Old Bridge Township Public Schools
Jonas Salk & Carl Sandburg Middle School
Student Handbook for Writing

Date of Adoption:
August 22, 2017

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Statement of Academic Honesty

Academic integrity is honesty and responsibility in scholarship. Every assignment you do in school is meant to measure your knowledge of something or your ability to do something. The grade you receive on the assignment should reflect that knowledge or ability. But an assignment cannot truly measure your knowledge or ability if you have not done your own work.

What is plagiarism? Plagiarism is a serious scholarly offense and is subject to disciplinary action. Students are often confused about what constitutes plagiarism. If you use a familiar expression such as "The Golden Rule," or if you refer to facts that are common knowledge such as "The United States is comprised of fifty states," you need not cite a source. This type of information is considered part of the public domain; however, if you report that the population of Old Bridge is 202,751, you need to cite your source, as most residents are not aware of the exact number, and population is in flux. Plagiarism (from the Latin meaning "kidnap") is taking the words, works, or ideas created by another and presenting them as your own. It is considered cheating, even if it is unintentional.

Some examples of plagiarism are as follows:

- You get an essay from a friend or from the internet and put your name at the top.
- You copy passages from print or online sources unchanged and without citation.
- You copy passages and change a few words without correct citation (paraphrasing).
- You use ideas presented by others in your paper without correct citation. (see page 18 of this handbook to learn how to cite a source correctly).
- You can also plagiarize yourself. If you submit a paper that you wrote for one class for credit in another class, you are guilty of plagiarism.
- If you steal an idea from a book, movie, speech, magazine, lecture, journal, teleplay, or electronic source and represent it as an original thought—even if it is expressed in your own words—then you have committed an act of plagiarism.

How to Avoid Plagiarism:

- Use quotation marks around word-for-word sentences used from any material (e.g. everything from online databases to songs to interviews to books to journals, etc.) and provide a correct citation.
- Use an indented set-off paragraph for quotes longer than four sentences in length and cite correctly.
- Give credit for all lines of thinking, facts, evidence, arguments, paraphrased summaries, statistics, graphs, photographs, art works, and any other material that was not created by you.
- Ask for permission to use copyrighted images and other materials and cite them.
- (For more complete information on plagiarism visit http://owl.english.purdue.edu/owl/resource/589/02/)
- Feel free to utilize one of the library’s plagiarism checkers to check your work. http://www.oldbridgeadmin.org/webpages/obhslibrary/databases.cfm
6. Make notes. Jot down marginal notes, underline and highlight, write down ideas in a notebook, do whatever works for your own personal taste. Note for yourself the main ideas, the thesis, and the author's main points to support the theory.

7. Keep a reading journal. In addition to note-taking, it is often helpful to regularly record your responses and thoughts in a more permanent place that is yours to consult. By developing a habit of reading and writing in conjunction, both skills will improve.

Annotating and Summarizing

Reading any text (fiction or nonfiction) requires the mental acts of observing, connecting, inferring, and concluding. It requires careful attention to details of language and structure.

Good readers:
- look not only for the information but also how that information is presented.
- observe the details of how stories are told, how arguments are made, and how evidence is presented.
- make connections among the details they observe.
- draw inferences based on those connected observations, inferences that prepare them to make conclusions from their inferences.
- are also engaged by what they read. They respond with questions if they need clarification, and they interact with the text even after their actual reading of the words on the page has been completed.

This is what we call active reading or annotation. Reading of this sort provides both intellectual and emotional response to the text.

"Annotating" means underlining or highlighting key words and phrases—anything that strikes you as surprising or significant, or that raises questions—as well as making notes in the margins. When we respond to a text in this way, we not only force ourselves to pay close attention, but we also begin to think with the author about the evidence—the first step in moving from reader to writer.

The following guidelines will help you to read actively.

1. With pencil in hand, skim the contents of the document. Pay attention to clarity of chapter titles, headings, diagrams, graphics, and illustrations.

2. Look for the author’s main point, and mark it when you find it.

3. When you see a word, acronym, sentence, and paragraph that you do not know or understand, mark it and look it up later.

4. Look for patterns in the things you’ve noticed about the text—repetitions, contradictions, similarities.
What Good Annotation Looks Like

ETHOS, LOGOS, AND PATHOS: The Three Appeals of Persuasion

The goal of most writing is to persuade an audience that your ideas are valid, or more valid than someone else's. Purpose, audience, tone, and diction are just a few elements a writer must consider. Selecting appropriate examples and expressing yourself clearly are also important if you want to appeal to your reader. The Greek philosopher Aristotle divided the means of persuasion, called appeals, into three categories—Ethos, Pathos, and Logos.

Ethos (Credibility) appeal means convincing by the character of the author. We tend to believe people whom we respect. As author, you must be an authority on the subject of the paper, as well as someone who is likable and worthy of respect. Here is an example of a visual advertisement using ethos:

- What makes this picture of President Obama credible?
- What does the word HOPE represent?
- How are the picture and the word HOPE an example of ethos?
Drafting refers to the actual process of composing during writing. During drafting, students establish their ideas and incorporate support and/or evidence for their ideas sequentially.

Revising

This part of the process refers to changes made in the content and structure of writing to achieve a particular purpose. During revising, students can may either add or delete information, alter the organization of the essay, include or change transitional words or sentences in the essay, and make any grammatical or mechanical changes as needed.

Editing

Proofread your work.

- Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.
- Reread to see if each sentence makes sense.
- Ask a friend to proofread your work.
opinion in a persuasive essay or letter format. Likewise, a persuasive essay requires the writer to take a stand and convince the reader that the writer’s position is valid. In addition, the essay should convince an audience to think a certain way or take action on a particular issue.

