



SANTA CLARA HIGH SCHOOL

WRITING MANUAL

2019-2020 School Year

TABLE OF CONTENTS

Chapter 1: Introduction, Purpose, Learning Outcomes

Chapter 2: Note Taking and Annotation

Chapter 3: The Writing Process

Chapter 4: Essay Formatting (Santa Clara Essay Standards)

Chapter 5: Types of Writing and Rubrics by Essay Type

Chapter 1: Introduction and Purpose

English Language Arts is more than just reading and writing. It is thinking. Research has shown that your ability to read and write well helps you do better in all subjects, even math!

The purpose of this handbook is to give you a basic orientation of what will be expected of you at Santa Clara High School. All teachers will use the techniques in this book to help you learn. This is not a textbook, it is meant only as a reference and a guide to help you understand expectations. It is also a toolbox, filled with information to help you master reading and writing.

This handbook is the beginning of a journey for you. This is only a tiny fraction of the knowledge that you will gain here at Santa Clara, and beyond. Just like any book, take notes in this book. Make it your own. Have a conversation with it!

Learning Outcomes:

After being educated in English Language Arts at SCHS, all students will:

- Read a broad body of literary works from various genres and diverse backgrounds, including the Western Canon of Great Books and beyond.
- Analyze rhetoric and literature through a critical lens
- Apply deductive and inductive reasoning to evaluate and create arguments
- Confidently assert clear and reasonable claims and support in oral presentations
- Expertly command the breadth of Standard English grammar and vocabulary
- Explore multiple viewpoints from a historical and multicultural perspective
- See and create works of beauty

Chapter 2: Note Taking and Annotation

Purpose

Note taking is perhaps one of the most underrated and important skills for success in school and other areas of life. There are many reasons to take notes, but the most important is that it will help you recall information that you would otherwise forget. Good note taking also helps you summarize, analyze, and synthesize the information you recorded. Basically, note taking helps you *learn*.

Note taking is a skill, just like pitching a baseball, juggling a soccer ball, or adding two numbers together. You need to practice note taking just like you would any other skill. Just like anything else, there is more than one strategy to take notes as well. Not every strategy works for each person, or each situation. You need to learn what works for you and what works best for the type of class you are taking!

The Outlining Method

The outlining method organizes information in a logical order, much like an outline of an essay. Main topics are listed on top and subtopics are listed below and are indented. This format helps you easily categorize and order information that is presented in a logical flow.

1. Here is an example of the outlining method
 - a. Subtopics are listed below the main topic to explain it further
 - i. Subtopics can be added as needed until the main topic changes
2. This is an example of a second main topic

When to use this method

The outlining method is a good tool for most classes, but works best when the lecture is organized logically and the material is straightforward.

When not to use this method

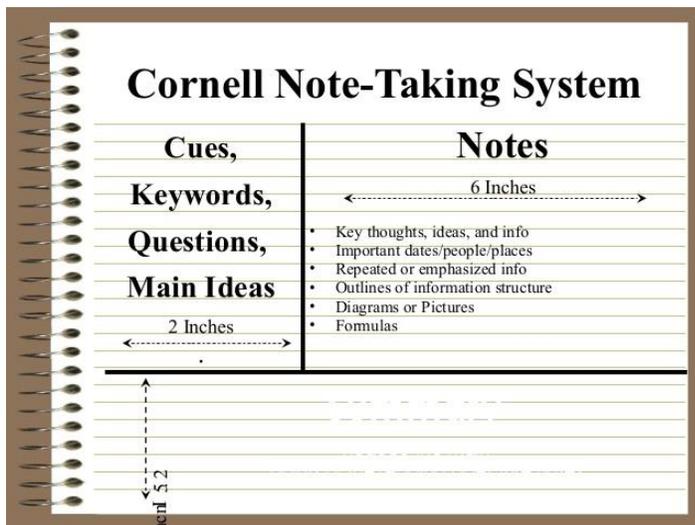
This method may not help you in a science or math class where information may be presented in charts, graphs, and formulas.

This method may not help you if the lecture does not follow a clear progression, is difficult to understand, or requires you to synthesize multiple concepts together.

The Cornell Method:

The Cornell method is a unique way of taking notes that helps you organize information, connect concepts to key ideas and thinking, and put ideas together. Cornell notes are ideal for most situations that require you to **synthesize** large amounts of information. Another advantage of Cornell notes is that they help you build **metacognitive** awareness (awareness about what and how you think) more than outlining. This means that it will help you stay focused and make new connections to material.

