**RHS**

**Writing Manual**

**This manual belongs to**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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# **Writing Process**

The writing process helps you produce your best work by dividing writing tasks into manageable, specific steps.

1. **Prewrite** Brainstorm, discuss, or develop a research question and begin research.
2. **Plan** Organize ideas in an informal outline, or in sketches and notes.
3. **Draft** Write a complete draft.
4. **Revise** Make big changes: add, remove, move or substitute to improve your

writing (ARMS)

1. **Edit** Make small changes: improve capitalization, usage, punctuation,

spelling (CUPS)

1. **Write final copy** Make sure all formatting is correct and your final copy is neat.
2. **Proofread** Correct any typos and minor errors that remain.
3. **Share or publish** Share with teachers, peers, family, and authentic (real-life) audiences.

# **Task, Purpose, and Audience**

Who are you writing for and why? The answers to these questions help you decide what form your writing will take.

 **Task—**What is the assignment?

It could be a number of activities: short response, summary, report, or multimedia presentation. Identify the format, expected length, research requirements, or other details.

 **Purpose**—What is the reason for writing?

The purpose could be to explain, convince, or tell a story. Knowing the purpose helps your choose an appropriate style and tone.

 **Audience**—Who will read or view this work?

Audiences vary in knowledge, values, concerns, and beliefs. Knowing the audience helps you decide what vocabulary to use or define, what ideas to address, and what style and tone are appropriate.

# **The Three Types of Writing**

1

**Informative/**

**Explanatory**

**Writing that informs or explains**

**Introduction:** Includes a topic sentence and a plan sentence that previews what will follow; may have a lead or hook

**Body:** Develops key/big ideas with elaboration and evidence; ideas are connected with transitions

**Conclusion:** Follows from and supports the ideas presented

2

**Argument**

**Writing that supports a claim**

**Introduction:** Presents the claim, its significance and a plan sentence that previews what will follow; may have a lead or hook

**Body:** Develops key/big ideas with elaboration and evidence; important opposing claims and addressed fairly; ideas are connected with transitions

**Conclusion:** Follows from and supports the ideas presented

3

**Writing that tells a real or imagined story**

**Beginning:** Engages and gives context; nonfiction narratives address significance of the person or event

**Middle:** Develops story with logical sequence and transitions; includes vivid, descriptive, or sensory language and detail

**End:** Resolves the conflict or present the outcome, reflecting upon the events and experiences

**Narrative**

# **Writing Tips & Tricks**

## **Evaluating Prompts**

Identify key words that indicate the topic, purpose, format, and audience.

**Length**

**Topic**

Freedom of speech is protected by the U.S. Constitution, with some exceptions. Write a one-page essay arguing under what circumstances, if any, the government should restrict freedom of speech.

**Purpose**

**Take a position**

##  **Prewriting**

****

Explore ideas before planning your writing.

* Brainstorm: list, web, use graphic organizers, freewrite
* Research: find out more
* Sort ideas into categories
* Discuss ideas with others
* Reflect on your audience and purpose

## **Evaluating Sources**

Selecting credible, accurate sources is key to making sure you have strong elaboration and evidence to support your ideas. Assess your sources using this checklist:

**Bias**

Ask the following questions about the source to uncover bias:

* Is the source selling something?
* Could the source have a conflict of interest?
* Is the purpose to appeal to emotion rather than inform?
* Who is the intended audience?
* Are the claims logically supported with evidence?
* **Relevance:** Is the information relevant or related to your topic? Is the purpose of the article, website, or video to inform or to entertain?
* **Accuracy:** Is the information correct? Cab you verify it against other sources?
* **Current information:** Is this source up to date?
* **Credibility:** Is the author or source an expert?

# **How to be a Good Writer**

## **Good Writer’s Checklist**

* Consider their reasons for writing.
* Observe the world around them.
* Brainstorm and organize their ideas *before* writing.
* Develop their own writing styles.
* Choose words carefully.
* Create a first draft.
* Evaluate their writing.
* Revise and edit their writing.
* Share their writing.
* Read and analyze the work of other writers.
* WRITE!!!

## **Good Writers Ask Questions**

|  |  |
| --- | --- |
| **Trait** | **Questions** |
| Organization | * Does my beginning or introduction set a clear purpose for my writing?
* Are my ideas ordered logically so that they build to a whole?
* Do transitions help connect my ideas and clarify their relationships?
* Does my structure fit the writing type?
 |
| Ideas/Content | * Does my writing fit the assignment and achieve its purpose?
* Is my content appropriate for the audience?
* Does my piece start and end in an interesting way?
* Did I fully develop important ideas with well-chosen details?
 |
| Language/Style | * Are my sentence lengths and structures varied?
* Does my voice, style, and tone all work for the purpose and audience?
* Do I use rich and precise vocabulary, figurative language, and/or sensory details?
 |
| Conventions | * Does my text contain any errors in CUPS (capitalization, usage, punctuation, spelling)?
* Are my paragraphs and pages properly formatted?
* Did I cite all my sources properly?
 |

# **Using the Modern Language Association (MLA) Style**

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. Although there are other writing styles, if you know one, it becomes much easier to learn another. We will use MLA to write essays in grades 9-12. This writing style can and should be applied for writing in all class subjects.

## **Formatting the Page**

* Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper or hand-write neatly if permitted by your teacher.
* Double-space the text of your paper, and use a legible font (e.g. Times New Roman). The font size should be 12 pt.
* Leave only one space after periods or other punctuation marks.
* Set the margins of your document to 1 inch on all sides.
* Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the “Tab” key.
* Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin.
* Use italics throughout your essay for the titles of longer works and only when necessary for providing emphasis.

In summary: **Times New Roman Size 12 Double-spaced**

Student 1

**Intro**

Susie Student (Your Name)

Ms. Teacher (Teacher’s Name)

Freshman Literature (Class Name)

4 May 2020 (Date)

Banquo: “Thou shalt get kings, though thou be none”

 Kings, witches, murderers: William Shakespeare’s play Macbeth has many interesting characters; however, among those characters one stands out as particularly interesting. The

**Headers**

**Title**

## **How to Properly Double-Space**

Make sure your entire document is spaced “Double”. Check the “Don’t add space…” box as seen here:



## **Cite Like a Pro: ICE ICE, Baby**

Any time you quote or paraphrase from the text, you need to cite where you got that information. This ensures that you are not plagiarizing and reinforces your evidence. The acronym ICE will help you give context to your quote, remember to cite it and explain why you included it.

1. **Introduce your quote.** Find a way to preview what you are about to include and use transition words. Don’t just put a quote in the middle of a paragraph! For example, state who said the quote, where the quote is from, or explain what the quote is illustrating.

In Scamander’s book, he explains, “Nifflers are fascinated by shiny objects” (265).

1. **Cite evidence.** Either use the **direct words** from the text OR **paraphrase** and put it in your own words. Never put something in quotes if it didn’t come straight from the text. Use ellipses … (ellipses is *always* three dots) to show you’ve removed words from the quote and brackets [ ] to show you’ve changed the wording.

Direct Quotes: For example, Banquo tells Macbeth, “And oftentimes, to win us to our harm,/The instruments of darkness tell us truths,/…/to betray ‘s” (Act 1.3).

Paraphrases: Specifically, Banquo tells Macbeth that he should not trust the witches, even if what they said might have some truth (Act 1.3)

Using brackets: This is made clear when Lady Macbeth prays to demons and asks them to “take [her] milk for gall” (Act 1.5).

1. **Explain!** This is easily the most important part. It doesn’t help your writing to just pick good evidence. You have to be able to explain what makes it goo evidence. How does it support your point? Make it clear to the reader.

# **Basic In-Text Citation Rules**

In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

In-text citations: Author-page style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. Lyrical Ballads. Oxford UP, 1967.

## **Works Cited Page**

* Begin your Works Cited page on a separate page at the end of your paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
* Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
* Double space all citations, but do not skip spaces between entries.
* Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
* List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50. Note that MLA style uses a hyphen in a span of pages.
* If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.

## **How to Cite from a Book**

The author’s name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. Title of Book. Publisher, Publication Date.

