

Trinity Catholic High School

Writing Handbook

This handbook was created by the Brunswick High School Language Arts teachers (with additions and modifications by the Trinity Catholic High School Language Arts department) and is a useful tool for reading and writing at schools with a focus on college preparation.
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As high school students, you will have to show what you know through writing **in all subjects**. Every writing assignment you receive will have expectations and rules, and it is essential that you know the rules. This handbook will give you basic information to assist you in all of the classes you are taking and help you rise to the high expectations of producing great writing at Trinity Catholic High School and beyond.



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ESSAY STRUCTURE FOR FORMAL WRITING

This structure will work for Argumentation, Style Analysis, Expository, and Five Paragraph Essays. Comparative Analysis Essays slightly differ and are covered in more detail later in the handbook.

BODY PARAGRAPHS

CLAIM (C) - tells the reader the main idea of the paragraph and supports the thesis statement

EVIDENCE (E) - facts or quotes ~~maybe~~ ~~perhaps~~ ~~could~~ **For example...**

REASONING (R) - your opinion, interpretation, insight, personal response, feelings, evaluation, explication, judgement, or reflection of the evidence

- Explain what you mean
- Reinforce the truth of the fact
- Show how or why the evidence is important
- **You must have more REASONING than EVIDENCE** - the smallest ratios is 1:2 (E to R)
- Echoes the focus of your thesis and topic sentence

State your reasoning CONFIDENTLY. ~~maybe~~ ~~perhaps~~ ~~possibly~~ ~~I think...~~ **This shows that...**

The ratio of CDs to CM depends on the subject matter.

A general ratio you will need for each content area is listed below.

Language Arts	Social Studies	Math	Science
1 E : 2+ R	1+ E : 1 R	3+ E : 0 R	2+ E: 1 R

You must include multiple examples in one body paragraph to adequately support your argument.

In Language Arts, one body paragraph will have a **MINIMUM** of eight sentences. The structure may vary depending upon the subject matter.

Sentence 1: **CLAIM (C)**

Sentence 2: **EVIDENCE (E)**

Sentence 3: **REASONING (R)**

Sentence 4: **REASONING (R)**

Sentence 5: **EVIDENCE (E)**

Sentence 6: **REASONING (R)**

Sentence 7: **REASONING (R)**

Sentence 8: **Concluding Sentence**

INTRODUCTION (1 paragraph)

- Grabs reader's attention - HOOK - (**use a figure of speech - simile or metaphor**, an image, an analogy, a quotation, an allusion - literary, Biblical, mythological, or a historical parallel)
- Introduces the situation (topic, current status of situation)
- States thesis - a CLAIM that expresses the writer's viewpoint
 - A **fact** is *NOT* a claim. Be sure your thesis is **debatable**.

CONCLUSION (1 paragraph)

- Restates thesis and makes clear what you want the reader to think or do (call to action) - Makes a strong ethical or emotional appeal

Making Assertions and Introducing Quotes

Here are a list of great ways to introduce quotes and ideas in your essays to keep your reader interested.
Be sure to pick the best word to convey your point,
and be sure you know the meaning of the word.

The author <i>_(insert verb here)_</i> ...	VERBS	belittles	emphasizes	reiterates
The speaker <i>_(insert verb here)_</i> ...		acknowledges	claims	refuses
The evidence <i>_(insert verb here)_</i> ...		alludes	complains	reminds
		agrees	conveys	reports
	argues	denotes	observes	reveals
	assesses	denies	predicts	supposes
	believes	demonstrates	proposes	speculates
		denounces	questions	suggests

WORDS TO AVOID IN YOUR WRITING

Here are a list of words that are extremely vague, overused and will inevitably bore your reader.
They do a very poor job of defining the ideas you wish to convey or the arguments you endeavor to make.

AVOID	ALTERNATIVES
a lot, lots	numerous, heaps, many scores, innumerable, much a great deal, many times, often
also	moreover, besides, as well as, in addition to
awesome, cool, rad	fine, wonderful, marvelous, fantastic, excellent
awful	dreadful, alarming, frightful, terrible, horrid, shocking
but	however, moreover, yet, still, nevertheless, though, although, on the other had
fun	pleasant, pleasurable, amusing, entertaining, jolly
funny	amusing, comical, laughable, jovial, strange, peculiar, unusual
got, get	received, obtained, attained, succeed in
good	excellent, exceptional, fine, marvelous, splendid, superb, wonderful
great	wonderful, outstanding, marvelous, fantastic, excellent
guy	man, person, fellow, boy, individual
have to	need to, must
kid	child, boy, girl, youngster, youth, teen, teenager, adolescent
like	such as, similar to, similarly
mad	angry, frustrated, furious, incensed, enraged, irate
nice	pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing
pretty	attractive, comely, beautiful
scared	afraid, fearful, terrified, frightened
so	this, according, therefore
then	first, second, next, later, finally, afterwards, meanwhile, soon
very	extremely, exceedingly, fantastically, unusually, incredibly, intensely, truly, fully, especially, shockingly, bitterly, immeasurable, infinitely, severely, surely, mightily, powerfully, chiefly

