

**Clovis North Educational Center**  
**English Department**



C L O V I S   N O R T H  
B R O N C O S

**9<sup>th</sup> Grade**  
**Essentials**

**Text Types:**

Persuasive/Argumentative	includes counter arguments/opposing claims
Informative/Explanatory (literary analysis)	examines and conveys complex ideas and
Narrative	develops real or imagined experiences or events

## Essay Terminology

**Introduction**

Attention Getter	Curb appeal	Hook	
Identify title and author (if applies)			
Thesis Statement	Controlling Idea	Subject + Position	Proposition

**Body**

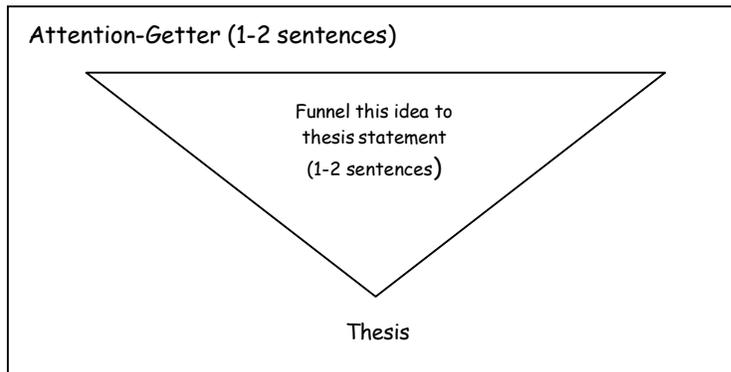
<b><u>Topic Sentence</u></b>	Mini-thesis	Argument	
<b><u>Evidence</u></b>	Supporting Details Quotation	Fact or Example Paraphrase	Concrete Detail
<b><u>Analysis</u></b>	Commentary Interpretation	Opinion Evaluation	Insight Inference

**Conclusion**

Re-state thesis		
Highlight	Final Commentary	"Tell'em what you already told'em"
Close		

# ESSAY TEMPLATE

## The Introduction



## The Body Paragraph (2+)

Topic Sentence	
Concrete Detail/ Evidence	Commentary/Analysis
	Commentary/Analysis
Concrete Detail/ Evidence	Commentary/Analysis
	Commentary/Analysis
Concluding Sentence	

## The Conclusion

3+ sentences

CLOVIS NORTH ESSAY RUBRIC

<b>Essay Requirements: Components of an Essay</b>	<b>6</b> Clearly superior, excellent in all respects	<b>5</b> Displays a developing sense of style with some precision and insight	<b>4</b> Adequate achievement	<b>3</b> Demonstrates developing competence but is flawed	<b>2</b> Attempts the assignment, but the essay is seriously flawed	<b>1</b> Does not meet minimal standards for an essay
<b>Prompt:</b> Describes/outlines what is required of the essay writer. Good writers take time to fully understand the prompt before they begin reading or writing. Thesis addresses prompt and guides the paper by stating the position of the author in direct response to the prompt	<ul style="list-style-type: none"> <li>Addresses all aspects of the prompt very well. Makes an insightful connection to the prompt.</li> <li>Thesis statement guides development of ideas in support of a position - strong thesis that is repeatedly proved throughout the entire essay</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all aspects of the prompt efficiently.</li> <li>Thesis statement guides development of ideas in support of a position - strong thesis that is proved throughout all or most of the essay</li> </ul>	<ul style="list-style-type: none"> <li>Addresses most aspects of the prompt.</li> <li>Thesis statement guides the essay but lacks depth</li> </ul>	<ul style="list-style-type: none"> <li>Neglects prompt, or demonstrates inability to interpret and/or develop necessary aspects of the prompt</li> <li>Thesis is simple and general, is mostly plot summary</li> </ul>	<ul style="list-style-type: none"> <li>Indicates serious confusion/gross misread of the text/prompt or neglects important aspects of the prompt</li> <li>An attempt is made to create a thesis, but it summarizes plot</li> </ul>	<ul style="list-style-type: none"> <li>Essay is not legible</li> <li>No thesis</li> </ul>
<b>Organization:</b> The paper should include evidence that the author took time to structure the paper in a logical way to outline an idea that addresses the prompt.	<ul style="list-style-type: none"> <li>Organization and structure appropriate to purpose and paragraphs are well developed and logical.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an organization and structure appropriate to purpose and paragraphs are effectively argued.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to reasonably organize and develop ideas by having definite separation of paragraphs from introduction to bodies to conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Organized minimally, probably has an introduction and body paragraphs but paragraphs themselves may be disorganized</li> </ul>	<ul style="list-style-type: none"> <li>There is very little attempt to separate different thoughts. The paper appears to be written without any attempt at pre-writing or drafting.</li> </ul>	<ul style="list-style-type: none"> <li>There is no attempt to separate different thoughts. The paper appears to be written without any attempt at pre-writing or drafting.</li> </ul>
<b>Introduction:</b> Commences the paper with some kind of background familiarize the reader to the subject of the paper and includes a thesis (typically at the end).	<ul style="list-style-type: none"> <li>Introduction orients the reader to the situation in an engaging manner</li> <li>Thesis appears in introduction of essay and is well-connected.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction orients the reader to the situation.</li> <li>Thesis appears in introduction of essay and is well-connected.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction orients the reader to the situation, however briefly.</li> <li>Thesis appears in introduction of essay and is reasonably connected.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction limited and fails to orient the reader to the situation</li> <li>Connection of introduction to thesis is disjointed</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates very weak organization or very little development of ideas</li> <li>Thesis may not appear in the introduction</li> </ul>	<ul style="list-style-type: none"> <li>Essay far too brief (skeletal development, can be one or two paragraphs)</li> <li>No thesis evident</li> </ul>
<b>Topic Sentences:</b> The first sentence of a body paragraph (b.p.) that has an argument/opinion that supports/connects to thesis which guides the entire paragraph.	<ul style="list-style-type: none"> <li>Topic sentences guide paragraphs with strong opinion and clarify connections to thesis seamlessly.</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentences guide paragraphs with strong opinions and connect to thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentences support thesis but lack insight and/or connection to thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentences are mostly plot summary or quoted text and no connection to thesis.</li> </ul>	<ul style="list-style-type: none"> <li>True topic sentence not present (see definition).</li> </ul>	<ul style="list-style-type: none"> <li>True topic sentence not present (see definition).</li> </ul>