## **How to Cite Online Sources**

Include a URL or web address to help readers locate your sources. Because web addresses are not static (i.e., they change often) and because documents sometimes appear in multiple places on the web (e.g., on multiple databases), MLA encourages the use of citing containers such as Youtube, JSTOR, Spotify, or Netflix in order to easily access and verify sources. However, MLA only requires the www. address, so eliminate all https:// when citing URLs. Many scholarly journal articles found in databases include a DOI (digital object identifier). If a DOI is available, cite the DOI number instead of the URL.

Use the following format:

Author. Title. Title of container (self contained if book), Other contributors (translators or

editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

# **Power Writing Guide**

POWER WRITING, which focuses on analysis, will help you understand structure in a single paragraph or even an entire essay. This structure teaches organization and stresses providing topic sentences, giving evidence, using transitions between sentences, and ending in concluding sentences.

**A Power 1 sentence** is also called a thesis, a topic sentence, or a claim. (Green)

This is the claim of your entire essay (in the Introduction) or topic of your paragraph; it **establishes the topic** of the paragraph. As a thesis, or claim, it also includesa number word or number indicator, as in the following examples:

* There are three reasons why **Lady Macbeth is the most interesting character** in the play.
* Several things make the **witches stick out as the most interesting characters** of the play.
* One of the main reasons **Macbeth is such an interesting character is that he is full of emotions**.

**A Power 2** sentence is a major supporting detail (Yellow)

These sentences demonstrate to the reader what you are trying to prove. Power 2 sentences include evidence from the text in various forms:

**Direct Quotes**: For example, Banquo tells Macbeth, “And oftentimes, to win us to our harm,/The instruments of darkness tell us truths,/…/to betray ‘s” (Act 1.3).

**Paraphrases**: Specifically, Banquo tells Macbeth that he should not trust the witches, even if what they said might have some truth (Act 1.3).

**A Power 3** sentence explains the significance or relation of the evidence to the claim. (Pink)

This demonstrates that Banquo is already skeptical of the witches, even though he has only met them once. This sets up his character to be much less gullible than Macbeth. It also foreshadows that something bad might possibly come Banquo’s way because of the witches, which makes the reader curious to see what happens next.

**A Power 4** sentence comments on the ideas discussed or brings closure to the idea. (Blue)

This wraps up your paragraph or essay by restating the importance of what you’ve discussed and how it all relates back to the main claim or topic sentence.

**Example Paragraph: 1-2-3-2-3-4 (you do not label your Powers in your actual essay)**

Body Paragraph #1: Banquo doesn’t trust the witches

**(1)** At the start of the play, the witches revealed that Banquo’s sons will be kings; however, Banquo does not trust them at all. This sets him up right away to be an interesting character. **(2)** For example, Banquo tells Macbeth, “And oftentimes, to win us to our harm,/The instruments of darkness tell us truths,/…/to betray ‘s” (Act 1.3). **(3)** This demonstrates that Banquo is already skeptical of the witches, even though he has only met them once. This sets up his character to be much less gullible than Macbeth. **(2)** A second event that demonstrates Banquo’s distrust of the witches is when he tells Macbeth they are giving him nightmares (Act 2.1). **(3)** This foreshadows that something bad might possibly come Banquo’s way because of the witches, which makes the reader curious to see what happens next. **(4)** For these reasons, Banquo leaves the reader wondering if the witches should or shouldn’t be trusted, adding an element of suspense to the play and making his character interesting.

# **Power Writing Transitions**

|  |
| --- |
| **Power 2 Transitions Words and Phrases** |
| FirstImportantlyTo begin withSecondThirdMore than thatBesidesFurthermoreAlsoAbove | LastlyEven moreMoreoverEquallyAdditionallyLikewisePlusAnother reasonThenStill others | AgainFinallyNextWith that in mindIn addition toSome otherOthersSometimes |
| Example: Second, I really like to read. |

|  |
| --- |
| **Power 3 Transition Words and Phrases** |
| This is to sayNamelyAs you can seeTo make that clearThe author saysJust asSpecificallyTo be sure | In such casesFor instanceFor exampleTo be specificTo be more specificThis can be made clearBecause of thisLike | In other wordsThis can be clarifiedIn the same mannerThis can be explained by |
| Example: This can be made clear by all the books I checked out from the library. |

|  |
| --- |
| **Power 4 Transition Words and Phrases** |
| In conclusionBasicallyTo conclude | To sum upIn summaryAll in all | ClearlyOverallTo summarize |
| Example: In conclusion, I like to spend my time reading. |

# **Sentence Stems for Writing**

**Sentence Stems to…**

|  |
| --- |
| **Cite Text Evidence** |
| Basic  | 1. I read\_\_\_\_\_\_\_\_\_\_. I think \_\_\_\_\_\_\_\_\_\_\_\_.
2. Page \_\_\_\_\_\_\_\_says \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. I read this. I think\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. This Says \_\_\_\_\_\_\_\_\_\_\_\_\_. I think \_\_\_\_\_\_\_\_\_\_\_.
5. The text says \_\_\_\_\_\_\_\_\_\_\_\_\_\_. That makes me think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient  | 1. The (poem, paragraph, dialog, line, page, section, paragraph, quote) says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. That makes me think [ of] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author writes/ states \_\_\_\_\_\_\_\_\_\_\_\_\_. This means \_\_\_\_\_\_\_\_\_\_\_\_.
3. The author uses the (word, phrase, image, picture) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This tells me \_\_\_\_\_\_\_\_\_\_\_\_\_.
4. I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because the (story, poem, text) says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

  |
| Advanced  | 1. The (story, poem, section paragraph, quote, line) says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Which makes me think [of] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Because the text/author says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The (word(s), phases(s), image(s)) indicates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. I think the author uses the (word, phrase, image) in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Make Inferences** |
| Basic | 1. I read \_\_\_\_\_\_\_\_\_\_\_\_. I know \_\_\_\_\_\_\_\_\_\_. I think \_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. I read \_\_\_\_\_\_\_\_\_\_\_\_. I know \_\_\_\_\_\_\_\_\_\_ and so \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced | 1. The text says \_\_\_\_\_\_\_\_\_\_\_\_. I know \_\_\_\_\_\_\_\_\_\_ so I can infer \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author does not say so explicitly, but he/she says \_\_\_\_\_\_\_\_\_\_\_\_, and I know \_\_\_\_\_\_\_\_\_\_\_\_\_, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The author implies that \_\_\_\_\_\_\_\_\_\_\_\_\_\_, so \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Determine Theme** |
| Basic | 1. The (theme, most important idea) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The (text, story) is about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The (text, story) mostly tells us/talks about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. The theme of this text is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. One clue is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The main idea in this text is \_\_\_\_\_\_\_\_\_\_\_\_\_. I know that because \_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The (characters, setting, symbols, plot) support(s) the theme because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. The detail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ support(s) the main idea because/by \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced | 1. The (theme of, most important idea in) this text is \_\_\_\_\_\_\_\_\_\_\_, which is supported be details such as the \_\_\_\_\_\_\_\_\_\_\_\_\_. I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. I think the author is trying to say \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Because \_\_\_\_\_\_\_\_\_\_\_, I can conclude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. The main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_, which is supported by the details such as/like \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_.
5. When I connect the details \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_ I can conclude that the main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think the author is trying to say \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Because the [ insert genre] says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I can conclude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Summarize** |
| Basic  | 1. The story is about \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.
2. This is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. First \_\_\_\_\_\_\_\_\_\_\_\_\_. (Then, Next) \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Last, At the end) \_\_\_\_\_\_\_\_\_\_\_\_.
4. The author writes about \_\_\_\_\_\_\_\_\_\_\_\_\_(and \_\_\_\_\_\_\_\_\_\_\_\_). This supports the theme/ main idea by…
 |
| Proficient | 1. The (text, story, article) is about \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The first thing that happens is \_\_\_\_\_\_\_\_\_\_\_\_\_. The next event is \_\_\_\_\_\_\_\_\_\_\_\_.
3. The main character has to \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_. As a result, he/she\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. The author explains the problem is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. One action taken is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Another possible solution is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The result is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. The author includes details such as \_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_ to support the theme/ main idea.
6. This [ insert genre] is about \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_.
7. First, the author writes \_\_\_\_\_\_\_\_\_\_\_\_\_\_and then \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finally, he/she writes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. The author includes details such as \_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_ to support the theme/ main idea.
 |
| Advanced  | 1. The story is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; it takes place in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author begins by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He/She then \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and concludes by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. In order to support the theme/main idea, the author includes details such as \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which show \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. To summarize, the [insert genre] (explains, describes, argues, provides information about) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Retell Analyze Plot** |
| Basic  | 1. First \_\_\_\_\_\_\_\_\_\_\_\_\_. Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Last, \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. In the beginning, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finally/At the end, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient  | 1. First the \_\_\_\_\_\_\_\_\_\_\_\_ and then \_\_\_\_\_\_\_\_\_\_\_\_. Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. At the beginning, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (as a result of, Since, Because) \_\_\_\_\_\_\_\_\_\_\_\_, after that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The conflict is that/ between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. One complication is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. The climax is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In the resolution, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The story conflict begins when \_\_\_\_\_\_\_\_\_\_\_\_\_. During the rising action, the complication are \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_. At the climax, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In the resolution, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. When the story begins, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Consequently, Therefore) \_\_\_\_\_\_\_\_\_\_\_\_\_, after that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. As the story ends, \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