SHORT ANSWER RESPONSES

A person who has not studied the subject you are writing about should be able to understand the ideas your writing conveys. This can be simply achieved by following the ACE method:

- **ANSWER** the prompt while restating the prompt
- **CONCRETE DETAILS** - specific examples or quotes from the text
- **ELABORATION** - that is just another word for **COMMENTARY**

It is important not to make assumptions about what a reader knows and to
ANSWER ALL PARTS OF THE PROMPT.

It may be helpful to label each part of the question and then label the corresponding parts of your answer.

The structure may vary depending upon the subject matter.

Example Prompt:

1

How does Elie Wiesel use direct characterization to develop the character Eliezer in the memoir Night?

2

Use specific examples from the text to support your answer.

Example Response:

1

In *Night*, Elie Wiesel characterizes Eliezer as a thoughtful teenager struggling to understand God and humanity as he experiences the horrors of Hitler's concentration camps. 2 Eliezer studies the Kabbalah with Moishe the Beadle before he and his family are required to move into the ghetto. When Eliezer witnesses a young boy hung in the gallows, he questions his already faltering faith: "[God] is hanging here from this gallows..." (Wiesel 65). Eliezer is unable to understand how a God can exist when such inhumane events occur. Since *Night* is told from a first person point of view, the reader learns about Eliezer directly through his narration of his life.

ADDING QUOTES TO YOUR WRITING

When writing an essay for a class, it is important to always back up your claims. This means you will be required to add quotes or information from other sources. To do this you must follow the conventions of either MLA or APA. Regardless of the format you are asked to use, there are two constants: you must introduce your sources and explain the reason they are present.

When we bring other voices into our own writing, we must make sure that those voices fit within the formal writing standards. We must always introduce the quote, add the quote and then explain its relevancy.

Formula:

1. Introduce quotes by including the author and their credentials
2. Add the quote and include page number
3. Explain the quote—why is this quote present within the text, analyze the quote, break it down.

Example:

Stephen King the author of many fictional books such as *Carrie* and *Misery* has written a book on writing. The text *On Writing* is not only about the author's life and his inspiration for writing, but it also speaks to what it means to be a writer. Here he explains what every writer needs to remember when writing. In his section entitled "The Toolbox," he argues the relevancy of using good grammar and a strong vocabulary. *He asserts that, "Communication composed of these parts of speech must be organized by rules of grammar upon which we agree. When these rules break down, confusion and misunderstanding result. Bad grammar produces bad sentences" (113). The idea of grammar knowledge is often met with groans and moans. But through King's statement, he points out that these are not just rules we follow because some grammarian said so. We follow these rules because as members of an educated society we have determined that in order to effectively communicate we must have rules. If we do not, chaos and misunderstanding are born. These rules provide us the ability to speak clearly and to convey our thoughts concisely.*

Things to note in the example:

1. The author was introduced by stating the name, job title (credentials), and some examples of other texts King has written.
2. A brief summary of the text to be quoted from was given to position the reader. The reader now knows what kind of source is being referenced.
3. The quote was added using a strong verb to introduce it.
4. The explanation backs up the reason the quote was added.

RULES FOR FORMAL WRITING

Contractions:

The way we speak and write is different. We use contractions often when speaking. Avoid them in formal writing.

Contractions: Wouldn't, couldn't, shouldn't, don't, won't, can't, I'm, It's, they're

Instead write: would not, could not, should not, do not, will not, cannot, I am, it is, they are

References to the reader, writer, and the paper:

Avoid making references to the reader, the writer, and the paper in your writing.

Reader: you, your, you're (these are second person pronouns.) I am using "you" in this handbook because this is a self-help piece and I am speaking to you the reader. Do not do this in a formal essay.

Writer: I, me, my, mine, our, ours, us (these are first person pronouns.) There are times when this is needed. In narrative writing, memoir, journals, blogs and emails we use the first person pronouns. In formal writing, the "I" stands outside of the essay. Yes, it is your opinion, your thoughts, your essay. You just are not the center of the piece. The information being conveyed is the center.