Cornell notes are all about how a page is organized. The page is divided into different sections, each with a specific purpose. At the top, your name, the date, the title of the class, and sometimes an “essential question” are written. On the left hand side, for about 2 inches past the margin, a section is created to note key terms, questions, or connections. The main section to the right of that is for content notes (notes about the lecture or reading). At the bottom, a space of about two inches (4-5 lines) is made to summarize all the information on that page in one to two sentences.



When to use this method:

Cornell notes can be used for any type of lecture, class, or meeting, but are best to use when you have time to prepare the note taking pages and summarize key details.

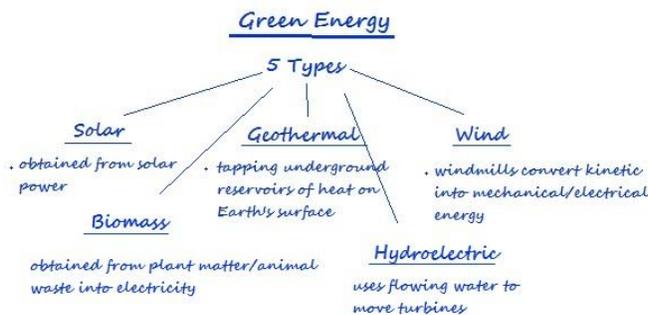
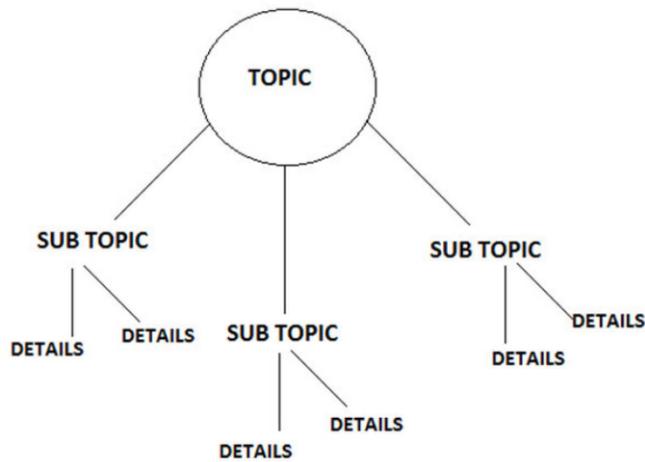
Cornell notes are great to help you study for a test because they help you learn material more thoroughly. The summaries can help you review for later exams quickly too!

When not to use this method:

Cornell notes take time to prepare and take more time to synthesize and organize information than outlining, so don't use for quick notes or when the format will distract you from the material you are learning.

The Mapping Method:

The mapping method of notetaking looks like a graphic organizer or “thought web”. This type of note taking is best when a class is very intense, covering tough material, and requires deep **analysis** of a concept. Mapping allows you to make a picture of relationships between concepts, and can make really complicated lectures more organized.



When to use this method:

Mapping is a good tool to organize information according to categories or relationships that are hard to explain. Use when the information you are learning is complex or if you don't feel you understand the concept.

Mapping is also useful if the lecture does not follow a logical flow, but has related concepts.

Mapping can help you **analyze** a concept in detail because it shows connections between subconcepts visually.

You can also make a thought map by consolidating notes you took using another method.

When not to use this method:

The mapping method may not be appropriate when the material follows a clear outline or pattern, or for recording a large amount of information.

Text Annotation:

There isn't a point to reading something if you can't understand or recall what you are reading. Reading is a conversation between you and the author, but most of the time, it only goes one way! How do you speak to an author that is only speaking to you through a text? Annotation.

Annotation means taking notes on what you are reading. It can be done in the margins of a book, using features available on e-books, or on a separate piece of paper. Learning to take notes while you read is the best way to help you decipher complex texts and become confident in expressing your ideas about what an author is saying.

Just like taking notes in class, there are many ways of annotating a text. The most basic form is just underlining words or sentences that you find important. This section won't teach you everything there is to know about text annotation, but it will give you some tools you can use to help get your thoughts on paper.

SCHS Annotation Symbols

Annotation symbols are like emojis. They're more than just a picture, they communicate a lot of information in small amount of space. This makes them very useful for annotating texts quickly!