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| --- |
| **Analyze Characters** |
| Basic | 1. [ insert character’s name] (is, does) \_\_\_\_\_\_\_\_\_\_\_\_\_. Then \_\_\_\_\_\_\_\_\_\_\_ happens. After that, [insert character’s name] (is, does) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. [insert event] happens. Then [insert character’s name] changes. First he/she was \_\_\_\_\_\_\_\_\_\_\_. Then he/she was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. [insert character’s name] wants (to) \_\_\_\_\_\_\_\_\_\_\_\_\_\_. He/She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. Because/ Due to the fact that [insert event] happens, [insert character’s name] changes. He/ She was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then he/she was \_\_\_\_\_\_\_\_\_\_.
2. At first, the character [insert character’s name] because [insert event]. After [insert event] he/she changes/responds by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Before [insert event] happens [insert character’s name] was \_\_\_\_\_\_\_\_\_\_\_\_. After [insert event] happens, he/she \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Because [insert character’s name] wants (to) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, he/she \_\_\_\_\_\_\_\_. As a result, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The character [insert character’s name] begins by \_\_\_\_\_\_\_\_\_\_\_\_\_. He/She (changes, responds, adjusts) to \_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. [insert character’s name] is motivated to \_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

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| --- |
| **Analyze Interactions Among Ideas** |
| Basic | 1. The author writes\_\_\_\_\_\_\_\_. It shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author writes about \_\_\_\_\_\_\_\_\_\_. One example he/she gives is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. First the author writes \_\_\_\_\_\_\_\_\_\_\_. Next, \_\_\_\_\_\_\_\_\_. Last, \_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient  | 1. The author writes about [insert event]. He/She tells about actions that led to the event, such as \_\_\_\_\_\_\_\_\_\_\_. He/She also describes the results of the event. One result was \_\_\_\_\_\_\_\_.
2. The author begins with \_\_\_\_\_\_\_\_\_\_\_\_. He/She then writes \_\_\_\_\_\_\_\_\_\_. Finally, he/she write \_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The author (gives an example of, tells a story about) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, to talk about [insert person, event, idea].
2. The author (gives an example of, tells a story about) \_\_\_\_\_\_\_\_\_\_\_\_\_. In \_\_\_\_\_\_\_\_\_, he/she is showing the reader that [insert person, event, idea] \_\_\_\_\_\_\_\_\_\_\_\_.
3. The author first writes (about) \_\_\_\_\_\_\_\_\_, followed by \_\_\_\_\_\_\_\_. He/She concludes with/by \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

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| --- |
| **Determine Word Meaning** |
| Basic | 1. The writer says \_\_\_\_\_\_\_\_\_\_\_.
2. This word/phrase shows/means\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient  | 1. The author used the word/phrase \_\_\_\_\_\_\_\_\_ to show \_\_\_\_\_\_\_\_\_\_.
2. The word/phrase \_\_\_\_\_\_\_\_\_\_\_\_means \_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The word/phrase means more than just \_\_\_\_\_\_\_\_\_\_\_. It means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The author used the word/phrase \_\_\_\_\_\_\_\_\_\_\_; its figurative/connotative means is \_\_\_\_\_\_\_\_\_\_\_, and it shows\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. “\_\_\_\_\_\_\_\_\_\_\_\_\_” is an example (of a simile, of a metaphor, of personification). It compares \_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_. I think the author (means, wanted to say, wanted the reader to think) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The author used the word/phrase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; its figurative/connotative meaning is \_\_\_\_\_\_\_\_\_\_, and it shows\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Because the author used the (similar, metaphor, comparison) \_\_\_\_\_\_\_\_\_\_ I think he/she was trying to make the reader think/feel (\_\_\_\_\_\_\_\_\_\_\_\_about\_\_\_\_\_\_\_\_\_\_\_\_, that\_\_\_\_\_\_\_\_\_\_ was like \_\_\_\_\_\_\_\_\_\_\_\_. )
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

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| --- |
| **Analyze Connotative Meaning** |
| Proficient  | 1. The word/phrase \_\_\_\_\_\_\_\_\_\_means \_\_\_\_\_\_\_. It has a (positive, negative) connotation. It makes readers feel.
2. I think the author used the word/phrase \_\_\_\_\_\_\_to make the reader feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The word/phrase \_\_\_\_\_\_\_\_makes the reader feel\_\_\_\_\_\_\_\_ about\_\_\_\_\_\_\_\_\_.
2. Because the author used the word \_\_\_\_\_\_\_\_\_\_\_\_\_, I think he/she wanted the reader to feel \_\_\_\_\_\_\_\_\_about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. If the author had used the word \_\_\_\_\_\_\_\_\_\_\_instead of \_\_\_\_\_\_\_\_\_\_it would make the reader feel \_\_\_\_\_\_\_\_\_\_\_\_ instead of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Sentence Stems to…**

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| --- |
| **Analyze Technical Meaning** |
| Basic | 1. The (word, phrase) \_\_\_\_\_\_\_\_\_means \_\_\_\_\_\_\_\_\_. In (science, math, social studies) it means \_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient/ Advanced  | 1. In everyday language, the (word, phrase)\_\_\_\_\_\_\_means \_\_\_\_\_\_\_\_\_, but in (science, math, social studies) it means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Analyze Author’s Word Choice** |
| Basic | 1. This/These word(s) make(s) me think/feel\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. I think the author chose the words because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author uses the word(s)/phrase \_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_.
3. “\_\_\_\_\_\_\_\_\_\_\_\_” is formal/informal. The author uses it to show\_\_\_\_\_\_\_\_\_\_\_.
4. In formal English, we say,\_\_\_\_\_\_\_\_\_\_\_. In a less formal English, we say \_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The author chose to use the word \_\_\_\_\_\_\_\_\_\_. He/ She could have said \_\_\_\_\_\_\_\_\_\_. By saying\_\_\_\_\_\_\_\_\_\_\_, the author wanted the reader to think/feel \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author used the word/phrase \_\_\_\_\_\_\_\_\_\_\_instead of \_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_.
3. “\_\_\_\_\_\_\_\_\_\_\_” is formal/informal language. The author uses it to set a \_\_\_\_\_\_\_\_\_\_ tone.
4. The reason the author used the word/phrase \_\_\_\_\_ instead of \_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_.
 |

**Sentence Stems to…**

|  |
| --- |
| **Analyze Author’s Choices** |
| Basic | 1. The author writes \_\_\_\_\_\_\_\_\_\_because/ to show\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. This part goes back in time because/ to show\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient  | 1. The author uses the (sentence, paragraph, chapter, section) “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (because/to show) it means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The (sentence, paragraph, chapter, section) moves (faster, goes back in time) (because, to show) \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The (sentence, paragraph, chapter, section) “\_\_\_\_\_\_\_\_\_\_\_\_” build the (story’s, article’s) ideas by \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author manipulates time in this (paragraph, chapter, section) by using (faster pacing, flashbacks) in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Sentence Stems to…**

|  |
| --- |
| **Analyze Text Structure: Chronological Order** |
| Basic | 1. The text tells about events. First \_\_\_\_\_\_\_\_\_\_(happens, happened). Then/Next \_\_\_\_\_\_\_\_\_\_ (happens, happened). Last \_\_\_\_\_\_\_\_ (happens, happened).
 |
| Proficient/ Advanced  | 1. The text is in (sequential, chronological) order.
2. The text tells about a series of events. First \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. After that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (As a result of this, Finally), \_\_\_\_\_\_\_\_\_\_.
 |

**Sentence Stems to…**

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| --- |
| **Analyze Text Structure: Problem/Solution** |
| Basic  | 1. The author writes about a problem. The problem is \_\_\_\_\_\_\_\_. Then the author writes about solution. The solution is \_\_\_\_\_\_\_\_\_\_\_.