Essay: In this essay, or in this paragraph etc... Do not refer to your essay or paper in the writing.

The author: Do not refer to the author of a book or other text by their first name. Unless you are friends, do not refer to John Steinbeck as John. You always introduce the author for the first time using both the first and last name, and then you may reference them by the last name. Ex: Steinbeck demonstrates through his use of vocabulary his intimate knowledge of the American migrant worker, the culture of the migrant worker, and the relationships of the migrant worker. essays.

Text speak and Slang:

Avoid using your texting abbreviations in your essays.

Text speak: u, lol, <3, bff, etc... This is never a good idea to use in your essays.

Slang: ain't, no way, man, dude, sup, peeps, etc...

Abbreviations and symbols:

Do not add the "&" symbol or other types of writing symbols to a formal essay.

All abbreviations should be spelled out the first time in an essay to help the reader make sense of what you are saying.

All numbers less than 100 should be spelled out!

2Underlining or italics :

These are interchangeable; choose to do one and be consistent throughout paper: Titles of books, magazines, newspapers, movies, websites, ships or aircraft, and foreign words.

2Spelling:

That one's on you; don't assume that you're okay because "eye halve a spell cheque."

Capitalization:

Proper nouns (specific persons, places, things), sentence beginnings

2Abbreviations:

No abbreviations in formal writing, except first or middle names and the times a.m. and p.m.

2Run-ons:

Separate distinct ideas: *Incorrect: There are very few who will make it into the Ivy League schools such accomplishments require a tremendous amount of work.

*Correct: There are very few who will make it into the Ivy League schools; such accomplishments require a tremendous amount of work.

2Fragments:

Separate sentence part that does not express a complete thought: *Incorrect: I knew that I was in trouble. Before we even got home.

Correct: I knew that I was in trouble before I even got home.

2Misplaced modifiers:

*Incorrect: All of the members of my family went together on vacations every year, who were a large influence on my early development. (Were the vacations an influence, or were the family members?)

*Correct: All of the members of my family, who had a huge influence on my early development, went together on vacations every year.

Overly wordy:

Could your statement(s) be made with far fewer words? Be concise and clear. Also, make sure that you say something. Writing a lot and saying a lot are two different things.

²Ellipsis marks:

- a. Use an ellipsis mark to show that words have been removed from within a quote; should have a space between each dot.
- b. More than one sentence removed should have a period before ellipsis (totaling four dots).
- c. Ellipsis not needed at the beginning or end of a quote:

*Incorrect: The "...number of murders seen on TV by the time an average child finishes elementary school is ... 8,000" (Miller 23).

*Correct: The "number of murders seen on TV by the time an average child finishes elementary school is... 8,000" (Miller 23).

²Hyphens

- a. Hyphenate whole numbers between twenty-one and ninety-nine
- b. Hyphenate prefixes all-, ex-, self-: all-powerful, self-made, ex-convict
- c. Hyphens with prefixes before a proper noun or adjective: all-American, anti-Israeli
- d. Hyphens with compound adjectives before a noun: five-foot boy, how-to-do-it book, cross-country runner, round-faced woman

²Passive voice in formal writing:

The subject of the sentence should be acting; the subject should never be receiving the action, unless the agent giving/creating action is otherwise clear in the sentence: *Incorrect: The company was shut down

*Correct: The authorities terminated the company.

*Incorrect: The house was built by my father.

*Correct: My father built the house.

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The Writing Process

As writers, we must go through a process. We go through a process in everything we do from brushing our teeth to preparing our favorite sandwiches. Thus, the same is said for writing. To abandon the process results in unimpressive writing, logic errors, sloppy mechanics and grammar, and a general impression of apathy.

The writing process is not a straight line where you go through each stage checking them off in order to move to the next. It is recursive: you will move in and out of each stage, but revisit earlier stages while you go.



Notice that it is cyclical. Each part is dependent on the other and is in constant motion. There is not an end. Enlist a friend or classmate to be your second reader. Fresh eyes are always helpful at providing insight into what we have written. Essays are constantly moving between the stages of the process.

As I tell my students, an essay is never done. It is just due!

