play basketball and I play three hours a day, seven days a week. As a member of the Tetlin Eagle school team, I also play evenings on a community team. My strengths are shooting and running, and I hit 40 percent of my three-point shots and am usually the first man to get back under the basket for defense. Basketball is my life, and maybe I can get a scholarship to go to college.

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.5 (10th Grade) Revising writing by making style, diction, voice, or persona more consistent with form (e.g. organizational structure or writing genre) and the perspective conveyed

Sample assessment:

Directions: Read the following letter. Revise the letter so that the tone and word choice are appropriate, but the basic content is the same.

PO Box 12679
Barrow, AK 99723
September 16, 2003

The person I spoke to yesterday
Delilah Valley Hospital
476 Gaston Rd.
Del Rio, TX 78003-7829

Hi there!

Listen, I had a total blast yesterday when you sat me down and interviewed me. Thanks a lot for taking time out to do that.

I really want to work with you guys. I think that hospital totally rocks and you all do good stuff over there. The baby ward was awesome, and I'm pretty sure I'd fit right in with the team, especially since I have a humongous experience with babies. Remember how we talked about that?

Thanks for talking to me yesterday. I want the job real bad. If you want to chat some more, you can give me a buzz at 823-9667. I might not be home ('cause I do have a life), but you can leave me a message.

Peace out,

Joe

Joseph Dartan

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

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Peace out,

Joe

Joseph Dartan

Proficient Response:

P.O. Box 12679
Barrow, AK 99723
September 16, 2003

Ms. Rosalia Vasquez
Delilah Valley Hospital
476 Gaston Rd.
Del Rio, TX 78003-7829

Dear Ms. Vasquez:

Thank you for the interview yesterday. I very much enjoyed meeting you and the other staff members at Delilah Valley Hospital.

I am excited about the possibility of joining the Delilah Valley Hospital team. I was extremely impressed with Delilah Valley and the important work you and the other staff members do there. The obstetrics unit was especially impressive, and I feel that my experience in obstetrics, which we discussed yesterday, would be an asset to this unit.

Thank you for your consideration. If you have any more questions or require further information, I can be reached by phone or message at 823-9667. I look forward to hearing from you.

Sincerely,

Joseph Dartan

Joseph Dartan

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.6 (10th Grade) Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)

Sample assessment:

Directions: Pick five words at random, use a thesaurus, find an alternative for each word, and then write a story using all ten words. Then use the checklist below to edit and revise.

or

Select a piece of your writing: edit and revise and mark on the self-assessment check list.

Student resource self-assessments

Spelling

- I have read through my paper and underlined any words I wasn't sure were spelled correctly.
- I have used my resources (print dictionary, online dictionary, teacher, peers, word processing software, etc.) to check spelling of the word(s) in question.
- I believe every word in my paper is spelled correctly.

Conventions

- I have read through my paper and put stars next to the sentences I wasn't sure were 100% correct in their grammar, usage, and punctuation.
- I have used my resources (print grammar guide, online grammar guide, teacher, peers, word processing software, etc.) to check my grammar, usage, and punctuation.
- I believe my grammar, usage, and punctuation in this paper are 100% correct.

Word choice

- I have read through my paper and circled any words or passages I felt were weak and/or generic or could be more vivid.
- I have used my resources (print thesaurus, online thesaurus, teacher, peers, word processing software, etc.) to investigate and choose more vivid and precise wording where I needed to.
- The word choice in my paper is totally appropriate for the audience.
- My accurate and vivid word choice makes my paper engaging for the audience.

Ideas/Content

- I have read through my paper and compared it to the assignment prompt. I have highlighted sections that may not really address the prompt or that may be boring for a reader.

- I have used my resources (teacher, peers, examples, grading rubric, etc.) to help make sure that my paper satisfies the assignment and is engaging to read.
- I believe that I have completed the assignment fully and done my best to make my paper interesting for a reader.

Sentence Fluency

- I have read my paper and put boxes around words or phrases that sound repetitive and/or choppy. I have also put boxes around any sentences I think might be incomplete, run-on, or rambling sentences.
- I have used my resources (print thesaurus, online thesaurus, teacher, peers, etc.) to investigate and choose options for sentence structure to help improve my fluency.
- I believe my sentences are varied and sound good when read aloud. I believe that my paper is free from incomplete, run-on, or rambling sentences except where I put them in on purpose for effect.

Voice

- I have read my paper and put brackets around words or passages that I worried might not have an appropriate or engaging voice.
- I have used my resources (teacher, peers, examples, grading rubric, etc.) to investigate and choose techniques and/or wording to improve the voice where I needed to.
- I believe the voice of this paper is appropriate for the purpose and audience and that my writing style is fresh and unique enough to engage the reader as much as possible.

Organization

- I have read my paper and have put a swirl next to paragraphs, sentences, or phrases where I worry I might be off topic or where I might need more of a transition to get to the next idea.
- I have drawn arrows next to paragraphs, sentences, or phrases that may be in the wrong place within the paper.
- I can put my finger on a sentence in every paragraph that contains the main idea.
- I have used my resources (teacher, peers, examples, grading rubric, etc.) to rearrange, delete, expand, and/or add transitions to passages that needed improvement in organization.
- I believe that every paragraph contains enough detail for the reader to understand and follow the main idea.
- I believe that my sentences and paragraphs are in the best possible order.
- I believe that the paper flows smoothly from one idea to the next thanks to my artful and varied transitional words and sentences.

Signature of Student

These self-assessments might be used all together or individually. This assessment is meant as a tool to inspire greater student awareness of the writing process and to help facilitate discussion of revision strategies and resources between students and teachers. If self-assessments are fully checked off and signed, yet the paper still suffers from major problems in any self-assessed category and/or the student neglects the use of resources, the teacher can use the self-assessments to identify which students might need more training in the use of resources to address problem areas. Students might also prove through this assessment that they might need training in choosing reliable resources and using them efficiently. Much of this self-assessment could also be done orally in a discussion with the teacher.

4.1 The student writes a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.

4.1.1 (10th Grade) Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

4.1.2 (10th Grade) Writing in paragraphs that include relevant details and evidence that supports the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, and placing paragraph breaks logically

4.4 The student revises writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

4.4.6 (10th Grade) Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)

Writing for Word Choice

Directions: Think of the qualities you seek in a mate. Write a character description of a person who thinks and acts completely differently from this ideal mate. This paper will be scored for Word Choice and conventions.

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10th Grade Scoring Guide/Rubric for Word Choice

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none">• Words are specific, accurate, striking.• Language is natural, not overdone.• Verbs are lively.• Nouns and modifiers are precise.• Clichés and jargon are used sparingly and only for effect.	<ul style="list-style-type: none">• Words are mostly correct and adequate but may lack flair and color.• Familiar words and phrases communicate.• Attempts at colorful language are made but some may be overdone.• Clichés and jargon may be used occasionally in place of fresh language.	<ul style="list-style-type: none">• Language is so vague, inaccurate, and/or general that even the most general message does not come through.• Words are frequently used incorrectly, making the message hard to decipher.• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.