[Person} has a problem. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Person] thinks of a solution. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| Proficient/ Advanced | 1. The author writes about a problem. The problem is \_\_\_\_\_\_\_\_\_\_. He/ She describes the issues: \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_. Then the author offers some possible solutions such as \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_. Finally, the author explains the preferred option which is \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author writes about \_\_\_\_\_\_\_\_\_\_\_\_\_, which is a problem because \_\_\_\_\_\_\_\_\_\_\_. The author (explains, describes, argues, notes) \_\_\_\_\_\_\_\_\_\_. He/ She (advocates, suggests, presents, offers) the solution \_\_\_\_\_\_\_\_\_\_\_, which solves the problem by \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

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| --- |
| **Analyze Text Structure: Cause and Effect** |
| Basic | 1. I read about how \_\_\_\_\_\_\_\_causes \_\_\_\_\_\_\_\_.
2. This part goes back in time (because, to show) \_\_\_\_\_\_\_\_\_\_.
3. I read in this (paragraph, section, chapter) that \_\_\_\_\_\_\_\_cause(s)\_\_\_\_\_\_\_.
4. \_\_\_\_\_\_\_\_\_cause(s)\_\_\_\_\_\_\_.
5. \_\_\_\_\_\_\_happened. The result (is, was) \_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient  | 1. As a result of \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_happened.
2. First I read about \_\_\_\_\_\_\_\_. The effect of\_\_\_\_\_\_\_\_\_\_\_ (is, was) \_\_\_\_\_\_\_.
3. I read about \_\_\_\_\_\_\_\_\_\_(in this paragraph, section, chapter). Then I read that \_\_\_\_\_\_cause(d)\_\_\_\_\_\_\_\_.
4. I read about how \_\_\_\_\_\_\_\_\_\_\_(was, is caused by, causes) \_\_\_\_\_\_\_\_\_\_\_.
5. The author tells about a cause and an effect. First (he, she) (describes, tells) about \_\_\_\_\_\_\_\_(in this paragraph, section, chapter). Then (he, she) explains the solution \_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. First the author (describes, tells about) \_\_\_\_\_\_\_\_\_\_. Then the author (shows, describes) how \_\_\_\_\_\_\_\_\_\_\_(results in, changes, causes)\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author writes about a character names\_\_\_\_\_\_\_\_\_. He/ She (shows, suggests) that \_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_.
3. I think that one reason that \_\_\_\_\_\_\_\_\_ in the story is because \_\_\_\_\_\_\_\_\_\_. As a result, \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. The author introduces the cause (in this paragraph, section, chapter), which is \_\_\_\_\_\_\_\_\_\_\_\_. He/ She describes the impact: \_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_. Then (in this paragraph, section, chapter) the author explains how \_\_\_\_\_\_\_\_\_\_ is a result of \_\_\_\_\_\_\_\_\_\_\_.
5. The author writes about \_\_\_\_\_\_\_\_\_\_\_. He/ She (shows, explains, describes, argues, notes) the effects, which include \_\_\_\_\_\_\_\_\_\_. These effects clearly result from \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

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| **Analyze Text Structure: Compare and Contrast** |
| Basic | 1. I read about\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_. They are alike. They both\_\_\_\_\_\_\_\_\_. They are also different. One \_\_\_\_\_\_\_\_. The other \_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. The author compares\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_. Both \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ (have/are) \_\_\_\_\_\_\_, \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ are different because \_\_\_\_\_\_\_\_\_\_\_.
2. Although \_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_ are similar in some ways, such as \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_, they are also different. One difference is \_\_\_\_\_\_\_\_\_\_\_\_\_. Another difference is \_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The (paragraph, chapter, section) (moves faster, goes back in time because) \_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_, they are also different. One difference is \_\_\_\_\_\_\_\_\_\_. Another difference is \_\_\_\_\_\_\_\_\_\_\_\_\_.
4. In this (paragraph, section, chapter), the author show how \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ are (similar, different). Both \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ are/have. There are different because\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The author compares two things: \_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_. The author begins by telling how they are (alike, different). For example, \_\_\_\_\_\_\_\_\_\_. Then the author explains their (differences, similarities). One similarity is \_\_\_\_\_\_\_\_\_\_. A difference is \_\_\_\_\_\_\_\_\_\_.
2. This text compares\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_. Similarities include\_\_\_\_\_\_\_\_\_\_\_\_. Differences include\_\_\_\_\_\_\_\_. By comparing these things, the author shows\_\_\_\_\_\_\_\_\_\_\_.
3. Some people think \_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_ are the same. I disagree. \_\_\_\_\_\_\_\_\_\_\_\_(has/is) \_\_\_\_\_\_\_\_while \_\_\_\_\_\_\_\_\_\_(has/is) \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

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| --- |
| **Analyze Text Structure: Description** |
| Basic | 1. In this (paragraph, section, chapter), the author describes a \_\_\_\_\_\_\_\_\_. He/ She says it has\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient/Advanced | 1.The author describes (a)\_\_\_\_\_\_\_\_\_\_\_. He/ She gives examples such as \_\_\_\_\_\_\_\_\_\_\_\_.1. The author describes (a) \_\_\_\_\_\_\_\_\_\_. It has several parts. One part is \_\_\_\_\_\_\_\_\_\_\_\_. Another part is \_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Explain Point of View/ Analyze Viewpoint** |
| Basic | 1. The character (says, thinks) \_\_\_\_\_\_\_. It means \_\_\_\_\_\_\_\_.
2. [Name] (says, thinks) \_\_\_\_\_\_\_\_\_\_. It means \_\_\_\_\_\_\_\_\_.
3. [Name] is from\_\_\_\_\_\_\_\_\_\_. He/ She feels\_\_\_\_\_\_\_\_\_\_.
4. The author thinks \_\_\_\_\_\_\_\_\_\_\_. This is what he/she writes about it: “\_\_\_\_\_\_\_\_\_”.
5. I (read/see\_\_\_\_\_\_\_\_\_\_. This shows the author is trying to (inform, explain, tell, argue) \_\_\_\_\_\_\_\_\_\_.
6. The author uses (facts, feelings). He/ She wants to \_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. The author writes \_\_\_\_\_\_\_\_. This shows the (narrator’s, speaker’s) point of view because \_\_\_\_\_\_\_\_\_\_\_\_.
2. I know [Name] (is, thinks, believes) \_\_\_\_\_\_\_\_\_. I know this because the author writes \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. [Title] is a (legend, story, play, poem) from \_\_\_\_\_\_\_\_\_\_, so the (narrator’s, speaker’s) point of view is \_\_\_\_\_\_\_\_\_\_\_.
4. The author says \_\_\_\_\_\_\_\_\_because (his, her) (point of view, purpose) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. The author’s purpose is\_\_\_\_\_\_\_\_\_\_\_\_. He/ She (shows, explains, conveys) this by \_\_\_\_\_\_\_\_\_\_\_\_\_.
6. The author’s viewpoint is \_\_\_\_\_\_\_\_\_\_. The reader understands this when the author writes \_\_\_\_\_\_\_\_\_\_\_.
7. The author’s viewpoint is \_\_\_\_\_\_\_\_\_\_\_\_. He/ She use (facts/emotions) to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. When the author writes that the (narrator, speaker)\_\_\_\_\_, it shows that he/she\_\_\_\_\_\_\_\_\_\_\_\_.
2. [Name] viewpoint is \_\_\_\_\_\_\_\_\_\_\_\_. We know this because the author writes \_\_\_\_\_\_\_\_\_\_\_\_.
3. Because [Title] is a (legend, story, play, poem) from \_\_\_\_\_\_\_, the (narrator’s, speaker’s) viewpoint is \_\_\_\_\_\_\_. In this way, the author shows \_\_\_\_\_\_\_\_\_\_\_\_.
4. When the author writes\_\_\_\_\_\_\_\_\_, it shows that (his, her) (point of view, purpose) is \_\_\_\_\_\_\_\_\_\_\_.
5. The words\_\_\_\_\_\_ show that the author thinks \_\_\_\_\_\_\_\_\_\_.
6. The author uses (logic, an emotional appeal, credibility) to (show, convince) readers that \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Analyze Text Features/ Analyze Media** |
| Basic | 1. The (image, graph, video, sound) shows \_\_\_\_\_\_\_\_\_. It is important because \_\_\_\_\_\_\_\_\_\_\_\_.
2. The (image, graphic) helps me understand because \_\_\_\_\_\_\_\_.
3. The (story, poem) (has/ does not have) \_\_\_\_\_\_\_\_\_\_\_. The painting (has, doesn’t have)\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient/ Advanced  | 1. The author included this (illustration, diagram, chart, graph) to show\_\_\_\_\_\_\_\_\_\_\_(because\_\_\_\_\_\_\_\_\_\_\_\_). It is important because \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. By adding the (chart, graphic, photo), the author (lets us see, shows us) \_\_\_\_\_\_\_\_\_\_\_\_. This is important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The (poem, story, painting) emphasizes/omits \_\_\_\_\_\_\_\_ because the (author, artist) \_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Sentence Stems to…**

