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General Information

ELA teaching staff contact information:

Teacher	Email address	Phone number
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Salter, Meghan	msalter@uhsd.k12.ca.us	530-273-8456 ext. 192

During the school day (from 8:10 a.m. to 3:10 p.m.), please call the school office and ask to be directed to voicemail rather than using the direct extensions. This prevents disruption of class time and allows us to focus on our students.

Accessing grades online

The PowerSchool grade website is accessed at <https://unionhill.powerschool.com/public/>. To log in, use the student's five-digit student ID as username and his/her birthday using digits (November 1, 2008 = 1112008) for the password. Logging in will display all of your child's current grades. Clicking on a grade will show you additional details.

Username: _____ Password: _____

Accessing the Union Hill Bearcat Policies and Procedures

Either search the school website page for "policies and procedures" or use this [link](#) and click on "Union Hill Bearcat Policies and Procedures" to access an uploaded version of the entire document.

Community service project dates

Students receive a separate community service packet with forms necessary to complete during the first week of school. While all forms need to be included in the final portfolio, they do have separate “checkpoint” due dates – this is how we ensure that students are on track to complete the project and to be approved for graduation. Students are expected to turn in the completed forms on the dates listed below. After grading, the forms will be returned for inclusion in the final portfolio.

Form to be completed:

Due no later than:

Community Service Proposal

Thursday, September 7, 2023

Project Details

Thursday, October 5, 2023

Carrying out the Project

Thursday, April 18, 2024

(Students who do not turn in this verification by the due date will have their names submitted to the office as not being on track for graduation.)

Written Reflection and Final Portfolio
(with ALL original forms)

Thursday, May 2, 2024

Students will also need to complete a presentation between May 7 and May 24, 2024. Dates for the presentations will be assigned in May. It is often helpful to capture photos and notes during the volunteer process so you have them for the May presentation.

The community service project and portfolio are administered in the ELA class as well as being a requirement for graduation. As such, it is important that students clearly understand the expectations for the project. We have discussed these expectations in class. **Please note that in order for students to receive credit for community service hours, any part of the project must be approved BEFORE hours are done and that community service projects must be completed for non-profit organizations which have an IRS non-profit code 501(c)(3).**

It is our hope that this project will be a rewarding experience for your child. If you have any questions, please feel free to contact us.

Essential standards

While there are 46 separate Common Core State Standards for ELA/SS, our ELA team has identified our top seven “essential” standards - the ones that are prioritized all year:

1. [CCSS.ELA-LITERACY.RL.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. [CCSS.ELA-LITERACY.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. [CCSS.ELA-LITERACY.W.8.1](#) Write arguments to support claims with clear reasons and relevant evidence
4. [CCSS.ELA-LITERACY.W.8.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
5. [CCSS.ELA-LITERACY.W.8.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
6. [CCSS.ELA-LITERACY.L.8.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7. [CCSS.ELA-LITERACY.L.8.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Although we place emphasis on student mastery of these essential standards, students are expected to grow toward “college and career readiness” by achieving all grade level standards. If you are interested in browsing the other 39 standards, please access <http://www.corestandards.org/ELA-Literacy/>. Click on the links on the right and choose the appropriate grade level to see what is expected in 8th grade.

Academic language Tier 2 words

From the Smarter Balanced Assessment Consortium

Partial, Representative List of Tier 2 Words		
Likely to be in the 3-5 grade band	Likely to be in the 6-8 grade band	Likely to be in the 9-11 grade band
Different	assume	specify
important	identify	technique
choose	conclude*	compensate
faithful	alternative	arbitrary
stable*	consist	random
exactly	contribute	suffice
center	definite	verify
explain	distinct	perspective
excuse*	evident	pertinent
according	expand	evaluate
actually	indicate	feasible
bound*	individual	passive
declare	initial*	simultaneous
experience	intense	component
figure*	major*	formulate
fortunate	method	magnitude
gradually	publish	manipulate
necessary	structure	ultimate
ordinary	emphasize	criterion
measure*	illustrate	hypothesis
approach	exaggerate	fluctuate
period*	approximate	innovation
establish	complicate	respective
achieve	modify	subsequent
ignore	tradition	benevolent
select	transmit	malign
automatic	restrict	abstraction
concentrate*	negative*	coherent
construct	convert	emanate
consult	analyze	impervious
establish	consequent	succumb
demonstrate	impact	transitory
interpret	potential	empirical
obtain	precise	entity