At SCHS we will use the symbols in the chart below as a foundation. You or your teacher can and will add to them at any time.

Text Symbols for *Annotating Text*

"THINKING WHILE READING"

 = This is important!
<u> </u> = This is a key word/detail.
 = I understand.
 = This is unfamiliar.
? = I don't understand.
! = I'm surprised.
∞ = I made a connection.
Words and Comments = I am thinking.

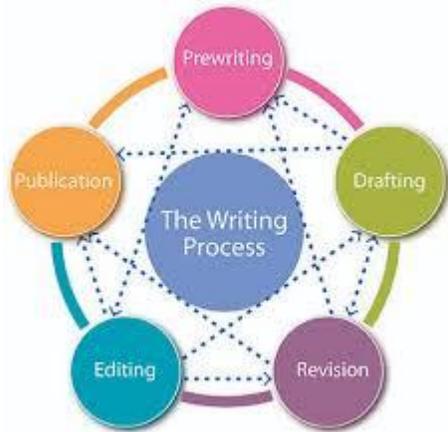
Double Entry Journals

A double entry journal is like Cornell notes. You or your teacher may use these to help you organize your thoughts or questions about a text. At its most simple a double entry (sometimes call “dialectical”) journal is a paper with a line drawn down the middle. On one side, you write a quote, page, or line number and on the other, you record your thoughts, questions, or feelings associated with that section of text. This helps to build your **metacognitive ability**, the skill of thinking about your thinking. Here is one example of a double-entry journal:

The Invisible Man Dialectical Journals Melissa Schott

Quote	Pg #/ ¶	Response
“I have told the circumstances of the stranger’s arrival in Iping with a certain fullness of detail ... over very cursorily.”	13/9	(E) I really like the style the author uses throughout the book. It helped me understand what the purpose of the first three chapters were and that the image I had about the stranger from those chapters is supposed to give me a picture of him to use for the rest of the book. It is different from any other books I have ever read before.
“The little group of scared but curious people increased... and others of the Iping youth presently joined him	23/3	(R) This quote shows how humans are so drawn to mysterious and unexplainable events. Our brains are curious and even when we are scared we still find ourselves drawn. The theme of skepticism and curiosity of the unknown go hand in hand. (C) Also, I feel the connection to the small town of Iping is similar to Bath. When there is something new happening (because that is more likely than something mysterious) we all seem to know what it is in a matter of days. The people of Iping are the same. The news of this Stranger that seemed to be supernatural was known through Iping very quickly.
““But if you betray me,” he said... —just tell me what I got to do. [Lord!] Whatever you want done, that I am most willing to do.”	33 (bottom)- 34 (top)	(R) During this quote the Invisible Man has forced Mr. Marvel, a poor bachelor, to become his servant. With his power of being invisible he could kill without you even knowing it was coming and that fact scares Mr. Marvel into working for the Invisible Man. The theme present in this scene is that the powerful oppresses and controls the powerless. The Invisible Man is isolated from the world and to be controlling someone gives him a sense of power.
““Before we can do anything else,” said Kemp, “I must understand a little more about this invisibility of yours.”	63/6	(CL) At this point in the book, when it is half way over, we are finally learning about the Invisible Man, or Griffin’s, past. The story begins with him already being invisible but it isn’t until this point that we learned when, where, and how he became invisible. I thought this part was very interesting because it explained his whole past and answered all previous questions I had had about his invisibility.
““To do such a thing would be to transcend magic. And I	86/4	(R) I felt that this quote had a deep meaning and how he was greedy for this power that would come to him

Chapter 3: The Writing Process



Writing does not just randomly happen. It is a deliberate process where the author translates his/her thoughts into a structured, written format. This is complicated and challenging thing to do, and is influenced strongly by the author's background, language skills, and ideas about themselves as writers.

The only way to get better at writing is to write. Write frequently for multiple purposes. You will make mistakes. Because writing is a process, there is always room to improve. Even experienced authors make changes to their style or methods to better communicate their ideas to the audience. The best way to improve your writing is to fail, revise, and fail again. Every mistake is a step to becoming a better writer.

Understanding the steps of the writing process is crucial to helping you understand where you are strong, and where you need to improve.