|  |
| --- |
| **Contrast Text and Media** |
| Basic | 1. I read \_\_\_\_\_\_\_\_. I (felt, thought) \_\_\_\_\_\_\_\_. I (saw, heard) \_\_\_\_\_\_\_\_. I (felt, thought) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. When I read \_\_\_\_\_\_\_\_, I (felt, thought, imagined) \_\_\_\_\_\_\_\_. But when I (saw, heard) \_\_\_\_\_\_\_\_\_, I (felt, thought) \_\_\_\_\_\_\_\_.
2. The (author, director, composer) includes/leaves out \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.
3. The (article, text) says \_\_\_\_\_\_\_\_\_\_, but the (movie, program) says \_\_\_\_\_\_\_\_\_\_\_\_\_. It is different because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. When I was reading \_\_\_\_\_\_\_\_\_\_\_\_, I (imagined, pictures) \_\_\_\_\_\_\_\_\_. (Seeing, Hearing) \_\_\_\_\_\_\_\_\_ was the (same, different) because \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. When I read \_\_\_\_\_\_\_\_\_\_\_\_, I (imagined, pictured) \_\_\_\_\_\_\_\_\_\_\_\_. After (seeing, hearing)\_\_\_\_\_\_\_\_\_however, I realized \_\_\_\_\_\_\_\_\_\_\_\_.
3. The (author, director, composer) emphasizes/ omits \_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_.
 |

**Sentence Stems to…**

|  |
| --- |
| **Analyze Arguments** |
| Basic | 1. The author (says, believes) \_\_\_\_\_\_\_\_\_\_. (His, Her) reason is \_\_\_\_\_\_\_\_\_\_\_\_. This reason (supports, does not support) (his, her) idea.
2. The author says \_\_\_\_\_\_\_\_\_. I think this is (false, wrong) because\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. The author (claims, argues) \_\_\_\_\_\_\_\_\_\_\_. The claim was (supported, not supported) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The author (claims, states, argues) \_\_\_\_\_\_\_\_\_\_\_\_\_. He/ She (supports, does not support) the idea by/because \_\_\_\_\_\_\_\_\_\_\_.
3. The author (claims, states, argues) \_\_\_\_\_\_\_\_. The author includes evidence to support the claim. This evidence is \_\_\_\_\_\_\_\_\_\_.
4. The evidence \_\_\_\_\_\_\_\_\_does not support the claim \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. The claim\_\_\_\_\_\_\_\_\_\_\_\_ is not supported by clear evidence.
6. The author’s statement \_\_\_\_\_\_\_\_\_\_ is (false, incorrect) because \_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. I read the article \_\_\_\_\_\_\_\_. After evaluating it, the author ( did, did not) do a good job supporting (his, her) claim. For example, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The reason \_\_\_\_\_\_\_\_\_helps the author connect the evidence \_\_\_\_\_\_\_to the claim \_\_\_\_\_\_\_\_.
3. The author claims \_\_\_\_\_\_\_\_\_. He gives (this, these) reason(s) \_\_\_\_\_\_\_\_\_\_\_\_. It/They help(s) prove his point.
4. The evidence and reasons (are, are not) strong enough to support the claim \_\_\_\_\_\_\_\_\_\_. For example, \_\_\_\_\_\_\_\_\_\_\_.
5. Although the author (states, claims) that \_\_\_\_\_\_\_\_\_\_, his/her reasoning is (false, incorrect) because \_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Compare Genres** |
| Basic | 1. Both stories are about\_\_\_\_\_\_\_.
2. The first one is/has\_\_\_\_\_\_\_\_\_. The second one is/has \_\_\_\_\_\_\_\_\_\_\_\_.
3. [Title] is/has\_\_\_\_\_\_\_. [Title] also is/has\_\_\_\_\_\_\_\_\_\_.
4. Both stories are about \_\_\_\_\_\_\_\_\_\_\_. [Title] is/has\_\_\_\_\_\_\_\_\_.
5. [Title] is from \_\_\_\_\_\_\_\_\_\_ and [Title] is from \_\_\_\_\_\_\_\_\_.
 |
| Proficient  | 1. The stories’ themes/topics are alike because they both \_\_\_\_\_\_\_\_\_. They are different because\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. [Title] is a [form or genre] and/but [title] is a [form or genre]. They are both\_\_\_\_\_\_\_\_\_.
3. [Title] and [title] are alike because \_\_\_\_\_\_\_\_\_\_\_. [Title] and [Title] are different because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. [Name] wrote [title] in \_\_\_\_\_\_\_\_. [Name] developed the ideas in [Title], in \_\_\_\_\_\_\_. They are alike because \_\_\_\_\_\_\_. They are different because \_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. The stories are alike because in the first text, the author approaches the theme/ topic by \_\_\_\_\_\_\_\_\_\_. In the second, the author\_\_\_\_\_\_\_\_\_\_\_. They are different because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. [Title] is a [form or genre] so it has is \_\_\_\_\_\_\_\_\_\_. And/But [Title] is a [form or genre]so it has/is \_\_\_\_\_\_\_\_\_\_. They are both \_\_\_\_\_\_\_\_\_\_\_. Although both are about \_\_\_\_\_\_\_\_\_, they take different approaches. In [title 1] the author \_\_\_\_\_\_\_. In contrast, in [title 2] the author \_\_\_\_\_\_\_\_\_\_.
3. [Title] was written by [name] in \_\_\_\_\_\_\_\_\_. He/ She develops/transforms the original idea by/because \_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Compare Texts** |
| Basic  | 1. \_\_\_\_\_\_\_ is about\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_ is also about \_\_\_\_\_\_\_. Both tell/ describe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. \_\_\_\_\_\_\_\_is about \_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_is also about \_\_\_\_\_\_\_. They tell the story/event differently. [A] \_\_\_\_\_\_\_\_\_. [b] \_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. The theme of both \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_.
2. \_\_\_\_\_\_\_and \_\_\_\_\_\_\_are (similar, different) because \_\_\_\_\_\_\_\_\_.
3. \_\_\_\_\_is \_\_\_\_\_\_\_\_. (In contrast, however, on the other hand, alternatively), \_\_\_\_\_\_\_\_\_\_\_is \_\_\_\_\_\_\_\_\_\_\_.
4. \_\_\_\_is \_\_\_\_\_\_\_\_\_. (Similarly, Also), \_\_\_\_\_\_\_\_is \_\_\_\_\_\_\_\_\_.
5. \_\_\_\_\_\_is about \_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_is also about \_\_\_\_\_\_. \_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_ are similar/different because \_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. While the theme of both \_\_\_\_\_\_and \_\_\_\_\_\_\_is \_\_\_\_\_\_\_, the first is a \_\_\_\_\_\_\_\_\_\_ and the second is a \_\_\_\_\_\_\_\_\_\_. They are similar/different because \_\_\_\_\_\_\_\_\_\_.
2. While the theme of both \_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_is \_\_\_\_\_\_\_\_\_, the author of the first text \_\_\_\_\_\_\_\_\_\_ and the author of the second text \_\_\_\_\_\_\_\_\_\_\_\_.
3. \_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_give different perspectives on \_\_\_\_\_\_\_\_\_\_\_ [story/event]. [A] does it by \_\_\_\_\_\_\_\_\_\_. [B], in contrast, \_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Give Positive Feedback** |
| Basic | 1. The (part, paragraph, section) is (good, clear, strong).
2. I like this part because \_\_\_\_\_\_\_\_\_\_.
 |
| Proficient | 1. This section is very (good, clear, interesting, entertaining, convincing) because \_\_\_\_\_\_\_\_\_\_.
2. The (part, section, paragraph) made me think/ feel \_\_\_\_\_\_\_\_.
3. This part is good. It reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. This (part, section, paragraph, scene) has a strong (voice, focus, development of ideas, organization).
5. Your style works well for your audience because \_\_\_\_\_\_\_\_\_\_\_.
 |
| Advanced  | 1. I like how you used the (word(s), phrase, example, detail) \_\_\_\_\_\_\_\_\_\_\_to show \_\_\_\_\_\_\_\_\_. It really makes the reader (think, feel, understand) \_\_\_\_\_\_\_\_\_\_\_.
2. I think your readers will really (feel, think, understand) \_\_\_\_\_\_\_\_\_because your \_\_\_\_\_\_\_\_\_in this (part, section, paragraph, scene) is so \_\_\_\_\_\_\_\_\_\_.
3. I noticed that you \_\_\_\_\_\_\_\_ in this (part, section, paragraph). That really made your writing \_\_\_\_\_\_\_\_\_\_\_.
 |