<table>
<thead>
<tr>
<th>Subtle, but Significant differences between</th>
<th>Persuasive Writing</th>
<th>v.</th>
<th>Argumentative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal of persuasive writing:</strong></td>
<td>To get reader to agree with you/your point of view on a particular topic.</td>
<td><strong>Goal of argumentative writing:</strong></td>
<td>To get reader to acknowledge that your side is valid and deserves consideration as another point of view.</td>
</tr>
<tr>
<td><strong>General technique of persuasive writing:</strong></td>
<td>Blends facts and emotion in attempt to convince the reader that the writer is “right.” (Often relies heavily on opinion.)</td>
<td><strong>General technique of argumentative writing:</strong></td>
<td>Offers the reader relevant reasons, credible facts, and sufficient evidence to honor the writer has a valid and worthy perspective.</td>
</tr>
<tr>
<td><strong>Starting point of persuasive writing:</strong></td>
<td>Identify a topic and your side.</td>
<td><strong>Starting point of argumentative writing:</strong></td>
<td>Research a topic and then align with one side.</td>
</tr>
<tr>
<td><strong>Viewpoint presented in persuasive writing:</strong></td>
<td>Persuasion has a single-minded goal. It is based on a personal conviction that a particular way of thinking is the only sensible way to think. Writer presents one side—his side.</td>
<td><strong>Viewpoint presented in argumentative writing:</strong></td>
<td>Acknowledge that opposing views exist, not only to hint at what a fair-minded person you are, but to give you the opportunity to counter these views tactfully in order to show why you feel that your own view is the more worthy one to hold. Writer presents multiple perspectives, although is clearly for one side.</td>
</tr>
<tr>
<td><strong>Audience of persuasive writing:</strong></td>
<td>Needs intended audience. Knowing what they think and currently believe, the writer “attacks” attempting to persuade them to his side.</td>
<td><strong>Audience of argumentative writing:</strong></td>
<td>Doesn’t need an audience to convince. The writer is content with simply putting it out there.</td>
</tr>
<tr>
<td><strong>Attitude of persuasive writing:</strong></td>
<td>Persuasive writers want to gain another “vote” so they “go after” readers more aggressively. Persuasive writing is more personal, more passionate, more emotional.</td>
<td><strong>Attitude of argumentative writing:</strong></td>
<td>Simply to get the reader to consider you have an idea worthy of listening to. The writer is sharing a conviction, whether the audience ends up agreeing or not.</td>
</tr>
</tbody>
</table>
Summary
A concise account of a source (book, article, program, and so on) which states the source’s main theme(s), prominent information, and main points of interest. This may also require a personal response or reflection, depending on the assignment. It can take many forms such as Article Summary, a Plot Summary, etc. Cite the original source.

Writing a Response/Reaction to Reading, Journal Entry Ideas
Write a thoughtful personal response to a [reading assignment] book, poem, play, or short story. Your response may be a letter to the author or to one of the characters, a journal entry (or entries) focusing on a certain part of your reading, an imaginary dialogue with one of the characters, a poem expressing a specific thought or feeling about the text, or an essay (paragraph) exploring your personal connection to your reading.

Research Paper
A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. The goal of a research paper is not to inform the reader what others have to say about a topic, but to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand. This is accomplished through two major types of research (Purdue Online Writing Lab).

When Students Research
Traditional information research tools and sources found in library media centers have been recently supplemented by the information available on the Internet. In some cases, students at almost all instructional levels from elementary schools to universities are doing all of the information access portion of their research projects and papers on the Internet. Most material that finds its way to a library’s shelves has passed through one or more information quality filters. Most journals publish articles that are referred by several experts and books are seldom published unless they meet the publisher’s quality criteria. Beyond these filters are the quality filters of the institution itself as each information resource has to meet the selection criteria of the library before it can be purchased. On the Internet, we find a much broader range of information quality. Web sites can be set up by anyone who has an interest in doing so. Many students have their own web sites that contain information they find interesting or amusing.

How Internet Searches Work
As students search for information on the Internet, they are confronted with the task of sorting and selecting the material they will use. A typical Web search on a topic of interest to a student often returns hundreds of hits. While the better search engines rank the hits to help find the sites most suited to your needs, a student will probably have to wade through a number of sites that are useless as they either fail
name, course, and date. The date should be in this format (with no punctuation): 12 February 2012

- The title should be centered using Times New Roman. Do not include any extra space between the title and the text of the paper. The title should not be underlined, italicized, or placed in quotation marks; Proper capitalization rules followed

- Use quotation marks and/or italics when referring to other works in your title

Elizabeth L. Angeli
Professor Patricia Sullivan
English 624
12 February 2012

Toward a Recovery of Nineteenth Century Farming Handbooks

While researching texts written about nineteenth century farming, I found a few authors who published books about the literature of nineteenth century farming, particularly agricultural journals, newspapers, pamphlets, and brochures. These authors often placed the farming literature they were studying into an historical context by

Image Source: Purdue Online Writing Lab

Tips for Conducting Research According to kidshealth.org

- Start at school - Ask your teacher or librarian which resources they'd recommend for your project. Unless your teacher tells you otherwise, you should use your school’s database.

- Sort fact from fiction - Before you begin your research, check to see if the author is identified and sources are cited. Government sites ending in .gov and educational sites ending in .edu usually are safe bets. Sites ending in .org are usually run by nonprofit organizations. They can be good resources, but it’s always best to check with your teacher to make sure he or she considers the site appropriate. Wikipedia.org is popular and ranks high in search results, but it can be
reader with a "guide" to your argument. A strong thesis statement must be specific and express the main idea of your essay.

Examples:

**Weak thesis:** *World hunger has many causes and effects.*

This is a weak thesis statement for two major reasons. First, "world hunger" can't be discussed thoroughly in five or ten pages. Second, "many causes and effects" is vague. You should be able to identify specific causes and effects. A revised thesis might look like this:

**Strong Thesis:** *Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.*

This is a strong thesis because it narrows the subject to a more specific and manageable topic and it also identifies the specific causes for the existence of hunger.

**Check out this video:** How To Write An A+ Thesis

[https://youtu.be/9R0ivCaltnY](https://youtu.be/9R0ivCaltnY)

**Body Paragraphs**
The **body paragraph** is the main part of your essay or paper. Each body paragraph contains a topic sentence that tells readers what the paragraph is going to be about, supporting sentences that discuss the idea or ideas in the topic sentence, using examples and/or evidence to support that discussion, and a concluding sentence that emphasizes the importance of the supporting examples or evaluates the connections between them.

The following acronym can be applied to remember the elements of the body paragraph.

**T** - Topic sentence - states the main idea of your paragraph (usually taken from the question or task and claim)

**E** - Examples and Evidence - explain specific examples and quotations that will help prove the topic sentence

**A** - Analysis - apply your evidence to support your claim.

**L** - Link or transition - link evidence and analysis back to the topic sentence OR link (transition) to the next paragraph
How to make a delicious **Quotation Sandwich**

**Introduce the quotation.**

Who said it? Tell us something about the author so we know why this quote is important.

Set it up. Choose words that accurately reflect the tone or attitude of the author.

"Insert the Quotation."

**Explain the quotation.**

What is the author saying? What does it mean? Why is it important?

Again, use words that reflect the author’s tone.

http://cdn.quotesgram.com/img/98/91/1558700497-quotation_20sandwich.jpg
Conclusion

Why do I need a conclusion?

A conclusion provides closure to the reader, drives main points home one last time, and gives the reader understanding of why it matters. If you can remember the acronym TSS, it will help you to remember what to include in your conclusion.

T - Thesis - Paraphrase your thesis. You want to make the same point but using new language. This drives your point home one last time.

S - Summarize - Summarize your arguments and paraphrase how you proved the thesis. You may include ideas from topic sentences.