Step 1: Pre-Writing

Pre-writing includes all the activities an author may or may not do before completing a written work. This may mean researching, or collecting information from multiple sources. This may mean taking notes on a lecture, or your own views. For most, outlining is a key step of the pre-writing process that helps to organize an essay. Ultimately though, pre-writing step is whatever helps you organize your thoughts best. Here are some tools you can use for pre-writing:

- 1.) Collect information - Notes, quotes, examples, other research
- 2.) Brainstorm - What are your ideas about the topic/prompt? How does my support connect to my ideas?
- 3.) Make a thinking map - Use the mapping method of note taking to build connections between ideas
- 4.) Free write - start writing your thoughts down without any structure to help develop your ideas
- 5.) Outline - Organize your ideas into a clear structure

Outlining

An outline is the way you organize your thoughts into a clear structure for an essay. There are many different types of writing that you will experience in High School, College, and Life. While all of these types of writing (specifically the main categories of essays) have unique

characteristics, most of them can be organized in one of the following ways.

Standard Five Paragraph Essay Outline Format

I. Introduction

- A. Creative Opening to catch the audience's attention. Students can use quotes, interesting facts and figures, joke or anecdotes, etc.
- B. Background information
- C. Preview of the main points of the essay.
- D. Thesis Statement affirms the main idea of the essay.

II. Body

- A. Paragraph 1
 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
 2. Supporting details defend or strengthen the topic sentence. Students should use at least two supporting details in each paragraph. Supporting details can include facts, examples, and expert opinions about a specific subject. If primary or secondary sources are used, students must use MLA parenthetical citations.
 - B. Paragraph 2
 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
 2. Supporting details defend or strengthen the topic sentence
 - C. Paragraph 3
 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
 2. Supporting details defend or strengthen the topic sentence
- (NOTE: More paragraphs can be created using the same format.)

III. Conclusion

- A. Restate thesis statement. Students should reword the thesis statement.
- B. Summarize main points. Students should reword topic sentences.
- C. Tie to Opening. Students should relate their conclusion to the opening of the essay.

The Standard Five Paragraph Essay

Outline is the perfect skeleton for most writing. Analytic, Persuasive, and Expository writing all can fit into this basic organization.

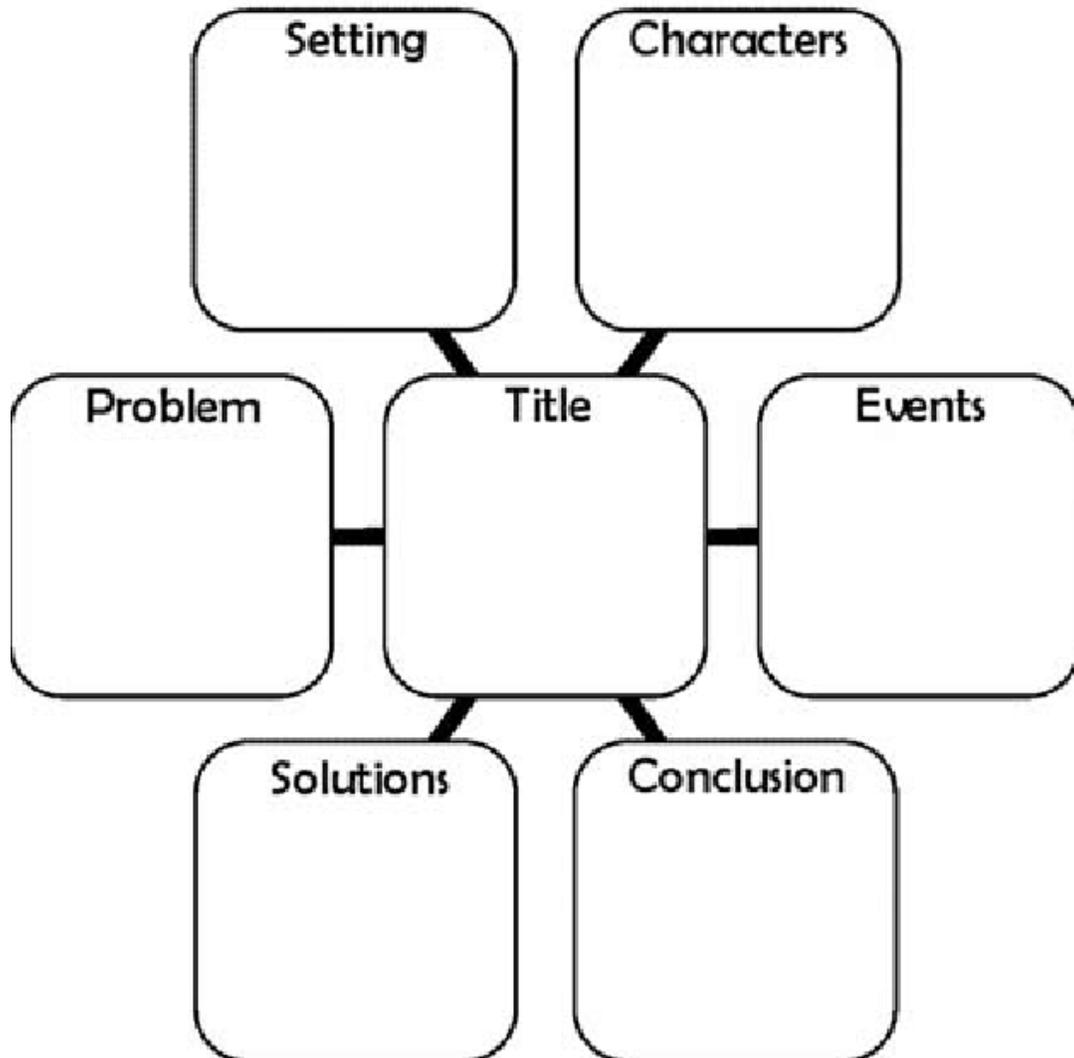
This format is flexible, and both can and should be modified to fit your needs. However, the overall structure (introduction, body, conclusion) and contents (Hook, Background, Thesis, Support, Conclusion) are all included in good essay writing.