1. **Prewriting:** use a graphic organizer, make a list, or even have a conversation to help you begin to focus and build your ideas.
2. **Drafting:** just start writing. Do not get caught up in starting with the perfect quote, or perfect first line. Start writing. The polishing of the essay comes later. In this stage, you just need to start writing.
3. **Revision:** this is the stage that can happen when you are drafting, but it is primarily where you begin to assess your ideas. Do your ideas make sense? Is your logic sound? Does your argument build, and is it supported with appropriate details? What new details do I need to add? At this stage, you may decide to move forward with the process, make some minor tweaks, scrap the essay all together, or restructure the essay. Anything can happen here. The point—this is not about a misplaced comma or a misspelling. This is about ideas and content.
4. **Editing:** this is the stage where you have come to the conclusion that the essay flows, has a solid argument, blends the research, supports the thesis, and now, you are ready to fine tune the essay. Here you are looking at the sentence construction, the mechanics, diction, and syntax.
5. **Publishing:** You are ready to turn it in to your teacher; you are ready for an audience. This is the point where you say my writing is no longer private but ready for the public to see it. This is my best work, and I can assure my reader that I have taken the steps to present you with a clean and polished copy!

RULES TO HELP DURING THE REVISION AND EDITING STAGE

SENTENCE TYPES

Simple Sentence

A simple sentence is an independent clause, or, in other words, a subject and a verb that form a complete thought.

Example:

My brother goes to Ohio State University.

Brother is the subject. Goes is the verb. “My brother goes to Ohio State University” is a complete thought— there is no information missing.

Compound Sentence

A compound sentence is two independent clauses that are joined by either a comma and a coordinating conjunction or a semi-colon. The ideas conveyed in the independent clauses are related to each other, and can therefore work together in one sentence. A common acronym used to remember all the coordinating conjunctions is FANBOYS: for-and-nor-but-or-yet-so.

Example:

My brother goes to Ohio State University, and he decided to try out for Brutus Buckeye. or

My brother goes to Ohio State University; he decided to try out for Brutus Buckeye.

To identify a compound sentence look for the following:

A comma and a coordinating conjunction or a semicolon.

Double check that there are two independent clauses by looking for subjects and verbs.

See if the independent clauses can stand on their own as complete thoughts or simple sentences.

Complex Sentence

A complex sentence is an independent clause working with one or more dependent clauses. Dependent clauses start with subordinating conjunctions. A dependent clause usually has a subject and a verb, but it is not a complete thought because of the subordinating conjunction.

Common subordinating conjunctions are: although, after, as soon as, because, unless, until, when, while. As a writer, you should determine if your sentence will be most effective if the dependent clause is placed before or after the independent clause. If the dependent clause is placed before the independent clause, put a comma in between the two clauses. If the independent clause is placed before the dependent clause, a comma is not necessary.

Example:

When my brother practiced for his Brutus Buckeye audition, he learned to do a headstand and move his legs to form O-H-I-O.

or

My brother learned to do a headstand and move his legs to form O-H-I-O when he practiced for his Brutus Buckeye audition.

To identify a complex sentence look for the following:

A subordinating conjunction that is in front of a subject and verb (this is a dependent clause) Double check that there is an independent clause by looking for subjects and verbs.

See if the independent clause can stand on its own as complete thought or simple sentence.

Compound-Complex Sentence

A compound-complex sentence has two independent clauses working with one or more dependent clauses.

Punctuation in a compound-complex sentence follows the same punctuation rules as compound sentences and complex sentences follow.

Example:

When my brother practiced for his Brutus Buckeye audition, he learned to do a headstand and move his legs to form O-H-I-O, and he impressed the judges with this skill.

or

My brother learned to do a headstand and move his legs to form O-H-I-O when he practiced for his Brutus Buckeye audition, and he impressed the judges with this skill.

To identify a compound-complex sentence look for the following:

- A subordinating conjunction that is in front of a subject and verb (this is a dependent clause)
- A comma and a coordinating conjunction
- Two independent clauses

COMMA RULES

1. Use commas to separate three or more words, phrases, or clauses in a series.

Example: A chair, a table, a lamp, and a sofa were the room's only furnishings

2. Place a comma between coordinate adjectives that precede a noun.

Example: Popeye is a playful, affectionate, intelligent cat.

3. Use a comma between the main clauses in a compound sentence.

Example: I am not going to the concert, for I am too busy.

4. Use commas to set off participles, infinitives, and their phrases if they are not essential to the meaning of the sentence. These nonessential elements are also known as non-restrictive elements.

Example: She watched, puzzled, as the man in the yellow convertible drove away.

5. Use commas to set off a nonessential adjective clause.

Example: Atlanta, which is the capital of Georgia, is the transportation center of the Southeast.

6. Use commas to set off an appositive if it is not essential to the meaning of a sentence.

Example: Nelson Mandela, the former president of South Africa, was freed from a South African prison in 1990.