**Sentence Stems to…**

|  |
| --- |
| **Request Clarification** |
| Basic | 1. Can you make this (part, section, paragraph) more clear?
2. Why did you write this (word, sentence, paragraph, section)?
 |
| Proficient/ Advanced | 1. I’m not sure I understand this (part, section, paragraph).
2. This (part, section, paragraph) is not (clear, complete).
3. I’m a little confused because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Stems to…**

|  |
| --- |
| **Make Suggestions** |
| Basic | 1. You can make this (part, section, paragraph) \_\_\_\_\_\_\_\_. Try changing \_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_.
2. You should (add, take out, move) \_\_\_\_\_\_\_\_\_\_. That will make this (part, section, paragraph) better.
3. Trey telling more about \_\_\_\_\_\_\_\_\_\_\_.
 |
| Proficient/ Advanced  | 1. This (word, phrase, sentence, section) is/is not appropriate for your (task, purpose, audience).
2. Remember, you are writing for [audience], so make the writing sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. To make your writing more (interesting, clear, effective) you could (add, delete, move, change \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. I think this would be better if you added more (details, explanation, information, examples).
5. I think this would be better if you (deleted, removed, shortened) \_\_\_\_\_\_\_\_\_\_ in/ from this (part, section, paragraph).
6. You could move/add \_\_\_\_\_\_\_\_\_\_.
7. To help the reader \_\_\_\_\_\_\_\_, you should revise you writing by \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. Because you are writing for \_\_\_\_\_\_\_\_\_\_\_\_, you should \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. Since your (task, purpose, audience) is \_\_\_\_\_\_\_\_\_\_\_, you should use a more \_\_\_\_\_\_\_\_\_\_\_(style, tome, words, phrases).
10. If you \_\_\_\_\_\_\_\_\_, then your writing will be (more appropriate, better) for your (task, purpose, audience).l
11. You start each sentence the same way. Try \_\_\_\_\_\_\_\_.
12. Your conclusion might be stronger if you \_\_\_\_\_\_\_\_\_.
13. Look at the task again. I think you forgot to \_\_\_\_\_\_\_\_. So, \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |

**Practice:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Quick Guides for Writing**

## **Make Your Mark**

|  |  |  |
| --- | --- | --- |
| Question Mark | ? | Do you like the pizza? |
| Exclamation Point | ! | We won the game! |
| Comma | , | I have shoes, socks, and hats. |
| Quotation Mark | “” | “Little pig,” said the wolf, “let me in.” |
| Period | . | I am a hard worker. |

## **Commas**

Commas are used in dates: January 1, 2015.

Commas are used with items in a series: I have shoes, socks, and hats.

Commas are used when writing letter: Dear Aunt Helen,

Commas are used *before* a conjunction: Zach like hotdogs, and he like hamburgers.

Commas are used when citing evidence: The narrator states, “Little pig let me in.”

## **Put a Cap on It**

|  |
| --- |
| **Always Capitalize…** |
| first words in a sentence | names of people | the pronoun: I |
| **Also Capitalize…** |
| proper nouns | Alex, Paris, Mexico, Nile River |
| beginnings of sentences | It was a dark and stormy night. |
| initials of people’s names | J.F. Kennedy, A.G. Bell, C.S. Lewis |
| beginning of greetings | Dear Grandma, Dear Uncle Dave |
| months | December, April, September |
| days | Friday, Saturday, Monday |
| titles | Mr. Jones, Mrs. Marx, Dr. Diaz |

# **Using Descriptive Language**

**Spice Up Your Writing**

|  |  |  |
| --- | --- | --- |
| Instead of **said** use: | Instead of **laughed** use: | Instead of **ran** use: |
| called, cried, responded,demanded, asked, stated,shouted, whispered, remarked, questioned, replied, exclaimed | snickered, giggled, roared, chuckled, chortled, crowed, guffawed, cackled, howled, tittered, hee-hawed, bellowed | hurried, raced, scurried, dashed, galloped, trotted, bolted, darted, sped, jogged, sprinted, rushed |
| Instead of **walked** use: | Instead of **saw** use: | Instead of **like** use: |
| staggered, traveled, trudged, strutted, marched, hiked, Shuffled, Sauntered, lumbered, paraded, ambled, strolled | glimpsed, noticed, observed, sighted, spotted, stared at, glanced at, eyed, gazed at, spied, examined, watched | love, admire, appreciate, fancy, adore, idolize, prefer, cherish, care for, favor, enjoy, treasure |
| Instead of **sad** use: | Instead of **pretty** use: | Instead of **good** use: |
| downcast, depressed, woeful, gloomy, miserable, sorrowful, unhappy, dejected, forlorn, melancholy, crestfallen, mournful | beautiful, lovely, glamorous, attractive, elegant, cute, exquisite, gorgeous, stunning, handsome, striking, fair | Great, pleasant, marvelous, delightful, superior, wonderful, splendid, superb, grand, terrific, amazing, excellent |
| Instead of **little** use: | Instead of **nice** use: | Instead of **funny** use: |
| diminutive, compact, microscopic, petite, wee, small, tiny, minuscule, miniature, slight, minute | kind, benevolent, thoughtful, gracious, considerate, decent, congenial, agreeable, courteous, warm, cordial, humane | farcical, jocular, amusing, humorous, witty, comical, hysterical, sidesplitting, hilarious, laughable, silly, nonsensical |
| Instead of **big** use: | Instead of **happy** use: | Instead of **smart** use: |
| towering, huge, large, great, gigantic, mammoth, enormous, tremendous, massive, giant, colossal, immense | glad, jovial, jubilant, joyful, thrilled, cheerful, merry, contented, pleased, delighted, jolly, elated | witty, bright, quick-witted, knowledgeable, intelligent, clever, ingenious, sharp, brainy, brilliant, gifted, wise |