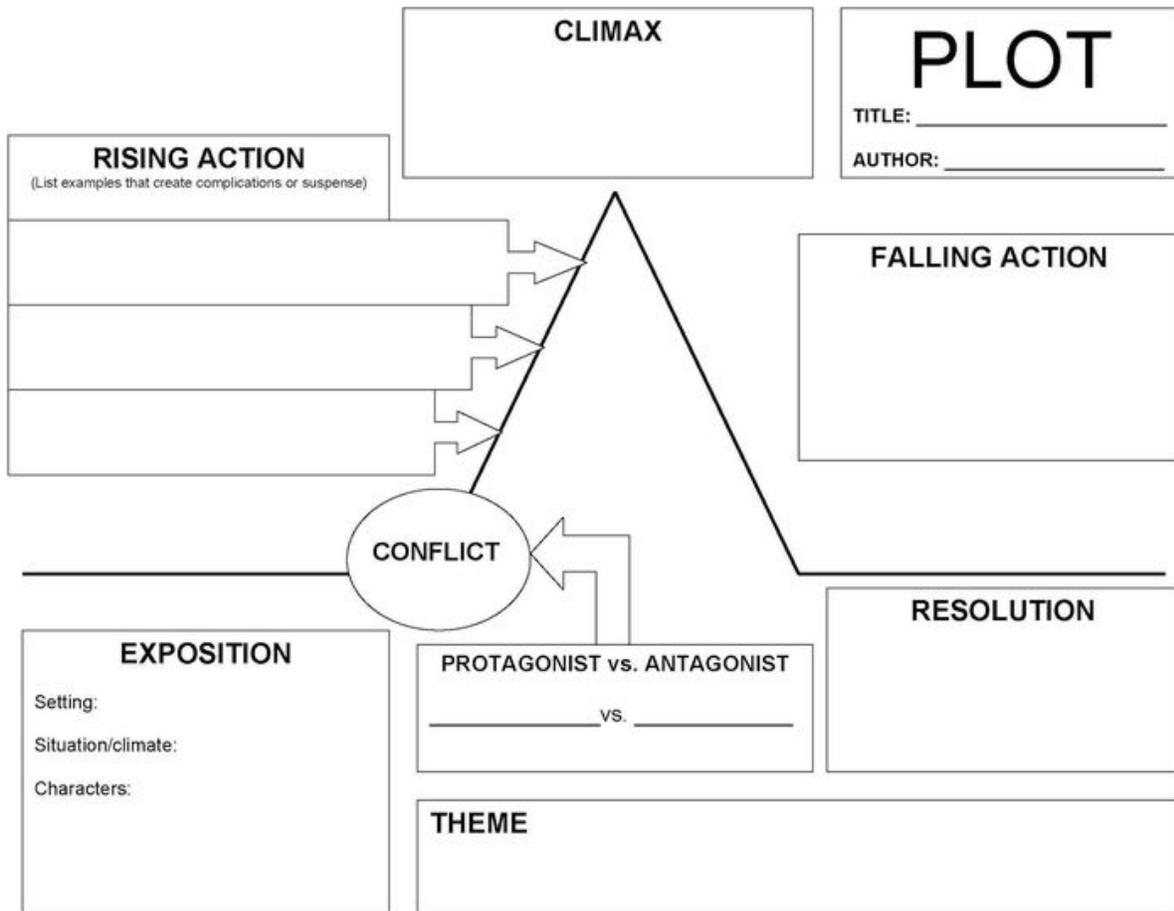
Don't think of the outline as the end product, it exists **ONLY** to help organize your thoughts. The essay is what