*designates homographs

Text structures and signal words

Text Structures				
Structure	Definition	Signal Words	Graphic Organizers	Summary Questions
Description	The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples.	For example Characteristics are Such as Looks like Consists of For instance Most important	Concept Map	What specific person, place, thing, event, or concept is being described?
	Focus is on one thing and its components.	*Look for topic word (or synonym) to be repeated throughout the text.		How is the topic described? (How does it work? What does it do? What does it look like? Etc.) What are the most important attributes or characteristics? How can the topic be classified? (For example, a robin can be classified as a type of bird.)
Sequence	The author lists items or events in numerical or chronological order.	First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) At (time) Directions	Timeline Steps/Directions Cycle/Circle	What sequence of events is being described? What are the major events or incidents that occur? What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?) What is the beginning event? What other events or steps are included? What is the final outcome, event, or step?
	Describes the order of events or how to do or make something.			Here is how a _____ is made. First, _____ Next, _____ Then, _____ Finally, _____ On (date) _____ happened. Prior to that _____ was _____. Then _____ After that _____ In the end, _____
Compare and Contrast	The author explains how two or more things are alike and/or how they are different.	Differs from Similar to In contrast Alike Same as As well as On the other hand Both Either , or Not only, but also Yet, although, but, However On the other hand	Venn Diagram T-Chart	What items are being compared? What is it about them that is being compared? What characteristics of items form the basis of the comparison? What characteristics do they have in common; how are these items alike? In what way are these items different?
		*Also look for "-est" words: best, fewest, tallest, etc.		_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, there are some differences as well. One way they differ is _____. Another difference is _____. Although they share _____, only _____ is the _____-est.

*All five text structures are tested on Kansas Reading Assessment

C. Simoneau, K. Orcutt, T. Konrade © ESSDACK

Side 1

Informational text features

Informational Text Features

Informational text features help the reader more easily navigate the text and often provide additional information to help students comprehend the content.

Print Features <i>Guide readers through the patterns of organization</i>	
Feature	Helps the Reader...
Table of Contents	Identify key topics in the book and the order they are presented in
Index	See everything in the text listed alphabetically, with page numbers
Glossary	Define words contained in the text
Preface	Set a purpose for reading, get an overview of the content
Pronunciation Guide	Say the words
Appendix	By offering additional information

Organizational Aids <i>Help readers find important information</i>	
Feature	Helps the Reader...
Bold Print	By signaling the word is important and/or found in the glossary
Colored Print	Understand the word is important
Italics	Understand the word is important
Bullets	Emphasize key points/concepts
Titles	Locate different categories in the text
Headings	Identify topics throughout the book as they skim and scan
Subheadings	Navigate through sections of text
Captions	Understand a picture or photograph
Labels	Identify a picture or photograph and/or its parts
Sidebars	Gather additional or explanatory information.

Illustrations <i>Expand the meaning of the text</i>	
Feature	Helps the Reader...
Photos	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like
Magnification	See details in something small

Graphic Aids <i>Represent information in some specific way</i>	
Feature	Helps the Reader...
Diagrams	Understand a more detailed or simplified view of information.
Flow Diagram	Understand a complex sequence of movements or actions
Sketches	Visualize an important concept
Comparisons	Understand the size of one thing by comparing it to the size of something familiar
Graphs	Understand relativity between elements
Figures	Combine text information with graphical aids
Maps	Understand where things are in the world
Charts/Tables	Summarize/Compare information
Cross-Sections	Understand something by looking at it from the inside
Overlays	Understand additional information
Time-lines	Understand the sequence of time

Source:

<http://teachersites.schoolworld.com/webpages/SLS/files/textfeaturepurposechart.pdf>

English Language Arts

Parts of speech

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	I like to eat tacos. They are delicious.
Noun	person, place, thing, or idea	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
Adjective	describes a noun (includes the <i>articles a, an, and the</i>)	a, an, the, two, some, good, big, red, well, interesting	I have two dogs. My dogs are friendly . I like big dogs.
Adverb	describes a verb, adjective, or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is a tennis player. She is athletic.
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	for, and, nor, but, or, yet, so	I like dogs, and I like cats. I like cats and dogs. I like dogs, but I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well , I don't know.

Source: http://www.englishclub.com/grammar/parts-of-speech_1.htm

Types of sentences

TYPES OF SENTENCES: SIMPLE, COMPOUND, COMPLEX, and COMPOUND-COMPLEX

A simple sentence consists of an *independent clause*, so it contains a *subject* and a *verb*.

It does **NOT** contain either a dependent clause or another simple sentence.

Examples of simple sentences –

short simple sentence: The dog barked.

long simple sentence: Leaning first this way and then that, the large tan dog with a wide black collar barked loudly at the full moon last night from under the lilac bush in the shadow of the north side of the house.

The simple sentence may have a compound subject: The dog *and* the cat howled.

It may have a compound verb:

The dog howled *and* barked.

It may have a compound subject and a compound verb:

The dog and the cat howled and yowled, respectively.

A compound sentence consists of two or more simple sentences joined by

(1) a comma followed by a coordinating conjunction (*and, but, or, nor, for, yet, so*): The dog barked, and the cat yowled.