7. Use commas to set off interjections (oh, well, etc.), parenthetical expressions (in fact, on the other hand, etc.), and conjunctive adverbs (however, therefore, etc.).

Example: Well, we'd better hit the road.

8. Use commas to set off an antithetical phrase.

Example: You, not I, deserve this honor.

9. Use commas to set off two or more introductory prepositional phrases or a single long one.

Example: On the afternoon of the day of the game, we made a banner.

10. Use commas to set off introductory participles and participial phrases.

Example: Purring, the kitten curled up in my lap.

11. Use commas after all introductory adverbs and adverb clauses.

Example: Surprisingly, no one objected to the new curfew.

12. Use commas to set off internal adverb clauses that interrupt the flow of a sentence.

Example: Evan, after he had thought about it awhile, agreed with our conclusion.

13. Use commas to set off tag questions.

Example: You've already seen this movie, haven't you?

14. Use commas to set off words or names in direct address.

Example: Nathaniel, do you know where Katie is?

Once you have started drafting and have revised, you will be ready to edit your essay. Use the following checklist as a way for you to check your writing. Remember that this process is recursive. Therefore, you may go back and add or delete from your essay when using the checklist.

Proofreading & Editing Checklist

You should have at least one person other than yourself proofread and edit your essay.

1. Do you have an original title?
2. Do you have an introduction, body paragraphs, and a conclusion?
3. Does your introduction include background information, a lead, and a thesis?
4. Does the background information introduce your reader to your topic?
5. Does your thesis statement make a strong argument? Did you include points to support your argument in your thesis?
6. Did you restate your thesis in your conclusion?
7. Do all topic sentences for your body paragraphs relate directly to your thesis?
8. Do you have support from research for your thesis?
9. If required, do you have quotes to support your thesis? Are those quotes embedded within a sentence and cited?
10. Have you analyzed/explained all quotes in your essay?
11. Do the sentences in each paragraph flow well, or are they choppy?
12. Spell out all contractions.
13. Spell out all numbers under 100.
14. Avoid using words such as: I, me, we, you, etc.
15. Did you double-space your entire paper (including the title and heading)?
16. Did you include page numbers? Are your page numbers formatted to APA or MLA guidelines?
17. Did you include a heading formatted according to APA or MLA guidelines?
18. Do you have a works cited/references page that is formatted according to APA or MLA guidelines?
19. Have you cited all of the quotes in your essay according to APA or MLA guidelines?
20. Did you place all novel titles in italics and article titles in quotation marks?

Comparative Analysis Essay Format

These type of essays are also known as Compare/Contrast Essays since they usually requires *comparing* and *contrasting*. *There are multiple ways to arrange a comparative analysis essay:*

- by content
- similarities vs. differences
- by importance

Discuss topic A **AND** topic B together in the same paragraph. The number of paragraphs can vary widely based on the expectations of your teacher and the content of your paper.

The recommended rubric for this type of paper is located in the back of this handbook.

Comparative Analysis Essay OUTLINE

•Introduction Paragraph

- Hook: a quote, fact, question, or statement that compels your reader to continue
- Background: the basic information that informs your reader about the topics covered
- Transition: a brief transition from the factual background into comparison of topics
- Thesis: a statement explaining how your topics are similar and/or different

•Body Paragraph 1

- Topic Sentence: (similar to a thesis) a statement explaining one *broad* way that the two topics are similar and/or different.
- Claim: a *specific* statement of how the two topics are similar or different
- Evidence for topic A: a fact or quote that supports the claim previously made (with proper citation)
- Evidence for topic B: a fact or quote that supports the claim previously made (with proper citation)
- Analysis: an explanation of why the claim and evidence are relevant to the topic sentence of this paragraph and to the thesis of this paper

**Claim-Evidence-Analysis sentences should be repeated until the information for the paragraph is concluded

•Body Paragraph 2

- Topic Sentence: (similar to a thesis) a statement explaining one *broad* way that the two topics are similar and/or different.
- Claim: a *specific* statement of how the two topics are similar or different
- Evidence for topic A: a fact or quote that supports the claim previously made (with proper citation)
- Evidence for topic B: a fact or quote that supports the claim previously made (with proper citation)
- Analysis: an explanation of why the claim and evidence are relevant to the topic sentence of this paragraph and to the thesis of this paper