# **Informative/Explanatory Writing Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **No Credit (0)** | **Below Basic (1)** | **Basic (2)**  | **Proficient (3)** | **Advanced (4)** | **Score**  |
| **https://docs.google.com/drawings/d/sU4oYohsiPWXdGSSDMjcQdw/image?w=45&h=138&rev=1&ac=1** | \_\_ No introduction, topic/thesis or plan sentence \_\_ Paragraphs are disordered\_\_ Transitions are absent or confusing \_\_ Conclusion is absent, unclear, or unrelated to the topic \_\_ Formatting or text features\* absent or distracting and off-topic | \_\_ No plan sentence, or introduction is not clearly related to prompt, task, or topic\_\_ Paragraphs have some logic to their order \_\_ Conclusion is vague or drifts from topic/body content \_\_ Formatting or text features\* are irrelevant  | \_\_ Introduction’s  topic and plan sentence partially address prompt, task, or topic \_\_ Most paragraphs follow a reasonable order \_\_ Transitions link many ideas\_\_ Conclusion relates to the topic sentence/thesis statement\_\_ Formatting or text features\* do not address important information  | \_\_ Topic sentence/thesis and plan sentence clearly fit the prompt, task, or topic\_\_ Paragraphs follow plan; their development reveals connections and distinctions \_\_ Varied transitions link and clarify complex ideas and create cohesion\_\_ Conclusion follows from topic/body content \_\_ Formatting or text features\* are relevant  | \_\_ Introduction, topic sentence/thesis, plan sentence engagingly address topic; may include lead \_\_ Logically ordered paragraphs follow plan and build a unified whole \_\_ Varied and subtle transitions link and clarify complex ideas and create cohesion \_\_Purposeful conclusion addresses topic’s significance or implications  |   |
| **https://docs.google.com/drawings/d/ssTCWCJu-Fu4gVgb_h_Wdgw/image?w=42&h=140&rev=1&ac=1** | \_\_ Ideas are inaccurate or unclear \_\_ Elaboration is unrelated to topic or audience \_\_ Prompt, task, and topic are undeveloped; insufficient ideas presented \_\_ Graphics or multimedia features\* are omitted, irrelevant, or distracting  | \_\_ Ideas presented are simple; some are unclear/inaccurate \_\_ Much elaboration repeated, off-topic, or inappropriate for the audience \_\_ Prompt, task, topic, or ideas are largely undeveloped \_\_ Graphics or multimedia features\* wander from topic  | \_\_ Few complex ideas are presented, or they are unclear\_\_ Some elaboration may be off-topic or fits audience poorly \_\_ Prompt, task, topic, or ideas are incompletely developed\_\_ Graphic or multimedia features\* relate to topic  | \_\_ Complex ideas are presented \_\_ Elaboration is clearly relevant to topic and audience \_\_ Prompt, task, topic, and ideas are well developed\_\_ Graphics or multimedia features\* are relevant  | \_\_ Complex ideas are accurate, clear and build upon each other  \_\_ The most significant and relevant elaboration for this audience brings the topic to life\_\_ Prompt, task, topic, and ideas are fully developed \_\_Graphic or multimedia features\* enhance understanding  |   |
| **https://docs.google.com/drawings/d/sVuwswX6IVjdOE4CNWMuYqA/image?w=36&h=143&rev=21&ac=1** | \_\_ Incorrect setnece structures (fragments, run-ons) \_\_  Basic and inaccurate words/phrases\_\_ Language is unclear and confusing \_\_ Style or tone is not appropriate to purpose or audience  | \_\_Some incorrect sentences make reading difficult \_\_ Basic words/phrases repeat: some are inaccurate \_\_Language is simple and sometimes unclear\_\_ No formal style or objective tone; language largely doesn’t fit purpose or audience  | \_\_ Complete sentences, with little variety\_\_ Basic, accurate words fit topic \_\_ Language is simple but understandable \_\_ Formal style, objective tone are inconsistent; language sometimes fits purpose of audience  | \_\_ Different sentence structures add meaning\_\_Some academic/content-related words help address the topic \_\_ Language conveys ideas clearly, but with limited use of precise words  \_\_Formal style, objective tone are consistent; language fits purpose and audience  | \_\_ Varied sentence structures are used for effect and enhance meaning \_\_Academic and content-related vocabulary clarifies complex ideas  \_\_ Rich and precise words or figurative language is used \_\_Formal style, objective tone display qualities of discipline specific texts  |   |
| **https://docs.google.com/drawings/d/snvQqut_RVuIEZtbXDsukRw/image?w=36&h=140&rev=19&ac=1** | \_\_ Text is confusing due to frequent errors is CUPS (capitalization, usage, punctuation, spelling) \_\_ Paragraphs are not formatted properly \_\_ Unclear if sources were used  | \_\_ Misunderstanding result from many errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs are not formatted \_\_Sources used are largely not cited, no standard format used  | \_\_ Text is understandable despite some errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Most paragraphs are formatted properly \_\_Some sources used are cited in standard format, possibly incomplete  | \_\_ Text clearly understandable, due to few errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs are formatted properly \_\_ All sources used are cited properly, with minimal formatting errors  | \_\_ Text communicates clearly with minimal errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs are formatted properly \_\_ All sources used are cited properly  |   |
|   |   |   |   |   | **Total Score (16 possible)** |   |

\*Not all topics, prompts, or tasks require formatting, graphics, or multimedia

# **Argumentative Writing Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **No Credit (0)** | **Below Basic (1)** | **Basic (2)**  | **Proficient (3)** | **Advanced (4)** | **Score**  |
| **https://docs.google.com/drawings/d/sKps7GSQsVUXjrp5lZqadgA/image?w=45&h=138&rev=35&ac=1** | \_\_ No introduction, topic/thesis or plan sentence \_\_ Paragraphs have no order \_\_ No transitions \_\_ Conclusion is absent, unclear, or unrelated to the topic  | \_\_ Introduction may relate to the topic or task, but doesn’t state a claim \_\_ Some paragraphs have order \_\_ Transitions link so ideas, but not all \_\_ Conclusions relates to the topic, but not the claim | \_\_ Introduction includes a topic/thesis; the claim is present but unclear \_\_ Most paragraphs follow a reasonable order \_\_ Transitions link many ideas: relationship between ideas are correct \_\_ Conclusion relates to the claim | \_\_ Introduction includes a topic/thesis that clearly states a claim; has plan sentence \_\_ Writing follows from topic and plan sentence \_\_ Varied transitions create cohesion and clarify the relationships \_\_ Conclusion follows from the claim and argument  | \_\_ Engaging introduction includes topic/thesis that clearly states claim\_\_ Logically ordered writing builds a compelling plan \_\_ Varied transitions create cohesion and enhance flow\_\_ Convincing conclusion follows from the claims  |   |
| **https://docs.google.com/drawings/d/skshOzkVnDpWHdbdTYT6lkw/image?w=42&h=140&rev=26&ac=1** | \_\_ Claims are undeveloped, or rely on false reasoning \_\_ Opposing claims are not addressed \_\_ No sources are used to support the claims, or sources are not credible or accurate \_\_ Ideas are not appropriate to the audience  | \_\_ Claims are partially developed, with some false reasoning or unrelated evidence \_\_ Opposing claims are unfairly presented with evident bias \_\_ Most sources are not well-chosen or credible \_\_ Some ideas are appropriate to the audience, others are not  | \_\_ Claims are mostly developed with valid reasoning and related evidence \_\_ Opposing claims are presented, but incompletely  and thus somewhat unfairly \_\_ Sources are mostly accurate and credible \_\_Ideas are largely appropriate to the audience  | \_\_ Meaningful claims are well developed with valid reasoning \_\_ Claims and opposing claims are distinguished; fair presentations of evidence\_\_ Sources are accurate and credible \_\_ Ideas are appropriate for the audience’s knowledge and concerns  | \_\_ Knowledgeable claims are fully developed with valid reasoning \_\_ Significant and opposing claims are distinguished; presentation of strengths, weaknesses, most relevant evidence \_\_ Sources are accurate and credible\_\_Ideas suit the audience’s knowledge, concerns, and possible biases  |   |
| **https://docs.google.com/drawings/d/syXjfuSRIbnXgwhIq_PzADA/image?w=29&h=244&rev=23&ac=1** | \_\_ Inappropriate tone creates a sense of unfairness and bias\_\_ Style is not appropriate to purpose or audience \_\_ Incorrect sentence structures (fragments, run-ons) \_\_ Basic and inaccurate words/phrases; language is unclear and confusing  | \_\_ Tone is inconsistent or creates a sense of unfairness\_\_ No formal style; language doesn’t fit purpose or audience \_\_ Some incorrect sentence make reading difficult \_\_ Basic words/phrases repeat or may be inaccurate; language is somewhat unclear | \_\_ Fair and objective tone is mostly present \_\_ Formal style is inconsistent; language sometimes fits purpose or audience \_\_ Complete sentences with little variety \_\_ Basic, accurate words fit topic; language is simple but understandable  | \_\_ Fair and objective tone is consistently maintained \_\_Formal style is consistent; language fits purpose and audience \_\_ Different sentence structures add meaning \_\_ Some precise, academic, and content-related words help address the topic  | \_\_ Fair and objective tone enhances the argument’s validity \_\_ Formal style displays qualities of discipline-specific texts \_\_ Varied sentence structures are used for effect and enhance meaning \_\_Precise, academic, and content-related vocabulary clarify ideas and engage the reader |   |
| **https://docs.google.com/drawings/d/shCbAQhDanEGWvYI-1108wg/image?w=47&h=128&rev=21&ac=1** | \_\_ Text is confusing due to frequent errors is CUPS (capitalization, usage, punctuation, spelling) \_\_ Paragraphs are not formatted properly \_\_ Unclear if sources were used  | \_\_ Misunderstanding result from many errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs are not formatted \_\_Sources used are largely not cited, no standard format used  | \_\_ Text is understandable despite some errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Most paragraphs are formatted properly \_\_Some sources used are cited in standard format, possibly incomplete  | \_\_ Text clearly understandable, due to few errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs are formatted properly \_\_ All sources used are cited properly, with minimal formatting errors  | \_\_ Text communicates clearly with minimal errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs are formatted properly \_\_ All sources used are cited properly  |   |
|   |   |   |   |   | **Total Score (16 possible)** |   |