(2) a semicolon: The dog barked; the cat yowled.

(3) a comma, but **ONLY** when the simple sentences are being treated as items in a series:
The dog barked, the cat yowled, and the rabbit chewed.

A complex sentence consists of a combination of an independent clause and a dependent clause.

An example with a *relative clause* as the dependent clause:

The dog that was in the street howled loudly.

A student who is hungry would never pass up a hamburger.

An example with a *subordinating conjunction* creating the dependent clause (note the various positions of the dependent clause):

End: The dog howled although he was well fed.

Front: Because the dog howled so loudly, the student couldn't eat his hamburger. Middle:
The dog, although he was well fed, howled loudly.

A compound-complex sentence consists of a combination of a compound sentence and a complex sentence.

As the dog howled, one cat sat on the fence, and the other licked its paws.

The Writing Center

Humphreys 116

University of Central Missouri

Types of Sentences: Simple, Compound, Complex, and Compound-Complex

Transition words

Transition words are words or phrases that help tie the idea together.

Words that can be used to **show time**:

about	first	meanwhile	soon	then
after	second	today	later	next
at	third	tomorrow	afterward	as soon
before	until	next week	immediately	when
during	yesterday	finally		

Words that can be used to **emphasize a point**:

again	truly	for this reason	in fact
to emphasize	to repeat		

Words that can be used to **add information**:

again	another	for instance	finally	also
and	moreover	as well	additionally	besides
next	along with	in addition	for example	likewise

Words that can be used to **clarify**:

that is	in other words	for instance	put another way
---------	----------------	--------------	-----------------

Words that can be used to **show location**:

above	away from	beyond	into	over
across	behind	by	near	throughout
against	below	down	off	to the right
along	beneath	in back of	onto	under
among	beside	in front of	on top of	around
between	inside	outside		

Words that can be used to **compare things** (show similarities):

as	likewise	in the same way	similarly
like	also		

Words that can be used to **contrast things** (show differences):

but	otherwise	although	on the other hand
however	yet	still	even though

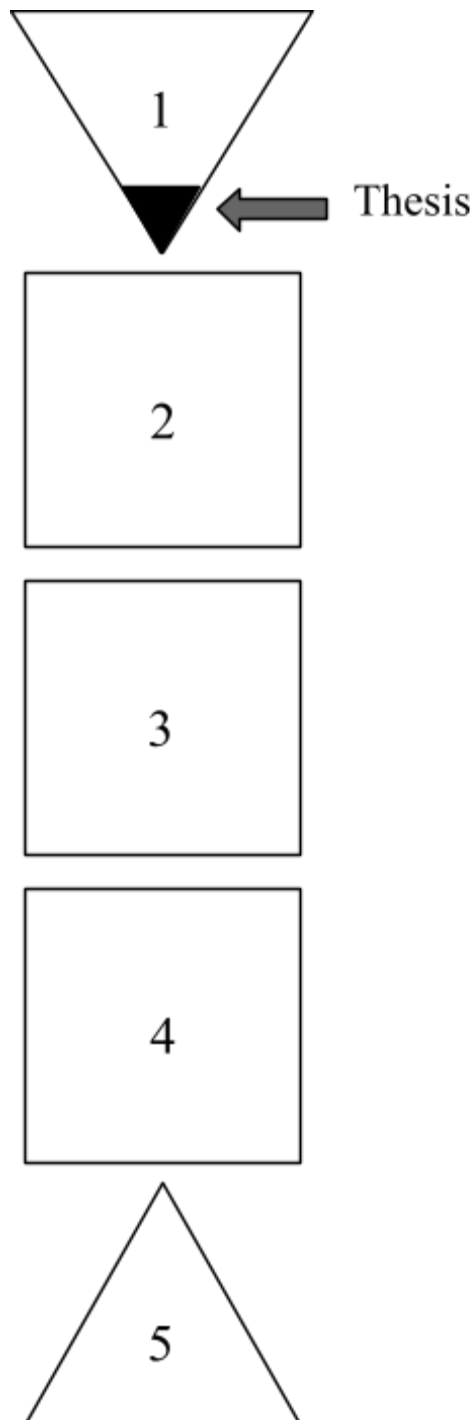
Words that can be used to **conclude or summarize**:

as a result	finally	in conclusion	to sum up
therefore	last	in summary	all in all

More transition words to use:

- | | |
|-----------------------|------------------------|
| 1. accordingly | 31. even so |
| 2. across from | 32. for this reason |
| 3. adjacent to | 33. however |
| 4. again | 34. in addition |
| 5. also | 35. in spite of |
| 6. although | 36. instead |
| 7. another | 37. in the first place |
| 8. as a result | 38. in the meantime |
| 9. at last | 39. later |
| 10. at the same time | 40. likewise |
| 11. before | 41. meanwhile |
| 12. below | 42. moreover |
| 13. besides | 43. nevertheless |
| 14. beyond | 44. next |
| 15. consequently | 45. one |
| 16. equally important | 46. once...now |
| 17. finally | 47. on the contrary |
| 18. first | 48. on the other hand |
| 19. for example | 49. other |
| 20. for instance | 50. otherwise |
| 21. further | 51. similarly |
| 22. furthermore | 52. soon |
| 23. hence | 53. that is |
| 24. if this be true | 54. then |
| 25. after | 55. therefore |
| 26. afterwards | 56. to begin with |
| 27. as soon as | 57. thus |
| 28. at first | 58. when |
| 29. before long | 59. yet |
| 30. even if | |

Five paragraph essay guidelines



1. **Introduction** (1): this needs to be at least five sentences. There are many ways to “hook” your reader depending on the type of writing. Start broad and funnel your topic down to a clear **thesis statement**, a one-sentence statement that lists your three main points in order. Your audience should be able to read only this sentence and create an outline of what you cover in each body paragraph.

2. **Body paragraphs** (2, 3, 4): each paragraph should have a clear topic sentence that connects back to the thesis. These paragraphs should be 7-10 sentences in length and should provide meaningful supporting details for your main point. Again, the type of support will vary depending on writing type (quotes from a novel, research statistics from a website, etc.) but should clearly back up your claims. Have a solid concluding sentence that wraps up that paragraph’s topic. Do *not* transition to the next paragraph in the concluding sentence - save that for the topic sentence of the following paragraph.

3. **Conclusion** (5): this paragraph is also at least five sentences. Start narrow and broaden your focus. Remind the reader of your three main points without restating exactly from your introduction. You should not introduce any *new* information in a conclusion, but you do want to end with a strong “AHA!” at the end that has a more universal application and impresses the reader with your insight or reflection.

Model body paragraph

Name _____

Instructor's name _____

Period _____

Date _____

MODEL ESSAY BODY PARAGRAPH

Each body paragraph in an essay should contain the following:

- A topic sentence that clearly states the subject of the paragraph and begins with a transition word or phrase
- Set-up of the quote: sentences that tie the topic sentence to the events in the story that prove or illustrate the topic sentence and lead to the supporting quote
- A supporting quote that clearly supports the illustration (with proper reference)
- Quote explanation: Sentences that explain the meaning of the supporting quote
- A concluding sentence that ties back to the topic sentence

MODEL: from "*A Kind of Murder*"

First of all, Mr. Silas Warren exhibits courage even though he is intimidated by his students and unable to control their behavior. A person is often considered courageous when he or she exhibits physical bravery, yet courage is not limited to physical strength. For example, Mr. Warren shows courage when he chooses to walk away from Major Durand during the boxing class. " 'I think I'd better retire to repair the damage,' Mr. Warren said...He hurried out of the gym at a sort of shambling gallop" (Pentecost 4). At first glance, it would appear more courageous to stand up and take the second punch in the face, but Mr. Warren chooses to walk away. He knows that he will be ridiculed by Major Durand and the boys, yet an internal courage enables Mr. Warren to leave. Unfortunately, that courage is unrecognized by his students, and they continue to ridicule him.

Writer's Name _____

Responder's Name _____

Instructor's name
Period
Date

ESSAY BODY PARAGRAPH RESPONSE SHEET

DIRECTIONS: Read the writer's body paragraph. Check to see that the body paragraph format has been followed:

- _____ A clear topic sentence with a transition word or phrase
- _____ Set-up of the quote: sentences that tie the topic sentence to the events in the story that prove or illustrate the topic sentence and lead to the supporting quote
- _____ A supporting quote that illustrates/proves the quote set-up (with proper reference)
- _____ An explanation of the supporting quote
- _____ A concluding sentence that ties back to the topic sentence

Answer the following questions about the paragraph: (you are also to respond on the paragraph itself)

1. Is anything in the paragraph unclear? If so, what is confusing?

2. Is more information needed in order to make the paragraph clearer? If so, give suggestions.

3. Is any information in the paragraph unnecessary? If so, what needs to be removed?

4. What **works** in the paragraph? (give at least two examples)

Final draft guidelines

As a general rule, final drafts of papers (essays, stories, narratives, etc.) must follow MLA guidelines. MLA stands for the Modern Language Association, a group that standardizes formatting and style expectations for English papers. The following information is from a useful online guide that can be found at <http://owl.english.purdue.edu/owl/resource/747/01/>.