S - Super So What - A "So What" for the whole essay. What is the one thing you want the reader to take away? What do you want them to understand or learn? Why should they care about your essay? This is the last line of your conclusion.

DO NOT ASK QUESTIONS IN YOUR ESSAYS! ANSWER THE PROMPT!

Examples:

- **Examples**
  - **Thesis:**
  - **Paraphrase:** Dogs make the best pets on the earth.
  - **Summarize:** Dogs are cleaner, better at showing affection, and ultimately easier to train.
  - **Super So What:** Change your life for the better - go get a dog!

- **Combine**
  - **Thesis:** Dogs make the best pets in the world. They are cleaner, better at showing affection, and ultimately easier to train. Change your life for the better - go get a dog!

- **Improve and Expand**
  - **Thesis:** There is no doubt that dogs make the best pets in the world. They provide a cleaner environment for your home, are not afraid to show their feelings, and can be trained to do a variety of tasks and jobs. Every second that goes by you are missing out on happiness. Get out of your chair and make a positive difference in your life - go get a dog!
receiving a second telegram that Brently was dead, Richards “hastened to forestall any less
careful, less tender friend in bearing the sad message” (28). Richards is also the one who
attempts to shield Mrs. Mallard from seeing her husband when he arrives home quite alive,
but this time he is too late. Ultimately, Richards’ sense of timing is at the core of Mrs.
Mallard’s heart failure. If he had waited to bring the news of her husband’s supposed death,
she would not have realized that without him she would be free, and she would not have
“died of heart disease – of a joy that kills” (29).

The underlined text represents the small amount of background information needed to jumpstart your
analysis. The italicized text represents textual evidence while the bold text is the analysis of the textual
evidence. (Note: As seen above, analysis should outweigh summary).

Word Choice, Syntax, Imagery, and Tone

Word choice/diction - This term may refer to the general type or character of language used in speech
or in a work of literature. What words does the author choose? Why did the author choose that
particular word? What are the connotations (or associated feelings) of that word choice?

Examples:

Laugh:
Is a princess more likely to giggle or guffaw? Does a witch cackle or roar with laughter?

Self-confident:
Do you prefer someone say you’re confident or stuck-up? Are you proud for winning or smug?

House:
Would a millionaire live in a shack or mansion? Would you find a cabin or cottage in
Manhattan?

Old:
Should you refer to grandparents as experienced or ancient?

As Shakespeare once wrote, “A rose by any other name would still smell as sweet,” but would you
want to smell it if it was called a trash-o-dil?

Syntax— Refers to the arrangement (the ordering, grouping, and placement) of words within a
sentence. Different syntaxes can help make poems feel more emotional or lyrical.

Examples:

“I rode across the meadow” and “Across the meadow, I rode” have different syntaxes.
Both have identical diction. Both make sense. The second sounds more “poetic.”
Examples:

1. accusatory - charging of wrong doing
2. awe - solemn wonder
3. bitter - exhibiting strong negative feelings as a result of pain or grief
4. cynical - questions the basic sincerity and goodness of people
5. callous - unfeeling, insensitive to feelings of others
6. contemplative - studying, thinking, reflecting on an issue
7. critical - finding fault in something
8. conventional - lacking originality and individuality
9. derisive - ridiculing, mocking
10. earnest - intense, a sincere state of mind
11. fanciful - using the imagination
12. gloomy - darkness, sadness, rejection
13. haughty - proud and vain to the point of arrogance
14. indignant - marked by anger aroused by injustice
15. judgmental - authoritative and often having critical opinions
16. jovial - happy
17. lyrical - song-like; full of images
18. matter-of-fact - not emotional
19. mocking - making fun of
20. malicious - purposely hurtful
21. objective - an unbiased view; able to leave personal judgments aside
22. optimistic - hopeful, cheerful
23. pessimistic - seeing the worst side of things; no hope
24. quizzical - odd, eccentric, amusing
25. reverent - treating a subject with honor and respect
26. reflective - illustrating innermost thoughts and emotions
27. sarcastic - sneering, caustic
28. sincere - genuine
29. whimsical - odd, strange, fantastic; fun

* From The Bedford Glossary of Critical and Literary Terms, second ed. (Murfin, Ray)

Identifying Common Errors in Student Writing

The following list adapted from the University of Wisconsin - Madison contains only brief examples and explanations intended for you to use as reminders while you are editing your papers.

1. Sentence Fragments. For a group of words to be a sentence, it must include a subject and a predicate (verb); anything less is a fragment.

Incorrect: The pollen of forty-eight plants native to Europe and the Middle East. [There is no predicate.]

Revised: The cloth contains the pollen of forty-eight plants native to Europe and the Middle East. [Contains is the predicate.]
5. Pronoun Agreement. Be sure that each pronoun agrees in number (singular or plural) with the noun to which it refers (its antecedent or referent).

Incorrect: When a candidate runs for office, they must expect to have their personal life scrutinized. [Candidate is singular, but they is plural.]

Revised: When candidates run for office, they must expect to have their personal lives scrutinized. [Both candidates and they are plural.]

6. Incorrect Pronoun Case. Determine whether the pronoun is being used as a subject, object, or possessive in the sentence, and select the pronoun form to match.

Incorrect: Castro’s communist principles inevitably led to an ideological conflict between he and President Kennedy. [He and President Kennedy are objects of the preposition between; therefore, an object pronoun is needed. He is a subject pronoun.]

Revised: Castro’s communist principles inevitably led to an ideological conflict between him and President Kennedy. [Him is the correct object pronoun.]

7. Omitted Commas. Use commas to signal nonessential material (details that are useful, but not necessary) to prevent confusion, and to indicate relationships among ideas and sentence parts. Use commas after dependent clauses, and to set off appositives (phrases that add more detail to a sentence).

Incorrect: When it comes to eating people differ in their tastes. [Without the comma, this sentence comes dangerously close to “eating people.”]

Revised: When it comes to eating, people differ in their tastes. [With the comma, the meaning is clear, and, thankfully, no one is eaten.]

Incorrect: The Huns who were Mongolian invaded Gaul in 451. [Without commas, the phrase who were Mongolian suggests there were Huns who were not Mongolian as well.]

Revised: The Huns, who were Mongolian, invaded Gaul in 451. [Who were Mongolian adds information but does not change the core meaning of the sentence because Huns were a Mongolian people; it is therefore nonessential and should be set apart with commas.]

8. Superfluous Commas. Unnecessary commas make sentences difficult to read.

Incorrect: Field trips are required, in several courses, such as, botany and geology. [There is no need for the commas after required and as; including them makes the sentence difficult to follow.]

Revised: Field trips are required in several courses, such as botany and geology.
Power Verbs

Eliminate to be verbs, and utilize rhetorically accurate/active verbs when writing.