**Claim-Evidence-Analysis sentences should be repeated until the information for the paragraph is concluded

•Body Paragraph 3

- Topic Sentence: (similar to a thesis) a statement explaining one *broad* way that the two topics are similar and/or different.
- Claim: a *specific* statement of how the two topics are similar or different
- Evidence for topic A: a fact or quote that supports the claim previously made (with proper citation)
- Evidence for topic B: a fact or quote that supports the claim previously made (with proper citation)
- Analysis: an explanation of why the claim and evidence are relevant to the topic sentence of this paragraph and to the thesis of this paper

**Claim-Evidence-Analysis sentences should be repeated until the information for the paragraph is concluded

**Repeat the previous paragraph sequence until the content of your paper is complete.

•Conclusion Paragraph

- Restate the Thesis: rephrase your thesis.
- Summarize the similarities and differences covered in your paper.
- So What?: answer the questions of why your essay matters, leave your reader with something to ponder, extend the topic beyond the content of your paper.

Quick Guidelines for MLA Format

A sample MLA essay can be viewed on the following website: <https://owl.english.purdue.edu/owl/resource/747/13/>.

Follow the quick tips when writing an MLA essay and examine how these look in the sample text.

Font should be 12 Point Times New Roman

- Double Space
- General format for In-Text Citation: (Author's Last Name Page #) Ex. (Myers 33).
- Running Header and Page Number in top right corner
- Left Heading: Your Name, Your Teacher's Name, Your Class, Date (Date Month Year)
- Title is centered
- Works Cited
 - o Title is centered "Works Cited" (Work is plural (Works) if citing more than one source)
 - o Double Space
 - o Hanging Indent
 - o Alphabetize

Using Figurative Language

Being able to recognize and understand figurative language is essential to becoming a great reader and writer. The most skilled writers have a solid command of figurative language and their papers and essays are a delight to the readers.

alliteration	repetition of consonant sounds
analogy	a comparison between two things to explain the unknown in terms of the known
anaphora	repetition of the same word(s) or phrase throughout all or part of a work
antithesis	a statement in which two opposing ideas are balanced
apostrophe	a writer or character addressing a person, idea, or something which cannot respond
assonance	the repetition of similar vowels
cacophony	harsh, unpleasant combination of sounds or grating noises
caesura	a pause or break in a line of poetry
catalogue	a list
cliché	an expression that has lost its freshness through overuse
conceit	a surprising comparison between two dissimilar things; usually a metaphor or a simile
consonance	the repetition of final consonant sounds after different vowel sounds
euphony	pleasing sounds; opposite of cacophony
hyperbole	exaggeration used for effect or for humor
irony	verbal irony - saying the opposite of what is meant dramatic irony - occurs when the reader or audience knows something the character doesn't know situational irony - a contradiction between what might be expected and what actually occurs
metaphor	a comparison between two unlike things
metonymy	a figure of speech which substitutes the name of an object closely associated with a word for the word itself
onomatopoeia	words that suggest or sound like their meanings
oxymoron	a juxtaposition of words that are apparently contradictory
paradox	a statement that seems contradictory but that contains some element of truth
pathetic fallacy	a form of personification in which nature is given human emotions to a degree that it becomes illogical
personification	giving human traits to something non-human
simile	a comparison between two unlike things using the words like or as
synecdoche	a figure of speech in which the part signifies the whole or the whole signifies the part
understatement	deliberately down-playing something for the purpose of emphasis, humor, or irony

Using Sensory Language

Try to evoke all five senses in your essay. Feel free to mix the senses as well. You can smell colors, see feelings, hear flavors, etc. Just make sure they fit with the thesis of your paper.

SIGHT

Example: The building towered ominously above the four-foot child. The sky erupted with bouts of lightning as she stared at the rust covered sign above the door. She summoned her courage, and with one last look behind, pushed the door open.

SMELL

Example: The stench that assaulted their noses caused a few of them to reel back in disgust. Without doubt, sour milk and banana peels were involved somehow. Yet the smell of decaying garbage was augmented by the sickly, sweet tang of a lemon air freshener as if the owner thought it might help.

TOUCH

Example: I never imagined that any dog could be so soft. His fur felt like cool sunshine as it ran through my fingers. However, the bottoms of his paws were scarred and bumpy as if he had traveled for many miles, and his cold nose told me he needed a friend.

TASTE

Example: Luckily, on the hot summer day, there was one reprieve, one joy left. The fruit smoothie stand would be open any minute now, and the mere thought of the sweet, tongue-chilling, treat was enough to make any kid dream. The sweet, strawberry-banana flavoring that would soon be his was the only thought occupying his mind.