<b>Components of an Essay continued:</b>	6 Clearly superior, excellent in all respects	5 Displays a developing sense of style with some precision and insight	4 Good, adequate achievement	3 Demonstrates developing competence but is flawed	2 Attempts the assignment, but the essay is seriously flawed	1 Does not meet minimal standards for an essay
<p><b>Writing Style:</b> sentence structure, elevated diction and a sense of voice is established in the paper and is interesting to read. Helps the audience understand the argument of the essay.</p>	<ul style="list-style-type: none"> <li>Demonstrates sophistication of style, insightful analysis, with a seamless flow of ideas by using elements of creative writing such as extended metaphors, sophisticated lead-in to thesis, keen sense of audience, varied sentence structures, precise language/excellent use of diction and virtually error free (e.g. mechanics, punctuation).</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas clearly and a develops a sense of style and creativity.</li> <li>Uses precise language/good use of diction .</li> <li>Contains few errors that do not detract from meaning (e.g. mechanics, punctuation).</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are reasonably presented but lack a sense of style and creativity. Minimal awareness of audience.</li> <li>Demonstrates adequate sentence control, but uses mostly simple sentences and average diction and/or misuses of effective diction.</li> <li>Contains few errors that do not detract from meaning (e.g. mechanics, punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>Expresses ideas in an unclear and confusing manner.</li> <li>Demonstrates a minimal sense of organization and/or lack of sentence control.</li> <li>Diction is elementary.</li> <li>Errors confuse the reader, interrupts the presentation of thought and/or detract from meaning (e.g. mechanics, punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>Shows inadequate sentence control and diction</li> </ul>	<ul style="list-style-type: none"> <li>Shows inadequate or no sentence control and extremely limited diction</li> </ul>
<p><b>Concrete Details:</b> Support the topic sentence with direct quotations and/or paraphrases from the prompt or text. Synonyms for concrete detail: evidence, facts</p>	<ul style="list-style-type: none"> <li>Uses impressive, compelling and relevant supporting details, examples, evidence, facts</li> <li>Uses logical and fluent transitions and lead ins to orient the reader to the evidence</li> </ul>	<ul style="list-style-type: none"> <li>Uses effective and relevant details/evidence/examples /facts</li> <li>Uses effective transitions and lead ins to orient the reader to the evidence</li> </ul>	<ul style="list-style-type: none"> <li>Uses sufficient general/adequate textual evidence/concrete details/examples /facts</li> <li>Lacking or inconsistent transitions and lead ins</li> </ul>	<ul style="list-style-type: none"> <li>Uses some evidence but relies too much on paraphrasing and can be repetitious</li> <li>Evidence does not consistently connect to topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>Uses little or no evidence that is often irrelevant; mostly plot summary</li> </ul>	<ul style="list-style-type: none"> <li>Appears to not understand text</li> </ul>
<p><b>Commentary:</b> Analyzes the evidence as it relates to the argument.</p>	<ul style="list-style-type: none"> <li>Writes commentary/Analysis that is plentiful, insightful, persuasive, and original</li> </ul>	<ul style="list-style-type: none"> <li>Writes commentary/analysis that is plentiful, insightful, and persuasive</li> </ul>	<ul style="list-style-type: none"> <li>Writes Commentary/analysis that can be plentiful, but also repetitive and/or commonplace</li> </ul>	<ul style="list-style-type: none"> <li>Writes commentary/analysis that is primarily paraphrase, repetitive</li> <li>Commentary does not connect or support the argument</li> </ul>	<ul style="list-style-type: none"> <li>Writes minimal analysis/commentary –almost all summary</li> </ul>	<ul style="list-style-type: none"> <li>Little or no commentary</li> </ul>
<p><b>Conclusion:</b> final paragraph of an essay</p>	<ul style="list-style-type: none"> <li>Creatively and/or sophisticatedly reinforces arguments and main idea of essay</li> </ul>	<ul style="list-style-type: none"> <li>Effectively reinforces arguments and main idea of essay</li> </ul>	<ul style="list-style-type: none"> <li>Adequately reinforces arguments and main idea of essay</li> </ul>	<p>Restates or rewrites thesis/introduction</p>	<ul style="list-style-type: none"> <li>Uses no conclusion</li> <li>Uses a one sentence conclusion</li> </ul>	<ul style="list-style-type: none"> <li>No conclusion</li> </ul>