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper. Set the margins of your document to 1 inch on all sides.
- Double-space the entire text of your paper, including the heading and title, and use a legible font (e.g. Times New Roman). The font size should be 12 pt. for everything including the title.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Indent the first line of paragraphs one-half inch from the left margin. MLA recommends that you use the tab key as opposed to pushing the space bar five times. (One standard tab will usually give you the correct spacing.)
- Use italics throughout your essay for the titles of books. Titles of poems or articles are placed in quotations.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Center the title on the line following the heading. (Remember that this is all double-spaced, so do not skip extra lines.) Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters. This must be the same font and size (12 pt.) as the rest of your text!
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)
- There are many other guidelines (especially regarding Works Cited), but you'll be introduced to those throughout the year as appropriate.

For a sample of how the first page should look, see the following page.

Last name 1 (this goes in the *header*)

Your Name

Instructor's Name

Class information (ELA 2)

Date (23 August 2023)

Center Title of Essay

Begin your paragraph one double-spaced line below your centered title; the paragraph should begin with a ½" tabbed indent. The paper's heading goes in the upper left-hand corner of the first page only. Use 1" margins all around. Double-space everything including blocked quotes.

Any new paragraphs also begin with a ½" tabbed indent. There should not be an extra blank line in between paragraphs; instead, go to a new line and maintain double-spacing for consistency. When quoting material, make sure to use correct parenthetical documentation. For example, a quote from a novel may read, "This is an example of the text" (Author's last name page number). Note that there is not a comma in between the last name and the page number and that punctuation (if a period) follows after the final parenthesis. If the punctuation inside of the text is an exclamation mark or a question mark, the example would look like, "I hope this makes sense!" (Author's last name page number). In this case, the punctuation from the text goes inside of the quote and the parenthetical documentation is still followed by a period. A sample of the documentation would be (Brown 44). Parenthetical documentation should also be used when paraphrasing; in this case, the paraphrased text is not in quotation marks.

Rules for punctuating dialogue

Use the following rules to incorporate dialogue properly in your writing. Pay close attention to the punctuation used.

1. Use quotation marks around the exact words of the character/speaker:
 “I hope we aren’t too late,” my sister said.
2. Create a new paragraph for each new speaker and remember to indent.
 “What did you say your name was?” I asked.
 “I didn’t,” she replied. “In fact, you didn’t ask me my name. Really, it’s irrelevant.”
 “It’s also customary to introduce oneself in polite company,” I responded.
3. The words used to identify the speaker are called the “tag line” (for example, I asked or he answered). There are three ways to use tag lines.
 - a. Before the quote: write the tag line followed by a comma and capitalize the first letter of the quote
 Tony said, “Punctuation rules are fascinating!”
 - b. After the quote: ending punctuation after the quote and before the tagline is often a comma; exceptions are made if the dialogue ends with a question mark or exclamation mark
 “I think this is a good start,” she remarked.
 “I love taco salad!” Mrs. Salter enthusiastically responded.
 “Are you sure this right?” he questioned, looking at the diagram.
 - c. In the middle of the quote:
 - i. In between two separate sentences, follow the tag line with a period and capitalize the second sentence.
 “I loved this book,” he said. “You should read it!”
 - ii. A tag line may split one quote into two parts; use commas to offset the tag line and remember not to capitalize words that are not proper nouns or that do not begin new sentences.
 “I wonder,” the dragon pondered, “whether knights taste good with BBQ sauce.”
4. Exclamation points and question marks always go inside of the quotation to punctuate the quote and outside of the quotation to punctuate the main sentence.
 - a. “What do you think?” the teacher asked.
 - b. Did the teacher say, “Take out your notebook”?

Writing process

THE WRITING PROCESS

PREWRITING &

PRECOMPOSING: Discuss, imagine, brainstorm, cluster, read, experience, dramatize
Generate ideas about the topic and decide on your focus. Examine
models and decide on form.

FIRST DRAFT: The emphasis is *fluency* on this first draft as ideas are written down
and organized according to the topic model.

RESPONSE/SHARING: Giving & receiving feedback, listening, responding,
encouraging, suggesting

Students develop a sense of what works successfully by sharing
ideas and suggestions in response sessions.

REVISION: This is a time to add, delete, change, rearrange ideas in the first draft
based on information gained in the response time. After revising, the
response step can be repeated and revisions made as many times as
needed, before the writer moves on to *editing*.

EDITING: Correction of spelling, punctuation, grammar and other language
conventions

REWRITING: Make editing changes and write the *final draft* in the required form.
Generally, final drafts are to be typed or neatly written in cursive,
double-spaced.

PUBLICATION: Display, publish, share, perform, etc. A variety of audiences needs to
enjoy your work.