# **Narrative Writing Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **No Credit (0)** | **Below Basic (1)** | **Basic (2)**  | **Proficient (3)** | **Advanced (4)** | **Score**  |
| **https://docs.google.com/drawings/d/srp8EQVc3_BtNPghQMfOPAg/image?w=45&h=138&rev=1&ac=1** | \_\_ Beginning is missing or confusing; no context provided  \_\_ Transitions missing or inappropriate; events are confusing or disconnected \_\_ Ending is missing  | \_\_ Beginning is unclear, cliche or provides little context\_\_ Some transitions are missing or do not link events logically\_\_ Ending is abrupt/disconnected  | \_\_ Beginning introduces some context, point of view, or characters/narrators\_\_ Transitions and techniques link events logically \_\_ Ending resolves some conflict  | \_\_ Beginning clearly establishes context, point of view, and characters/narrator \_\_ Transitions and other techniques link events, build meaningfully\_\_ Ending resolves conflict and reflects upon events  | \_\_ Engaging beginning establishes context, POV, and characters/narrators\_\_ Varied transitions and techniques link events and build meaningfully \_\_ Satisfying ending resolves conflict naturally; reflects upon events  |   |
| **https://docs.google.com/drawings/d/stFNyv8OA0J-QxXlbgewNPw/image?w=42&h=140&rev=1&ac=1** | \_\_ Does not address prompt/assignment\_\_Middle does not develop events or conflict \_\_ Characters are omitted, undeveloped, or confusing \_\_ Descriptions are missing or ineffective  | \_\_ Prompt/assignment is largely unanswered\_\_ Middle leaves many events undeveloped; little progression \_\_ Basic characters lack unique identities; are easily confused with each other \_\_ Descriptions are few or confusing  | \_\_ Partially addresses prompt/assignment \_\_ Middle develops some events or conflict; narrative progresses  \_\_ Characters are not completely developed or believable  \_\_Description lack detail  | \_\_ Addresses prompt/assignment \_\_ Middle develops events and conflict; provides a smooth progression \_\_Characters/narrators are developed; each is distinct and believable \_\_Some descriptive details of events, settings, and characters  | \_\_ Fully addresses prompt/assignment \_\_ Middle fully develops events and conflict; compelling progression  \_\_ Interesting characters/narrators change and grow in complex ways \_\_ Descriptive details of events, settings, and characters show rather than tell  |   |
| **Language/Style** | \_\_ Words chosen are basic and repeated or inaccurate\_\_ Language is limited, unclear, or confusing \_\_ Sentences are largely incorrect (fragments, run-ons)\_\_ Point of view is unclear or unstated  | \_\_ Words chosen are sometimes repeated, inaccurate\_\_ Language is simple and at times unclear\_\_ Sentences are choppy, repetitive, with some run-ons or fragments \_\_ Point of view is inconsistent  | \_\_ Word Choice is simple but correct \_\_ Language is largely simple, with little sensory or figurative speech \_\_ Sentences are correct, with little variety \_\_ Point of view drifts  | \_\_ Word choice includes some precise, rich words\_\_Language includes some vivid images, sensory or figurative language, or reflection  \_\_ Sentences vary in structure, length \_\_ Point of view maintained throughout  | \_\_ Word choice is precise and rich\_\_ Language includes vivid images, sensory and figurative language, and reflection; brings narrative to life \_\_ Sentences are varied, enhance pacing \_\_Consistent, interesting point of view |   |
| **Conventions** | \_\_ Text is confusing due to frequent errors is CUPS (capitalization, usage, punctuation, spelling) \_\_ Paragraphs and dialogue are not formatted properly\* \_\_ Unclear if sources were used\* | \_\_ Misunderstanding result from many errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs and dialogue\* are not formatted \_\_Sources used are largely not cited, no standard format used \* | \_\_ Text is understandable despite some errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Most paragraphs and dialogue \* are formatted properly \_\_Some sources used are cited in standard format, possibly incompletely\* | \_\_ Text clearly understandable, due to few errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs and dialogue\* are formatted properly \_\_ All sources used are cited properly, with minimal formatting errors\* | \_\_ Text communicates clearly with minimal errors in CUPS (capitalization, usage, punctuation, spelling)\_\_ Paragraphs and dialogue\* are formatted properly \_\_ All sources used are cited properly\* |   |
|   |   |   |   |   | **Total Score (16 possible)** |   |

\*Dialogue and/or sources are not required for all narrative writing assignments

# **R.A.C.E. Short Response Writing Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **Unsatisfactory (1)** | **Below Basic (2)** | **Basic (3)**  | **Proficient (4)** | **Advanced(5)** | **Score**  |
| **Restate the question as a main idea statement[Power 1]** | The topic of the response is **unclear** | The main idea is **weak,**and the question is not re-stated | The main idea is **clear,**but the question is not clearly re-stated | The main idea is **mostly clear and complete,**re-stated so that the question is easy to understand | The main idea is **clear and complete,**re-stated so that the question is obvious |   |
| **Answer****in a grade appropriate length and style** | Your answer is **incorrect or unrelated** to the prompt | Your answer is **weak** (too vague or broad = not specific) | Your answer is acceptable (**basic**, but correct) | Your answer is **proficient** (accurate with signs of grade-appropriate response) | Your answer is thorough (**advanced** style that is grade-appropriate) |   |
| **Cite Evidence****Or Examples to support your main idea****[Power 2]** | No evidence cited  | Your evidence is **weak, or not relevant** to the question. | .Your evidence is **relevant**, but **cited incorrectly** | Your evidence is **relevant** and **cited correctly** | **Several pieces** of relevant evidence or examples are used and **cited correctly**  |   |
| **Expand (explain how your evidence connects to your answer)****[Power 3]** | **No expansion** connecting evidence to your answer | You have a **weak expansion** that explain how your evidence connects to your answer | You **have a basic expansion** that explains how your evidence connects to your answer | You **proficiently** explain how your evidence connects to your answer | You have a **strong ending** that perfectly ties your evidence to your answer. |   |
|   |   |   |   |   | **Average Score (5 points possible)** |   |