What is a rhetorically accurate/active verb? A rhetorically accurate verb is an action word that describes the kind of action taken. When you write, use the active voice. Demonstrate clearly who is doing what to whom. Use rhetorically accurate verbs INSTEAD OF: "says," "states," "writes," or a passive verb.

Active (Power!) Verbs in English Academic Discourse (see page 32)
**POWER VERBS:**


**Words to AVOID in academic writing. This is a starter list. It will grow!**

- a lot
- very
- pretty
- stuff
- awesome
- great
- many
- definitely
- really
- “etc.”
- cool
- things
- nice
- ways
- bad
- good
- lots
- really
- amazing
- beautiful
- good
- extremely
- wonderful
18. Epitaph - is a descriptive literary device that describes a place, a thing or a person in such a way that it helps in making the characteristics of a person, thing or place more prominent than they actually are.

19. Figurative Language - words or phrases which do not mean what they first appear to mean that are used in a special way to create a special effect
   a. Alliteration - the repetition of consonant sounds
   b. Allusion - making a reference to another literary work or an historical event
   c. Assonance - takes place when two or more words close to one another repeat the same vowel sound but start with different consonant sounds.
   d. Consonance - refers to repetitive sounds produced by consonants within a sentence or phrase. This repetition often takes place in quick succession such as in pitter, patter.
   e. Cliché - a word or phrase that is so overused that it is no longer effective in most writing situations.
   f. Euphemism - when you replace one word or phrase for another in order to avoid being offensive
   g. Flashback - a device by which a writer interrupts the main action of a story to recreate a situation from an earlier time
   h. Foreshadowing - hints and clues that tip the reader off as to what is to come later in the work
   i. Hyperbole - an immense exaggeration in literature
   j. Imagery - to use figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses.
   k. Metaphor - comparing two things based on similar traits
      i. Direct - when the writer directly states both of the things being compared
      ii. Indirect - when the writer states one of the things and the reader must infer the other
   l. Onomatopoeia - when a word is pronounced and it makes a sound
   m. Personification - gives human characteristics to inanimate objects, animals, or ideas
   n. Pun - a word or phrase which has a "double meaning" as intended by the writer, often these words sound the same (or almost the same) but have different meanings.
   o. Simile - compares two things using the words “like” and “as.”
   p. Symbolism - an object that stands for, or represents something else

20. Figure of speech - is a phrase or word having different meanings than its literal meanings. It conveys meaning by identifying or comparing one thing to another, which has connotation or meaning familiar to the audience. That is why it is helpful in creating vivid rhetorical effect.

21. Genre - the type of literature a story is
   a. Allegory - the representation of ideas or moral principles by means of symbolic characters, events, or objects.
   b. Comedy - a play that ends happily, in which the main character gets what he or she wants.
   c. Editorial - a short essay in a newspaper or magazine that expresses the opinion of the writer
   d. Essay - a piece of writing that expresses an individual’s point of view; it is a series of closely related paragraphs that discuss a single topic
   e. Epic - a long narrative poem that tells about the adventures of a great hero. Epics embody the values of the people who tell them.
d. **Couplet** – in poetry (verse), two consecutive lines that rhyme

e. **Free verse** - is a literary device that can be defined as poetry that is free from limitations of regular meter or *rhythm* and does not *rhyme* with fixed forms.

f. **Half rhythm** - is one of the major poetic devices. It is also called an imperfect rhyme, slant rhyme, near rhyme or oblique rhyme. It can be defined as a rhyme in which the stressed syllables of ending consonants match, however the preceding vowel sounds do not match.

g. **Heroic couplet** – two consecutive lines of rhymed verse written in iambic pentameter.

h. **Iambic Pentameter** - a line of poetry that contains five iambic feet; an iamb is a foot consisting of an unaccented syllable followed by an accented syllable.

i. **Lyric** – a short poem that expresses the personal feelings and thoughts of a single speaker

j. **Sonnet** – a poem of fourteen lines written in iambic pentameter that follows one of several rhyme schemes

k. **Enjambment** - it means moving over from one line to another without a terminating punctuation mark. It can be defined as a thought or sense, phrase or clause in a line of poetry that does not come to an end at the line break but moves over to the next line. In simple words, it is the running on of a sense from one couplet or line to the next without a major pause or syntactical break.

31. **Point of view** - from whose angle the story is being told

a. **First person** - when a character in the story tells the story using "I" or "we"

b. **Second person** - used in nonfiction, primarily for the purpose of writing instructions or directions "you"

c. **Third person** - when the narrator is telling the events from "outside" the story from a neutral or unemotional viewpoint using "he" or "she"

d. **Omniscient** - when the narrator can see into the hearts and minds of more than one of the characters in the story

e. **Third person limited** - when the narrator can see into the heart and mind of only ONE of the characters in the story

f. **Unreliable** - learns about their situation along with the reader.

32. **Protagonist** - the leading character, hero, or heroine of a drama or other literary work.

33. **Rhetorical question** – a question asked only for effect or to make a statement, but not to get an answer.

34. **Setting** – the time and place a story takes place

35. **Soliloquy** - often used in drama to reveal the innermost thoughts of a character. It is a great technique used to convey the progress of action of the play by means of expressing a character’s thoughts about a certain character or past, present or upcoming event while talking to himself without acknowledging the presence of any other person.

36. **Static character** - who remains basically unchanged throughout a work.

37. **Structure** – this is the organization or planned framework that a writer creates for his/her piece of literature.

38. **Style** – the particular way a writer uses language. This is revealed through diction (word choice), sentence structure and tone.

39. **Syntax** – is a set of rules in a language. It dictates how words from different parts of speech are put together in order to convey a complete thought.
Works Consulted


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Avoiding Plagiarism. The Writing Lab and The OWL at Purdue, 10 Oct. 2014. Web. 30


### Appendix

#### Sample Persuasive Graphic Organizer

<table>
<thead>
<tr>
<th>Topic: Riding a bike for any trip under five miles</th>
<th>Purpose: To persuade people to use bicycles for shorter trips</th>
<th>Audience: People who overuse cars and under-utilize bicycles for short trips</th>
</tr>
</thead>
</table>

**Thesis Statement:** You’ll save money and time by riding a bike; even in the winter months, people should use bikes for short trips instead of cars.