EVALUATION: Based on the objectives: fluency, form, correctness

Scoring guides for writing types

From <http://sbac.portal.airast.org/practice-test/resources/>

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety alternate and opposing argument(s) are clearly acknowledged or addressed* 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas alternate and opposing argument(s) may be confusing or not acknowledged * 	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression alternate and opposing argument(s) may not be acknowledged * 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

* acknowledging and/or addressing the opposing point of view begins at grade 7

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific 	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general 	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague 	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose
	<ul style="list-style-type: none"> effective use of a variety of elaborative techniques* 	<ul style="list-style-type: none"> adequate use of some elaborative techniques 	<ul style="list-style-type: none"> weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal 	<ul style="list-style-type: none"> minimal, if any, use of elaborative techniques; emotional appeal may dominate 	
	<ul style="list-style-type: none"> vocabulary is clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> vocabulary is generally appropriate for the audience and purpose 	<ul style="list-style-type: none"> vocabulary use is uneven or somewhat ineffective for the audience and purpose 	<ul style="list-style-type: none"> vocabulary is limited or ineffective for the audience and purpose 	
	<ul style="list-style-type: none"> effective, appropriate style enhances content 	<ul style="list-style-type: none"> generally appropriate style is evident 	<ul style="list-style-type: none"> inconsistent or weak attempt to create appropriate style 	<ul style="list-style-type: none"> little or no evidence of appropriate style 	

*Elaborative techniques may include the use of personal experiences that support the argument(s).

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

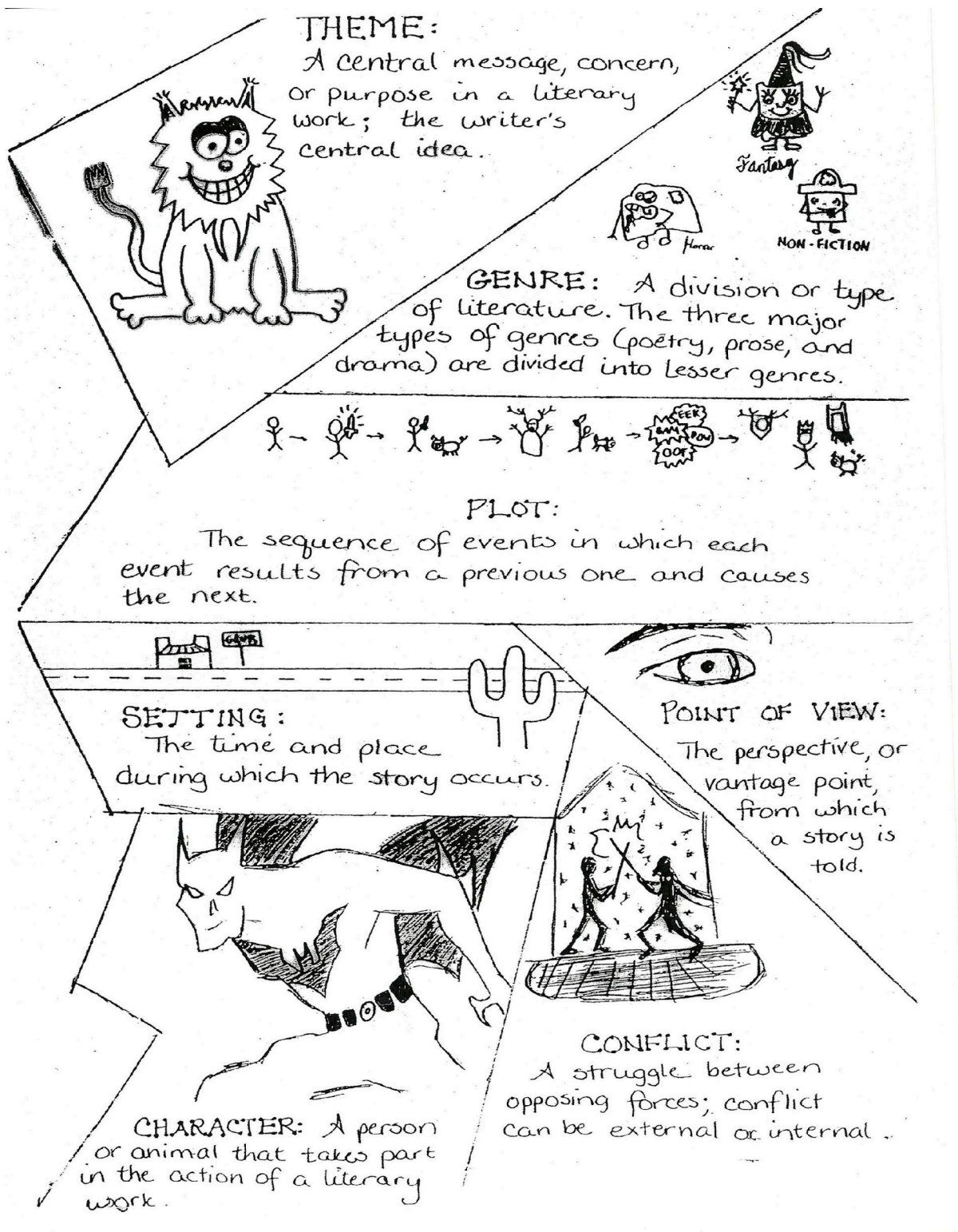
4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> an effective plot helps to create a sense of unity and completeness effectively establishes and maintains setting, develops narrator/characters, and maintains point of view* consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas natural, logical sequence of events from beginning to end effective opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected adequately maintains a setting, develops narrator/characters, and/or maintains point of view* adequate use of a variety of transitional strategies to clarify the relationships between and among ideas adequate sequence of events from beginning to end adequate opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> there may be an inconsistent plot, and/or flaws may be evident unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view* uneven use of appropriate transitional strategies and/or little variety weak or uneven sequence of events opening and closure, if present, are weak 	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> there is little or no discernible plot or there may just be a series of events may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view* few or no appropriate transitional strategies may be evident little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident opening and/or closure may be missing 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