matters in the end!

Lastly, good writers are good writers not because they move away from this format, but because they become experts at making this format work for them. The skeleton of the outline disappears as writers become masters at making words work for them.

A story map is a type of outline that can be used to organize narrative essays or stories. The purpose of a narrative is to entertain or communicate a message using **narrative elements** of character, setting, plot, point of view, and theme, among other literary techniques. The purpose of a narrative is to **show** rather than tell the reader your message. There are many ways to create a story map, the images below are suggestions:





Step 2: Drafting

Drafting is the process during which the author puts together all the pieces gathered during pre-writing. The writer takes bits and pieces and strings them together as complete thoughts in the form of sentences, paragraphs, and ultimately an essay. Drafting is not a linear process, meaning that usually you don't write a perfect draft straight through. Usually there is some revising and editing that occurs while drafting that may result in entire paragraphs being rewritten or omitted as ideas become more concrete.

The end result of the drafting process is a complete, but unfinished essay, usually known as a "rough draft".

The rough draft does not have to be perfect, but it needs to have all of the elements included in the outline constructed as complete thoughts.

Step 3: Revision

Many people use **revision** and **editing** to mean the same things, but they are not. Revision means changing the content, organization, or structure of your essay. Before revising you should read your paper and have a peer read your paper to make sure it **meets all the requirements for the assignment**. Then make changes by **adding, removing, moving, or substituting** words, sentences, paragraphs, pieces of evidence, commentary, etc.

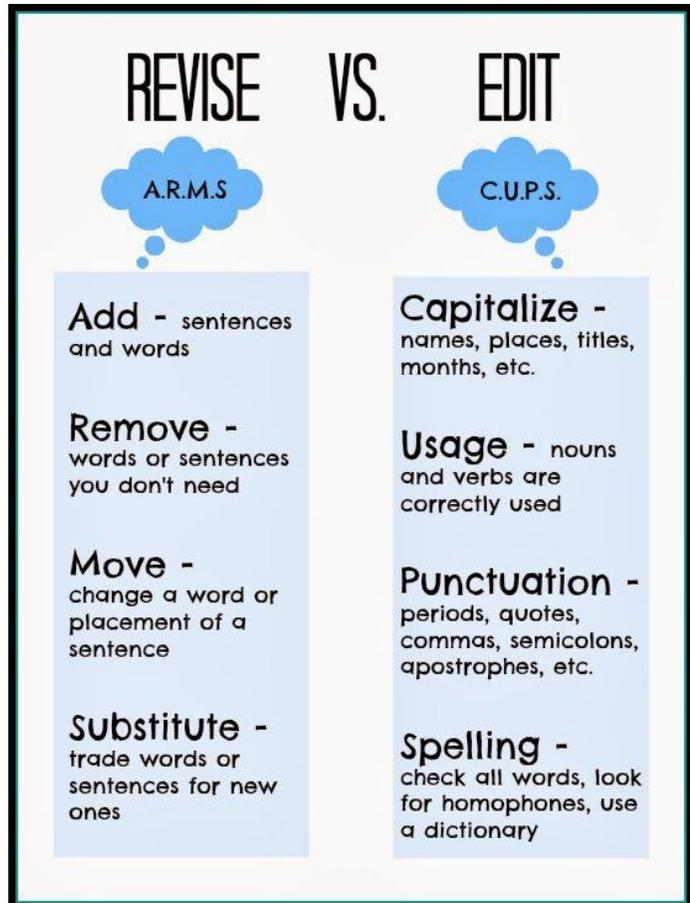
The end goal of revision is to have a paper that meets all the requirements of the assignment, is well organized and has a clear structure. **REVISION IS A MORE IMPORTANT STEP THAN EDITING FOR BECOMING A BETTER WRITER**

Step 4: Editing

Once you have made revisions to your draft, you are ready to put on the final touches. **Editing** is where you look at your paper with a fine toothed comb. The writer takes the time during the editing phase to ensure that all grammar, punctuation, usage, and spelling are correct. This is what most people think of when they think of correcting a paper. Editing just means putting a final polish on what already is a good paper. It is an important step, but second in importance to revision for becoming a better writer.