<table>
<thead>
<tr>
<th>Claim/Counterclaim</th>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>While some may argue that bicycling is an expensive hobby, riding a bike can actually be quite cost effective.</td>
<td>- Current gas prices&lt;br&gt;- Price of bike and accessories in comparison to cost of regular car maintenance</td>
<td>- Comparing the one-time cost of bike accessories to continued purchase of gas for a five mile commute (show math)</td>
</tr>
<tr>
<td>Although riding a bike lengthens the time required for a long commute, riding a bike over a short distance actually saves time.</td>
<td>Time&lt;br&gt;- Convenience&lt;br&gt;- Multi-tasking</td>
<td>- Average time of a five mile commute vs. average speed of a biker on same commute&lt;br&gt;- No worrying about parking, no filling up on gas, etc.&lt;br&gt;- You can exercise and commute simultaneously.</td>
</tr>
<tr>
<td>While winter roads might be dangerous, riding a bike in winter can be both safe and feasible.</td>
<td>According to icebike.org survey, very few accidents are reported.</td>
<td>- Compared to summer accidents, winter apparel provides protection.</td>
</tr>
</tbody>
</table>

**Emotional Appeal**

Many Americans are fearful of being overweight.
- Carbon emissions are slowly killing our planet.
- Riding a bike recalls happy childhood memories.

**Conclusion:**
Associate biking with rediscovering childhood freedom.
Sample Outline for Persuasive Essay

Thesis: You'll save money and time by riding a bike; even in the winter months, people should use bikes for short trips instead of cars.

I. Cost
   A. 
      1. 
      2. 
   B. 
      1. 
      2. 

II. Time
   A. 
      1. 
      2. 
   B. 
      1. 
      2. 

III. Safety in winter
   A. Accidents [Evidence] 
      1. Summer [Elaboration] 
      2. Winter [Elaboration] 
   B. Injuries [Evidence] 
      1. Summer: Exposed limbs subject to road rash [Elaboration] 
      2. Winter: Protective apparel [Elaboration]
**Sentence Templates + Transitions for beginning to write argument**

Derived from Graff and Birkenstein's *They Say / I Say*

Remember: the templates below are meant to “be direct with [you] about the key rhetorical moves that [critical thinking] comprises” (Graff & Birkenstein, 2010). Think of them as moves in a video game or a sport—the better we get at the game or sport, the more comfortable we get with knowing when and how to use a move best. With that said, play around with these, notice how they are used in the writings of others, and determine that you will grow as an arguer this year. And remember this, too: argument is hard, and hard means we get to grow rapidly if we dare to go all in.

### Introducing What an Author Says

- X acknowledges that ____________.
- X agrees that ____________.
- X argues that ____________.
- X believes that ____________.
- X denies/does not deny that ____________.
- X claims that ____________.
- X complains that ____________.
- X concedes that ____________.
- X demonstrates that ____________.
- X celebrates the fact that ____________.
- X insists that ____________.
- X questions whether ____________.
- X reminds us that ____________.
- X reports that ____________.
- X suggests that ____________.

### Introducing “Standard Views”

- Americans today tend to believe that ____________.
- Common sense seems to say that ____________.
- It is often said that ____________.
- Many people assume that ____________.

### Introducing an Ongoing Debate

- In discussions of ____________, one controversial issue has been ____________. On the one hand, ____________ argues ____________. On the other hand, ____________ opposes ____________. Others even believe ____________. My own view is ____________.

- When it comes to the topic of ____________, most of us will readily agree that ____________.
  Where this agreement usually ends, however, is on the question of ____________. While some are convinced that ____________, others believe that ____________.
- Although not all __________es think alike, some of them will probably dispute my claim that ___________.
  Although not all globalization fans think alike, some of them will probably dispute my claim that globalized companies are destroying developing countries.

Making a Concession (i.e., They have a point, BUT...)

- Admittedly, ___________.
- Proponents of X are right to argue that ___________. But they are exaggerating when they claim that ___________.
  Proponents of complex texts are right to argue that reading such material is essential for post-secondary success. But they are exaggerating when they claim that
  Standage's book is the only possible complex text for world history students to read.
- While it is true that ___________, it does not necessarily follow that ___________.
- On the one hand, X is right to say ___________. On the other hand, it is still true that ___________.

Explaining a Quotation (i.e., Showing that you understand what the quote says)

- Basically, X is saying ___________.
- In other words, X believes ___________.
- In making this comment, X urges us to ___________.
- In making this comment, Cepeda urges us to look consider whether we do, actually, like hard work.
- X's point is that ___________.
- The essence of X's argument is that ___________.

Naming Your Naysayers or Opponents (i.e., Introducing your rebuttal)

- Here many ___________ would probably object that ___________.
  Here many proponents of choice reading would probably object that complex texts destroy the enjoyment of reading.
- Of course, ___________ would certainly take issue with the argument that ___________.
  Of course, antiglobalization activists would certainly take issue with the argument that globalization helps out developing countries.
- ___________, of course, may want to question whether ___________.
  Patriots, of course, may want to question whether the United States is acting out of selfish motives in its wars overseas.
- Nevertheless, critics of ___________ will probably argue that ___________.
  Nevertheless, critics of student-chosen reading will probably argue that reading complex texts is the only way to increase reading levels.
Transitions

For ADDING IDEAS:
also
furthermore
in fact
equally important
moreover
another
additionally
indeed
in addition

For MAKING A CONTRAST:
however
nevertheless
although
conversely
on the contrary
notwithstanding
even though
all the same
on the other hand
by contrast
nonetheless

For COMPARING:
likewise
equally
along the same lines
similarly
in comparison
in the same way

For CITING AN EXAMPLE:
for example
in other words
in fact
for instance
specifically
after all
as an illustration
consider

For SHOWING RESULTS:
accordingly
hence
consequently
as a result
thus
therefore

For REINFORCING AN IDEA:
especially important
above all
most noteworthy
especially relevant
a significant factor
most of all

For ELABORATING (expanding upon a point):
actually
by extension
to put it another way
to put it bluntly
in short
to put it succinctly
in other words
ultimately
basically

For CONCEDING A POINT:
admittedly
of course
although it is true that
naturally
granted
to be sure

For CONCLUDING:
clearly
hence
consequently
obviously
therefore
thus
in short
all in all
Examples of Student Essays---Argument/Opinion Writing

File Name: A6P Dear Teachers, Parents, and School Board

Argument/Opinion

Grade 6

On-Demand Writing- Uniform Prompt

Dear Teachers, Parents, and School Board,

The children in my class have been talking about the proposal that some of you have made which is whether or not our school should participate in the national “Shut Down Your Screen” week. I don’t think that if we did that, it would have a positive effect on the children in our school. There are a few reasons that we might want to participate but I weighed it out and I don’t think that we should participate. These are the reasons.

One reason that I don’t think that our school should participate in the national “Shut Down Your Screen” week is that when we can use computers, we can get assignments done faster during the school day so that we can move on to other things. For example, when you are given a task to type, if you write it by hand, it will take a much longer time then if we just decided to type it. If we are given an assignment that we have to do research on, we can usually get a lot more useful information from the internet then even from a book sometimes. Also, we will be able to move on to our next subject much faster because our research or typing will be finished.