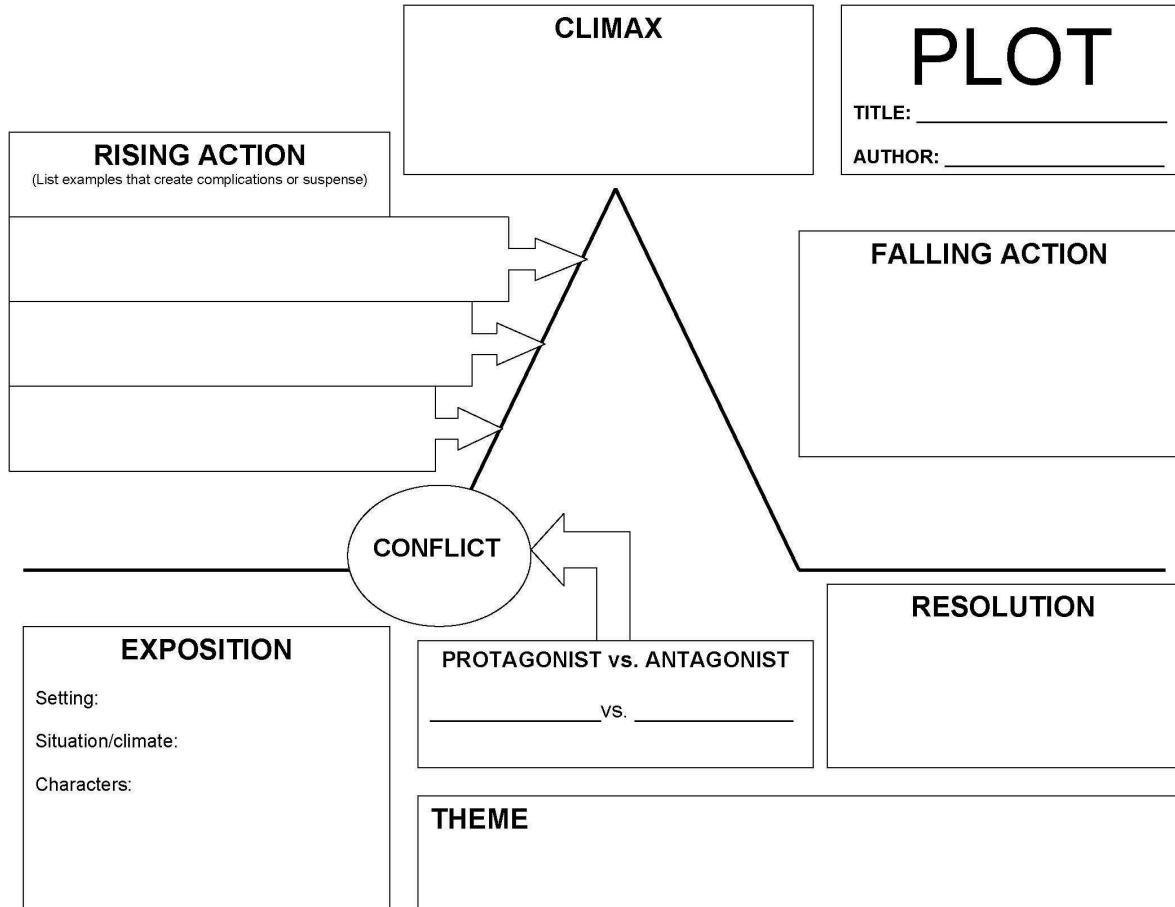
* point of view begins at grade 7

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	4	3	2	1	NS
Development/Elaboration	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences, characters, setting and events are clearly developed connections to source materials may enhance the narrative effective use of a variety of narrative techniques that advance the story or illustrate the experience effective use of sensory, concrete, and figurative language that clearly advances the purpose effective, appropriate style enhances the narration 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and events are adequately developed connections to source materials may contribute to the narrative adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience adequate use of sensory, concrete, and figurative language that generally advances the purpose generally appropriate style is evident 	<p>The narrative, real or imagined, provides cursory elaboration using partial and uneven details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and events are unevenly developed connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative narrative techniques are uneven and inconsistent partial or weak use of sensory, concrete, and figurative language that may not advance the purpose inconsistent or weak attempt to create appropriate style 	<p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and events may be vague, lack clarity, or confusing connections to source materials, if evident, may detract from the narrative use of narrative techniques may be minimal, absent, incorrect, or irrelevant may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