## DURING READING

### Annotation of a Text – Leaving Tracks of Thinking

*Annotating is recording what a reader is thinking while reading—it helps a reader remember what s/he has read. Annotation also provides an opportunity for a reader to wrestle with the meaning of the text.*

*Nothing matters more than **THINKING** while reading.*

#### **Throw away the highlighter—underline and make notes with a pen or pencil.**

Highlighting can actually distract from the business of learning and dilute your comprehension. Highlighting only *seems* like an active reading strategy, but it can actually lull you into *passivity* rather than *thinking* about the text.

**Mark up the margins of your text with WORDS or ILLUSTRATIONS.** These are **ideas** that occur to you, **notes** about things that seem important to you, **reminders** of how issues in a text may connect with class discussion or course themes. This kind of interaction keeps you conscious of the **reason** you are reading and the **purposes** your instructor has in mind. Later in the term, when you are reviewing for a test or project, your margin notes may become useful memory triggers. Make a list of your ideas, write phrases or complete sentences—it is up to you! Just **interact** with the text by **writing** and **marking it up!** (Post-it notes work too!)

**Get in the habit of hearing yourself ASK QUESTIONS.** **What** does this mean? **Why** is the author drawing that conclusion? **Why** is the class reading this text? **How** would this happen? **Where** have I heard of this idea before? **When** will it happen? **Who** would it affect? Write the questions down in your margins, at the beginning or end of the reading, in a notebook, or elsewhere.

**WHEN READING, STOP-THINK-REACT. (STRategy) *I wonder...***

**Develop your own symbol system.** Asterisk a key idea in the text, for example, or use an **exclamation point** for the surprising, absurd, bizarre, or **question marks** for unclear passages or straight lines or crooked lines beside certain passages... Like your margin notes, your hieroglyphs can help you reconstruct the important observations that you made at an earlier time, and they will be indispensable when you return to a text later in the term, in search of a passage, an idea for a topic, or while preparing for an exam or project.

#### **Some annotation ideas:** *When I annotate, what do I write? Sometimes I...*

- Record a **REACTION** to the reading.
- Ask a **QUESTION** of the reading. What do I **WONDER** about?
- Give an **OPINION** of the reading.
- Make a **CONNECTION** to my own experiences, or local, national, or global situations, or other readings.
- PARAPHRASE** or **SUMMARIZE** sections of the reading—a line or two of summary per paragraph, perhaps.
- Respond to how I would **RELATE** if I were in that situation.
- Record the **“WHAT and WHERE and HOW and WHY and WHEN and WHO.”** Describe what is significant about the process and what conditions make the event or situation possible, where it happens, how it happens, where else it *could* happen, and speculate about *why* it happens...
- Record an **ANALOGY**. Compare the reading to something that is already understood. (For example, lines of military defense compared to the lines of the immunity system’s defense)
- Circle **WORDS** that I need to define. Keep a list of new words.

#### **Text Code Ideas:**

- |                           |  |   |
|---------------------------|--|---|
| ✓ for something known     | ?? for confusion                         | <b>R</b> for a connection (reminds me...) |
| <b>L</b> for new learning | ☆ for important information              |   |
| ? for a question          | ! for exciting or surprising information |   |