Another reason that I don’t think we should shut down our screens for a week is because the Internet is the most reliable source for information. In the article “Is Google Making Us Stupid” it said the internet has the world’s best images, writing and ideas. That means that it will have better,
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Another reason that I don’t think we should shut down our screens for a week is because the Internet is the most reliable source for information. In the article “Is Google Making Us Stupid” it said the internet has the world’s best images, writing and ideas. That means that it will have better, more honest and reliable information than even a book. The internet lets us expand our range of thinking and see things in a different way from possibly someone else’s perspective. The internet’s information lets us think better and faster. Some people say that the internet is not helping us learn and not making us brilliant but I don’t believe that is the case. I’m only eleven
The Fight for Education

I ran as fast as I could. I could see my destination just ahead of me. Just a little further, I kept saying to myself, just a little further and I will have made it to the land of the free and the home of the brave, the land of opportunity.

Diego finally got to his destination. He had gotten to America without getting caught. Now he could get the education to become a mechanic.

Like Diego, many illegal immigrants come to America every day for a better life and a better education. Whether these illegal immigrants should get the education they came for is very controversial in today’s economy.

Some Americans think that illegal immigrants shouldn’t be eligible for instate tuition, but other Americans think that these illegal immigrants should be eligible for instate tuition. I am one who thinks that illegal immigrants should be eligible for instate tuition.

One of the most important arguments is that illegal immigrants pay taxes. By buying goods in America they are paying sales taxes, and in April most file and pay their [income] taxes. In fact, illegals pay about nine billion dollars in [Social Security] taxes every year. Where do these taxes go? They go to lowering the cost of instate tuition, making it so affordable today. So why
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One of the most important arguments is that illegal immigrants pay taxes. By buying goods in America they are paying sales taxes, and in April most files and pay their [income] taxes. In fact, illegals pay about nine billion dollars in [Social Security] taxes every year. Where do these taxes go? They go to lowering the cost of instate tuition, making it so affordable today. So why shouldn’t the illegal immigrants be eligible for instate tuition when they are helping to lower the price of the tuition?

Another important argument is one that our forefathers set forth to make a better nation. “We hold these truths to be self-evident, that all men are created equal…and hold unalienable
Dear Teachers,

I believe that we should participate in shutdown your screen week. I think that everyone in the school should not use any electronics for one week. Since the invention of the computer, cellphone and other electronics, people have been using them more and more and more. These electronics have big upsides, you're never alone if you have cell service and Facebook allows people to talk to multiple friends at once when they're not in the same room, town, state, or country. But they also have their downsides. What makes us truly great is our ability to think deeply and focus, but when we use electronics or the internet we aren't doing either of these things. In fact, using these things makes us think more shallow and focus less. I think that we should participate in shut down your screen week.

One reason is that using electronics and multi-tasking causes focus problems, on and off computers. In *Attached to Technology and Paying a Price* by Matt Richtel, it says, "Scientists say juggling email, phone calls, and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information." This ability to focus is enormously important, it's one of the things that we depend on almost every day. Like when you're driving a car to work or flying a plane. If you're distracted while doing one of these things it can have dire consequences for
In this on-demand assignment, students were asked to take a position on whether their school should participate in the national “Shut Down Your Screen Week.” This writer begins by offering specific, well-developed context concerning the issue and then asserts the claim that, in his view, the school should participate.

The writer develops his claim with several reasons, which he supports with some relevant, credible evidence, demonstrating his understanding of the topic and the texts he has read. The evidence in this piece comes from those texts. The writer organizes his ideas clearly and supports his claim with logical reasoning. In addition, he acknowledges a counterclaim, distinguishes it from his own claim, and refutes it with support for his own position, even though this development of a counterclaim is not stated in the Standards at this grade level, and again includes evidence from the texts. Throughout the essay, the writer uses words, phrases, and clauses as transitions to clarify the relationships among claim, counterclaim, reasons, and evidence and to create cohesion.

The writer maintains a formal style throughout the piece. The conclusion follows from and supports the argument presented.
Paying the Price by Matt Richtel it says the multitaskers “had trouble filtering out the blue ones — the irrelevant information.” If we participated, we could give these people a chance to develop new habits that would help them filter out irrelevant information and only pay attention to the things that are important. For example, if someone’s playing with their daughter, they would check their email every time they received an email instead of focusing on playing with their daughter.

Now, some people say that we shouldn’t participate because technology makes you smarter, why stop doing something that’s helping yourself. In an imaging study by Dr. Small, he found that “Internet users showed greater brain activity than nonusers, suggesting they were growing their neural circuitry.” While they may be growing their neural circuitry, they were also changing a characteristic of the brain that was thought to be unchangeable, the ability to only process one stream of information at a time. This ability allows humans to think deeply, an important characteristic in today’s society. By changing it, they were preventing themselves from having the ability to think deeply.

Technology is a new thing, and it has many advantages and conveniences. But for many it becomes more than a convenience, it becomes an obsession. For this reason I believe that we should participate in shut down your screen week, to give people a chance to make new habits and make technology a convenience again, not a necessity.
the job at all but if she does get the job she will be able to pay off the farm debts much faster. This is when Lyddie begins to take her life into her own hands and makes the choice to take a chance at the mill.

When Lyddie begins working at the mill, she starts making much more and with that money she is able to buy a book. Lyddie does not have a good education and people at the mills by her roommate Betsy she becomes passionate about reading so she goes to buy a book.

“‘I-I come to purchase at book…” “what book do you have in mind…” “uh-uh Oliver Twist if you please sir’” (p.83-84) she then pays with two silver dollars.

By making the choice to purchase that book she opens the doors to education and becomes a smarter person who loves to learn. She also changes from a thrifty penny pincher to someone who realizes that money isn’t always the most important thing in life.

Because of Lyddie’s love for reading she makes the choice to leave the farm that she has just returned to, and leave Luke, the man who loves her to go to Oberlin College in Ohio.

“I’m off’ she said ‘to Ohio, there’s a college there that will that will take a women just like a man’”. (p.181)

By making the choice to go to college Lyddie is showing that she won’t give up on her education and won’t give up on an adventurous life. Even though things haven’t been great for her she is still ready to start another chapter in her life.

What does the author want us to understand about the power of the Industrial Revolution? I think that in Lyddie it is showing that the Industrial Revolution gave people many opportunities in their lives. The Industrial Revolution also had lots of hard moments where people would get sick, break a bone, or even die. The Industrial Revolution seemed to rule a lot of people’s
Lyddie’s Choices

Lyddie Worthen is the main character in Katherine Patterson’s *Lyddie*. Lyddie is a young girl living on a Vermont farm in the 1840’s. This is the time of the Industrial Revolution. Lyddie’s father has abandoned the family and Lyddie’s mother leaves her and her brother behind thinking that the world is coming to an end. The only thing Lyddie has left is her farm which she desperately wants to hold on to. In order to keep her farm Lyddie has to work off the debts on her farm, but the job she has isn’t paying enough, so she leaves to begin a new life as a factory girl at the newly developed textile mills in Lowell Massachusetts. Because of working in the Lowell mills Lyddie gets a broader sense of herself. She is able to make some choices about who she wants to be in her life.