Step 5: Publication

For most of you, this means just turning in your paper. Later on in your writing career however, you will need to send something written (an email, letter, resume, report) to an audience that is not a teacher. Publication is a scary process when you are the only name on your work. Once you publish your work for a broad audience to read however, you will become more confident and ready to write more!



Chapter 4: Santa Clara Essay Standards

Basic Formatting

All essays at Santa Clara High School will follow MLA or APA formatting unless otherwise specified. Formal essays will be typed in a 12 point font and must be either Arial, Calibri, Times New Roman, Cambria, or other similar professional font. Formal handwritten essays will have a header on the left hand side according to MLA format (except the double spacing).

MLA Formatting: The sample paper below is formatted according to MLA guidelines. (Image retrieved from: <https://owl.purdue.edu/owl/>) Notice how the paper is double spaced, all



throughout. The author's last name is written as a header in the top right corner with the page number, beginning on the first page. The title is centered and in regular typeface (not bold).

The margins of MLA papers are set at 1", and all paragraphs are indented 1/2" from the margin.

The great news about MLA formatting is that most word processors automatically format the margins for MLA standards. Also, Google Docs offers an MLA formatted template that will help you tremendously!

MLA Citation: Citation is extremely important. Citation allows you to incorporate other people's thoughts and writing into your own, while giving them proper credit. Plagiarism (representing someone else's original ideas as your own) is morally wrong, and unacceptable in any academic institution, including Santa Clara. Citing reliable sources also strengthens your **credibility** as a writer by showing your audience that you are well read, your writing is well researched, and you are confident in letting others take credit for their own ideas. Citing sources also allows your readers to examine the sources you used if they are curious or are researching a similar topic.

There are two types of citation used in MLA: **In-Text** and on the **Works Cited** page.

In-Text citation uses **parentheticals** (text set off in parentheses, like this) to reference information that is quoted or paraphrased in an essay. **Any time you quote, paraphrase, or make a claim requiring support** you must cite your source using in-text citation.

In-text citations usually follow the format (Author, Page #). Notice how the period is after the parenthetical. Usually a citation follows this format. For websites, simply site the domain name of the website (owl.purdue.edu) , not the full URL (https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)

Works Cited citations are required for every in-text citation a writer makes. MLA has specific guidelines for what information is required in each works cited entry. All entries must be made on a "Works Cited" page at the end of your essay. This page should be titled "Works Cited" and should follow MLA guidelines as closely as possible. Sources should be listed in alphabetical order by author last name. Entries more than one line should include a "hanging" indent starting on the second line.

Example:

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta

Devi's Bashai Tudu." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996,
pp. 41-50.

Most entries will include author last and first name, title, publisher or publication name, and date of publication. There are specific requirements for each type of source. For more specific information, go to

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

What if I can't find the information required for a citation?!? Simple. Cite as much information as you can, in the best way you can. Citation is not about perfect formatting, it is about being honest with your thinking and giving credit where credit is due.

Introduction

This poster overviews basic guidelines for using MLA style. To supplement this poster, consult the *MLA Handbook* (8th edition). The MLA handbooks are available in most writing centers, libraries, and bookstores. The MLA also maintains a website with style information at style.mla.org. You may also reference the Purdue University OWL for information on using MLA style: <http://owl.english.purdue.edu/>.

Poster by Kate Bouwers and Allen Brizee. Updated for MLA 8 by Rachel Atherton and Elizabeth Gelb. © 2017 The Writing Lab & OWL at Purdue University.

Formatting

Type MLA essays on white 8.5 x 11" paper. Margins should be 1" on all sides. All text should be double spaced. Use a legible font (e.g. Times New Roman) in 10 to 12 pt. size. In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date.