SOUND

Example: You hear the wind whistle over your left shoulder. In the silence that follows, the sound of your heartbeat seems to echo and reverberate louder with each second. Yet, you continue to listen alertly for the faintest rustle, the smallest scratch as the night wears on.

WRITING RUBRICS (GRADES 9-10)

ARGUMENT (GRADES 9-10)

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p>Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence.</p>	<p>The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.</p>	<p>The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.</p>	<p>The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.</p>	<p>The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.</p>	<p>The text contains an unidentifiable claim or vague position. The text has limited structure and organization.</p>
<p>Development: The text provides sufficient data and evidence to back up the claim as well as a conclusion that supports the argument.</p>	<p>The text provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. The conclusion strengthens the claim and evidence.</p>	<p>The text provides sufficient and relevant data and evidence to back up the claim and addresses counterclaims fairly. The conclusion effectively reinforces the claim and evidence.</p>	<p>The text provides sufficient data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.</p>	<p>The text provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.</p>	<p>The text contains limited data and evidence related to the claim and counterclaims. The text may fail to conclude the argument or position.</p>
<p>Audience: The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific audience's needs.</p>	<p>The text consistently addresses the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.</p>	<p>The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.</p>	<p>The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.</p>	<p>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</p>	<p>The text lacks an awareness of the audience's knowledge level and needs.</p>
<p>Cohesion: The text uses words, phrases, and clauses to link the major sections of the text, creates cohesion, and clarifies the relationships between the claim and reasons, between reasons and evidence, and between claims and counterclaims.</p>	<p>The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.</p>	<p>The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.</p>	<p>The text uses words, phrases, and clauses to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.</p>	<p>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.</p>	<p>The text contains few, if any, words, phrases and clauses to link the major sections of the text. The text does not connect the claims and reasons.</p>
<p>Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</p>	<p>The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</p>	<p>The text presents an appropriate and formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</p>	<p>The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</p>	<p>The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.</p>	<p>The text illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.</p>

INFORMATIVE (GRADES 9-10)

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p>Focus: The text focuses on a topic to inform a reader with ideas, concepts, information, etc.</p>	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.	The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.	The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text has an unclear topic with some ideas, concepts, information, etc.	The text has an unidentifiable topic with minimal ideas, concepts, information, etc.
<p>Development: The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.</p>	The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.	The text provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic. The conclusion provides the implications, significance of and future relevance of the topic, etc.	The text provides relevant facts, definitions, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.	The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion merely restates the development.	The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.
<p>Audience: The author anticipates the audience's background knowledge of the topic.</p>	The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
<p>Cohesion: The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.</p>	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
<p>Language and Style: The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</p>	The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.	The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.
<p>Conventions: The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</p>	The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.

NARRATIVE

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p>Exposition: The text sets up a story by introducing the event/conflict, characters, and setting.</p>	<p>The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters.</p>	<p>The text engages and orients the reader by setting out a conflict, situation, or observation. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.</p>	<p>The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or developed characters.</p>	<p>The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.</p>	<p>The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.</p>
<p>Narrative Techniques and Development: The story is developed using dialogue, pacing, description, reflection, and multiple plot lines.</p>	<p>The text demonstrates sophisticated narrative techniques such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines to develop experiences, events, and/or characters.</p>	<p>The text demonstrates deliberate use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.</p>	<p>The text uses narrative techniques such as dialogue, description, and reflection that illustrate events and/or characters.</p>	<p>The text uses some narrative techniques such as dialogue or description that merely retells events and/or experiences.</p>	<p>The text lacks narrative techniques and merely retells events and/or experiences.</p>
<p>Organization and Cohesion: The text follows a logical sequence of events.</p>	<p>The text creates a seamless progression of experiences or events using multiple techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</p>	<p>The text creates a smooth progression of experiences or events using a variety of techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</p>	<p>The text creates a logical progression of experiences or events using some techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</p>	<p>The text creates a sequence or progression of experiences or events.</p>	<p>The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events.</p>
<p>Style and Conventions: The text uses sensory language and details to create a vivid picture of the events, setting, and characters.</p>	<p>The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.</p>	<p>The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.</p>	<p>The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>The text uses words and phrases and telling details to convey experiences, events, settings, and/or characters.</p>	<p>The text merely tells about experiences, events, settings, and/or characters.</p>
<p>Conclusion: The text provides a conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.</p>	<p>The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text may provide a conclusion to the events of the narrative.</p>

WRITING RUBRICS (GRADES 11-12)

ARGUMENT (GRADES 11-12)