Lyddie is working at a place called Cutlers Tavern for very low wages. If she keeps working like this she will never be able to pay off her debts, so she decides to go to Lowell and work in the mills so that she can make more money.

She is told by a customer who works in the mills “you’d do well in the mill you know. You’d clear at least two dollars a week. And’ she paused ‘you’d be independent.’” (p. 25)

Lyddie then makes the choice to go to the mill. She realizes that at the mill she will be able to pay off the farm debts faster. This is a hard choice for Lyddie, if she stays at the tavern she knows that she will continue to make money and eventually pay off the debt. If she goes to the mill she has a chance of not getting the job at all but if she does get the job she will be able to pay off the farm debts much faster. This is when Lyddie begins to take her life into her own hand and makes the choice to take a chance at the mill.
To Build a Fire

One of the most important things in life is to know how to build a successful fire. For ages fire has been a critical part of our lives. Fire provides heat, and this is what it is mainly used for. Heat cooks food. This is also critical because some uncooked foods can cause some very nasty, unmentionable diseases. And, of course, there is aesthetics. Could one be more cheerful than roasting chestnuts over an open fire?

So, now that you’re all convinced that fire is the greatest thing in the world, you probably should know how to make a successful fire. Well, I agree wholeheartedly to teaching you. So, let us go through the steps one by one.

First you need to decide where you are going to build the fire, whether it be in a woodstove, in a fireplace, or out in the open. They are all relatively the same in terms of process, but materials used can differ. The basic process is as follows.

First you need to find some newspaper, or other easily burnt materials such as birch bark, office papers, old report cards, etc. Crumple up enough of the paper to cover the bottom of your fire area (if you are using birch bark just lay a few strips down). Next you need kindling. Kindling usually is best in the form of split boards, but split wood is also fine as long as the wood is dry and not green (not in color but if wood has been cut recently it is usually referred to as “green”). About four to eight pieces should be laid on top of the paper in a criss-cross design in order to

Introduces the topic / focus clearly, previewing what is to follow: The writer provides background information about the importance of fire, leading into an explanation of how to build a fire.

Organizes ideas, concepts, and information using sequence: The writer explains the process of building a fire in a step-by-step fashion.

Develops the topic with appropriate, accurate, facts and concrete details about the materials and steps needed to build a fire.

Uses precise, domain-specific vocabulary to explain and analyze.

Establishes and maintains a formal style.
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See Figure 1. Note: Fire will not burn without oxygen! Do not smother it!

![Figure 1](image-url)
How Mount Olympus is Like a Cell

Have you ever looked at your own cells? No, of course not. You’re a mortal and you don’t have the power or technology to do that. Maybe some day in the future we shall grant humans the power of microscopic vision. Who knows? That’s up to Zeus. Cells are amazing things. Each one is individually different. When I first looked at my own cells I thought, “WOW there is nothing like this in the whole world.” I was wrong. Recently, I came to the realization that my own dear Mount Olympus is very much like a cell itself. There are many components in a cells that can also, in a way, be found on Mount Olympus. The structure of a cell and the components within are very like Mount Olympus. What? You don’t believe me? Well fine! Come on. I’ll show you. Oh, and by the way my name is Eos and I’m the Greek goddess of dawn. I’m responsible for the rising of the sun. Be careful and follow me. Don’t let anyone else see you. Mortals aren’t allowed up her. Let’s go.

In an animal cell, the cell membrane controls what enters and leaves the cell. There are small pores that allow things of different sizes through. Up her, on Olympus what keeps the mortals from entering or leaving (if they are to be kept here) is an instilled fear of us. Mortals dare not enter unless told to by one of the gods or goddesses. They dare not leave either.

Now, all of you stand still. No, it’s okay. This is just a powder that will make you invisible. Nobody move or make a sound. Got it? If you do, it will be your life wasted. I just have to check to make sure that neither Zeus or Hera are in their throne room...Okay, we can go in. Just go silently and quickly! This is Zeus and Hera’s throne room, which is very similar to the nucleus of a cell. In a cell, the nucleus is the control...
thee slaves. They perform almost every task that can even slight be considered laborious. The energy they get from food is stored in their bodies and released in order to do tasks.

In a cell, the ER, or endoplasmic reticulum, help to move substances around the cell. The halls and paths we’ve been following are very similar to the ER, they are like the roads that contain all movement.

Quick, into this room here. That was Hermes the messenger god. Now that I think of it, he is very much like the golgi bodies in a cell. The golgi bodies package and ship substances from place to place in a cell. Hermes, similarly wraps items up in goat skin and takes them from one person, immortal, or Titan to another.

Now, let’s go back to the entrance. You should go. Soon every god, goddess, demi-god, and demi-goddess will be coming. There is a big meeting tonight. So they were all summoned here. By now, I’m sure you can see how Mount Olympus is structured like a cell! Just follow that path down there until you get home.

Wait, the day is almost over and it’ll get dark. Each of you swallow some of this powder. There, this enables you to fly, which is much faster than walking. If you promise not to tell anyone about this and you can go. You swear?

Okay, good bye

For this piece of blended writing (informational and narrative) from an eighth-grade science class, students were asked to address the question: “How is a cell like a familiar building or city?” This writer responds by comparing cell structure to the structure of Mount Olympus and writes from the perspective of one of the gods. She begins by orienting the reader to the narrative conceit, providing some context about cells and Mount Olympus, and then stating her main point (Mount Olympus is structured like a cell), thereby previewing what follows in the essay.

The writer organizes the essay clearly by using both a narrative story line (for both reader interest and analogical purposes) and a compare/contrast informative/explanatory structure. She uses appropriate transitions to clarify relationships among ideas and concepts. Within each chunk, the writer uses precise language and domain-specific vocabulary to name and accurately explain elements of the comparison. This makes the writer’s thinking and understanding easy to follow.

The tone is conversational and the style relatively informal, both appropriate for this type of blended writing. The conclusion follows from and supports the main point, as well as providing a sense of closure for the narrative.
Holy Zeus! Someone’s coming in. It’s Zeus himself! Quick into here. No noise, no movement, no nothing! Those of you who can peer through the window, do so. You’ll be able to see the head god himself! Zeus and his wife, Hera, control the gods, goddesses, and mortals. They are like the chromosomes in a cell. In a cell, the chromosomes determine what kind of cell it will be and how it acts. That is what Zeus and Hera do in the world.