Literary elements



Plot structure diagram (narrative)



Source:

<https://sites.google.com/a/gsis.sc.kr/mrs-martinez-s-myp-language-a-english-8-class/course-units/narrativeliterature/PlotDiagram.jpg>

The *exposition* includes introductory background information (setting, situation, characters, etc.)

The *conflict* is also called the *initial incident* or *inciting incident*. This is the problem or event that sets the rest of the plot in motion. The *protagonist* is the “hero” and almost always the main character of the story while the *antagonist* is the adversary or opponent of the protagonist.

Rising action includes all major events furthering the plot and leading to the climax.

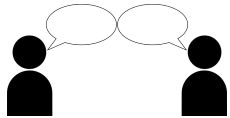

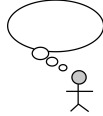


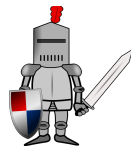
The *climax* is the peak of the story, the deciding point at which the conflict is resolved.

The *falling action* includes events that occur after the conflict has already been resolved.

The *resolution* is also called the *denouement*, French for “untying.” This wraps up the story and lends a sense of completion.

Notes on character

- Character: person or animal that takes part in the action of a story, play, or other literary work
- Characters in many stories are people, but fables and children's books often use animals, and myths may contain superheroes or gods
- There are six main ways through which the author reveals character. This process is called "characterization."

1) Character speaks (what is said by the character and how it is said)	
2) Author describes how the character looks and dresses	
3) Author lets the reader listen to character's inner thoughts and feelings (first person or omniscient narrator)	
4) Author reveals what other people think or say about character	
5) Author shows reader what the character does – how he/she acts	
6) Author tells the reader directly what the character's personality is like (cruel, kind, obedient, polite, etc.)	

In the first five ways to reveal character, the reader must make an **inference** (based on evidence) to decide what the character is like. In the sixth way, no inference is needed because the reader is told directly.

Characters are classified as:

- 1) flat (one characteristic) or multi-dimensional (many traits)
- 2) static (doesn't change) or dynamic (changes as a result of story's events)

The reader also needs to consider a character's **motivation** – any force that drives or moves the character to behave in a particular way (fear, love, ambition, etc.).

Collaboration

Teamwork Evaluation Form

Directions: Use the 0-4 (Never-Always) scale below to evaluate the target person on the specific behaviors listed. <u>0 - 4 Evaluation Scale:</u> 0 - Never, 1 - Rarely, 2 - Occasionally, 3 - Frequently, 4 - Always			
Positive Behaviors		Negative Behaviors	
<u>0-4 rating</u>		<u>0-4 rating</u>	
_____ 1.	listened attentively (eye contact, comprehends) when teammate was talking	_____ 1.	failed to offer verbal input to team discussion
_____ 2.	piggy-backed on teammate idea	_____ 2.	interrupted teammate who was talking
_____ 3.	gave positive feedback to teammate (that's a good idea)	_____ 3.	gave personalized, derogatory criticism to teammate
_____ 4.	politely asked for input from a quiet teammate	_____ 4.	brought-up topic that was completely unrelated to the team discussion
_____ 5.	offered task-related input during team discussion	_____ 5.	started a side conversation while teammate was talking
_____ 6.	took notes on team discussion	_____ 6.	dominated discussion by failing to allow others to talk
_____ 7.	attempted to achieve win-win resolutions to conflict	_____ 7.	refused to compromise
_____ 8.	kept team focused and "on-track"	_____ 8.	insisted that his/her idea was the only correct one
_____ 9.	sought clarification by asking questions or paraphrasing	_____ 9.	inappropriately tried to create humorous situations
_____ 10.	called teammates by their first names	_____ 10.	pessimistic, negative, and/or complaining
_____ 11.	summarized areas of team agreement and disagreement		
_____ 12.	constructively criticized teammate ideas, not the person		
_____ 13.	appropriately used humor to help team stay relaxed		
_____ 14.	answered question of teammate(s)		
_____ 15.	expressed empathy for feelings of teammate(s)		

Table adapted from Hobson, et al., "Teaching MBA Students Teamwork and Team Leadership Skills: An Empirical Evaluation of a Classroom Educational Program." American Journal of Business Education, Volume 7, Number 3, pp. 191-212. ERIC, <https://files.eric.ed.gov/fulltext/EJ1053615.pdf>. Accessed 2 August 2018.