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p>Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence.</p>	<p>The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.</p>	<p>The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.</p>	<p>The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.</p>	<p>The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.</p>	<p>The text contains an unidentifiable claim or vague position. The text has limited structure and organization.</p>
<p>Development: The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.</p>	<p>The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.</p>	<p>The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.</p>	<p>The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.</p>	<p>The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.</p>	<p>The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.</p>
<p>Audience: The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>	<p>The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>	<p>The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>	<p>The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.</p>	<p>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</p>	<p>The text lacks an awareness of the audience's knowledge level and needs.</p>
<p>Cohesion: The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.</p>	<p>The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.</p>	<p>The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.</p>	<p>The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.</p>	<p>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.</p>	<p>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.</p>
<p>Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.</p>	<p>The text illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.</p>

INFORMATIVE (GRADES 11-12)

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p>Focus: The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.</p>	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has an unclear topic with some ideas, concepts, and information.	The text has an unidentifiable topic with minimal ideas, concepts, and information.
<p>Development: The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.</p>	The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.
<p>Audience: The text anticipates the audience's background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.</p>	The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.	The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multimedia that strengthen comprehension.	The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant.	The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/or multimedia that impedes comprehension.
<p>Cohesion: The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.</p>	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationships between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
<p>Language and Style: The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the topic.</p>	The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy.	The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques.
<p>Conventions: The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).</p>	The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.

NARRATIVE (GRADES 11-12)

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p>Exposition: The text sets up a story by introducing the event/conflict, characters, and setting.</p>	<p>The text creatively engages the reader by setting out a well-developed conflict, situation, or observation and its significance. It establishes one or multiple points of view and introduces a narrator and/or complex characters.</p>	<p>The text engages and orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.</p>	<p>The text orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one point of view and introduces a narrator and/or developed characters.</p>	<p>The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.</p>	<p>The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.</p>
<p>Narrative Techniques and Development: The story is developed using dialogue, pacing, description, reflection and multiple plot lines.</p>	<p>The text demonstrates sophisticated narrative techniques—such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines—to develop experiences, events, and/or characters.</p>	<p>The text demonstrates deliberate use of narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters.</p>	<p>The text uses narrative techniques, such as dialogue, description, reflection, to showing events, and/or experiences.</p>	<p>The text uses some narrative techniques, such as dialogue or description and merely retells events and/or experiences.</p>	<p>The text lacks narrative techniques and merely retells events and/or experiences.</p>
<p>Organization and Cohesion: The text follows a logical sequence of events.</p>	<p>The text creates a seamless progression of experiences or events using multiple techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole. These techniques build toward a crafted tone and outcome.</p>	<p>The text creates a smooth progression of experiences or events using a variety of techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole. These techniques build toward a clear tone and outcome.</p>	<p>The text creates a logical progression of experiences or events using some techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole. These techniques build toward a particular tone and outcome.</p>	<p>The text creates a sequence or progression of experiences or events. The text lacks an identifiable tone and/or outcome.</p>	<p>The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events. The text lacks an identifiable tone and/or outcome.</p>
<p>Style and Conventions: The text uses sensory language and details to create a vivid picture of the events, setting, and characters.</p>	<p>The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.</p>	<p>The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.</p>	<p>The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>The text uses words and phrases, telling details to convey experiences, events, settings, and/or characters.</p>	<p>The text merely tells experiences, events, settings, and/or characters.</p>
<p>Conclusion: Conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.</p>	<p>The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text may provide a conclusion to the events of the narrative.</p>

Web Resources

When we are in the classroom, we are able to ask our peers and our teachers questions. When we are at home and need our questions answered, we must turn to reliable resources to stretch our knowledge, to pursue more knowledge, and to answer our questions. Below you will find some on-line sources to help you build up resources for learning:

AVOID PLAGIARISM.

You do not want to plagiarize any materials or ideas.

<http://salve.libguides.com/researchguide/plagiarism>

The Purdue OWL—this website has a wealth of knowledge on writing. You will find information on parts of speech, thesis statements, MLA format, APA format, and much more.

<http://owl.english.purdue.edu/>

Word Counter

<https://wordcounter.net>

Grammarly

<https://www.grammarly.com/m>

Thesaurus

<https://www.grammarly.com/m>

Dictionary

<https://www.merriam-webster.com>

APA Style (for History only)

<https://owl.english.purdue.edu/owl/resource/560/01//>

In-text Citations

<https://owl.english.purdue.edu/owl/resource/747/02/>

<https://www.zotero.org>

Works Cited Page

<https://owl.english.purdue.edu/owl/resource/747/05/>