In a cell, the ribosomes turn amino acids into proteins. On Mount Olympus we make many things like laws, rules, and the weather. However, the most material thing that we make are lightning bolts. Of course, only Zeus can actually make them. Although others can use them if they have his permission. See how Zeus only uses his left hand for tasks? That is because his right hand is used to make lightening. Like the ribosomes, his hand takes raw materials (the abundant plasma and energy up here) and creates a whole new product (lightning.) His hand is like a the ribosomes in a cell.

Good, Zeus is leaving. This closet is starting to get stuffy. We should go quickly out into the hall. Now take a right, then a left into here. This is the courtyard. Immortals don’t have to eat, but we do it for the pleasure of it. Also, eating helps keep us healthy and happy. The fountains flow with sweet juices and wines. The trees have the best fruits possible. That table over there is always supplied with the most delectable food imaginable. Those chests that are spread around are filled with gold and jewels for our taking. Wearing these helps enhance our godly image. This courtyard represents the vacuoles in a cell. In the vacuoles, large amounts of what the cell needs are stored. Here large amounts of what immortals thrive on is stored.

Don’t be alarmed. Those are our mortal slaves. They won’t tell on us because I have ordered them not to. In an animal cell, mitochondria store energy and release it when necessary. They power the cell. Here on Mount Olympus, we could not get by without thee slaves. They perform almost every task that can even slight be considered laborious. The energy they get from food is stored in their bodies and released in order to do tasks.

In a cell, the ER, or endoplasmic reticulum, help to move substances around the cell. The halls and paths we’ve been following are very similar to the ER, they are like the roads that contain all movement.
Examples of Student Essays---Narrative Writing

File Name: N6P Black Mountains of Dust

Narrative

Grade 6

On-Demand Writing- Uniform Prompt

Black Mountains of Dust

I was sitting at a park bench when I saw the endless black heading towards me. "Mom look!" I screamed. My mom turned around and faced me. A look of pure horror was painted across her face.

"Margaret come on we need to go now!"

She shouted. We ran across roads and dried up crop fields. We did not dare look back. Suddenly I wasn't running away from the black cloud. Instead I was face down in the dirt. Oh no I had tripped over my shoelace! I slowly looked up where was my mom? The cloud loomed closer and closer. I choked feeling the gritty dust in my throat. I tried to crawl forward but needles shot through my legs. Oh great in a time like this my legs fall asleep!

A whiff of dust blew toward me, burning my eyes and making everything blury.

"Mom!" I screamed. "Mom!"
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"Mom!" I screamed. "Mom!"

I tried to yell again but was choked by more dust. "Mom" I whined. Where was she. I started coughing from all of the dust in my lungs and throat.

"Margaret! Darling come on!" My mom motioned me to get up but I shook my head.
The Boy

The young boy stood with the most menacing look he could muster spread across his face. He just stood there watching the endless columns stretch as far as the eye could see down the long, dusty road. The soldiers would turn and look as they went by, and he made sure to look right back. He made sure to stare as far as he could into the dark pupils of their eyes, as if it would raise the house that was now nothing more than a heap of ashes. Only a few charred remains of the walls were left.

As his eyes went from soldiers to remains he saw a small soft lump poking up from the ashes. He knew exactly what it was and he turned away. That teddy bear had been his favorite friend. Not a toy, it was more than a toy to him. For a second he was back on a green lawn, with the shutters of a house tapping softly on the window pane. And there was his bear. They waited for the next pirate ship to come around the bend in the road, so they could board it and make the captain walk the plank. But then he heard a shout and knew he was back on the dusty road with no green lawn and no shutters tapping softly.

He leaped down from his perch on an old dresser, one of the few things that hadn’t been pillaged or burned in the fire. He bent down, putting both hands on his knees as his eyes searched the ground intently. He picked up the most deadly rock he could find and hopped back up on his perch to resume his watchful glare. No soldier escaped the watchful eyes as he probed them. The giant snake of blue tails was tapering off, and the boy

Engages and orients the reader by establishing context for narrative to follow. Main character is introduced, the boy. The story will be told from his point of view, a limited third person

Uses precise words and phrases, relevant descriptive details, and sensory details to capture the action and convey events. The writer subtly establishes both the setting and focus - the conflict the boy is dealing with.

Uses transitional clause to signal time shift back in time (flashback). Uses precise language to capture the memory the boy has of his life before the soldiers came

Uses precise words and phrases, relevant descriptive details, and sensory details to capture the action and convey events, and to develop the character of the boy.
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didn't want them living like this but there was nothing I could do. I felt useless and weak.

The wind blew again and I went back to my daydreaming. My husband had been out for three days looking for any job available. We had planned to be at least in a home that put a roof over our heads but we accomplished nothing. Most of our close friends that had traveled with us already had a job and housing. The feeling bothered me. I looked around and saw some of the families huddled under their tents. I don't want to be like this anymore I thought. But yet again there was nothing I could do. Sometimes I felt angry with myself. As if I wasn't trying my hardest, but eventually it would just turn to sorrow.

My thoughts were disrupted by Annie and Joey running up to me smiling. I looked down on them and smiled, wondering how lovely childhood must be with no worries.

"Ma, when are we going to eat, I'm starving?" asked Joey.

Even I didn't know the answer to that question, we had completely run out of food. I pondered on how I would say this to them. I gave up and just said, "I don't know Joey."
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## Narrative Task (NT)

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Expression</td>
<td>The student response is effectively developed with narrative elements and is completely appropriate to the task;</td>
<td>The student response is mostly effectively developed with narrative elements and is generally appropriate to the task;</td>
<td>The student response is developed with some narrative elements and is limited in its appropriateness to the task;</td>
<td>The student response is minimally developed with few narrative elements and is limited in its appropriateness to the task;</td>
<td>The student response is undeveloped and/or inappropriate to the task;</td>
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<tr>
<td></td>
<td>is organized with clear and coherent writing;</td>
<td>is organized with mostly clear and coherent writing;</td>
<td>demonstrates some organization with somewhat coherent writing;</td>
<td>demonstrates limited organization and coherence;</td>
<td>lacks organization and coherence;</td>
</tr>
<tr>
<td></td>
<td>establishes and maintains an effective style.</td>
<td>establishes and maintains a mostly effective style.</td>
<td>has a style that is somewhat effective.</td>
<td>has a style that has limited effectiveness.</td>
<td>has an inappropriate style.</td>
</tr>
<tr>
<td>Knowledge of Language and Conventions</td>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</td>
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</table>

**NOTE:**
- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate. In grades 3-6, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 5-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

**Coded Responses:**

A=No response
B=Response is unintelligible or undecipherable
C=Response is not written in English
D=Off-topic
E=Refusal to respond
F=Don't understand/know