Headers should contain your last name and page numbers (1, 2, 3...) in the upper right-hand corner, 1/2" from the top and right-aligned. Double space between the essay's title (not bolded, underlined, etc.) and the first line of the text. Indent the first line of each paragraph 1/2" (five spaces or press tab once) from the left margin.



Works Cited Page Format

Begin the Works Cited list on a separate page at the end of your essay. Maintain MLA formatting standards. Title the page 'Works Cited' and center the title. Alphabetize the citations by the last name of the first author. Use a hanging indent (every line after the first line of a citation is indented 1/2" using tab or a word processor's settings) on each citation. The Works Cited page should be double spaced throughout; do not add extra space between citations.



In-Text Citations

One Author

Use parenthetical citation to cite outside sources in your text. The page number(s) of your outside source should always appear in the parenthetical citation. The author's name of the outside source may appear in the sentence itself.

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

Or the author's name can go in the parentheses following the quote.

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

Multiple Authors

For a source with two authors, list the authors' last names in the text or in the parenthetical citation.

Best and Marcus argue that one should read a text for what it says on its surface, rather than looking for some hidden meaning (9).

The authors claim that surface reading looks at what is "evident, perceptible, apprehensible in texts" (Best and Marcus 9).

For a source with three or more authors, list the first author's last name, and replace the additional names with et al.

According to Franck et al., "Current agricultural policies in the U.S. are contributing to the poor health of Americans" (327).

The authors claim that one cause of obesity in the United States is government-funded farm subsidies (Franck et al. 327).

No Known Author

For a source with no known author, use a shortened title of the resource in the parenthetical citation.

Many global warming hotspots exist in North America because this region has "comprehensive programs to monitor the environment" ("Impact of Global Warming" 6).

Citing Indirect Sources

While it is always best to find the original source, sometimes you may have to use an indirect source (a source cited in another source). For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

Internet Sources

For internet sources, include enough information to lead the reader to the appropriate entry on the Works Cited page, usually the author's name. You do not need a page or paragraph number in the parenthetical citation.

According to a 2014 Wall Street Journal article, women made up "about 48% of the game playing public in the US" in 2014, largely due to the explosion of casual gaming on mobile devices (Grundberg and Hansgard).

Works Cited

Basics

MLA style's 8th edition focuses on the principles of source documentation instead of on particular formats for different types of sources. This approach to citation emphasizes the many ways in which writers access information and the many kinds of sources writers use.

MLA now bases Works Cited entries on 'containers,' a concept that allows writers to use a standard form for any kind of source. For example, if you cite an episode in a TV series, the series would be the container for the episode. Similarly, a book is a container for a chapter, a blog is a container for a blog post, and a journal is a container for a scholarly article. Since it is possible to find a copy of a given source in many different places (for instance, you might find an article published in a book, and in a scholarly journal, and on an online database, and each copy might be slightly different), it is important to account for all the containers of the original source you use.

The basic format for an MLA Works Cited entry contains core elements first and additional elements second; the template is as follows:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI), 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

Book

The author's name or a book with a single author's name appears in 'last name, first name' format. For books with multiple authors, editions, or other circumstances, consult the *MLA Handbook* or the Purdue OWL.

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

Article in a Scholarly Journal

Cite the author and title of article as you normally would. Then, put the title of the journal in italics. Include the volume number ("vol.") and issue number ("no.") when possible, separated by commas. Finally, add the year and page numbers.

Bagchi, Alakanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahameta Devi's *Basha Tudu*." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41-50.

Internet Sources

MLA encourages the use of date of access and the inclusion of containers such as Netflix or YouTube, as URLs change over time. If you can provide a URL or a permanent link, do so.

Editor, author, or compiler name (if available). Name of Site. Version number, Name of Institution/Organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. owl.english.purdue.edu/owl/. Accessed 23 Apr. 2008.

APA Formatting: APA formatting will be used occasionally for research papers. APA is a very rigid format that is the most widely used form for scholarly articles. It is very likely that you will need to read and write APA formatted papers frequently in college, therefore it is important for you to learn this format well.

The first and most noticeable difference between MLA and APA papers is the title page. All APA

Running head: PURDUE ONLINE WRITING LAB SAMPLE TITLE PAGE 1

The Purdue Online Writing Lab's Sample Title Page:
Following the American Psychological Association's Guidelines
Purdue Pete
Purdue University

papers will have a title page, and a running header. The image to the left is of an APA title page (owl.purdue.edu). Notice the page number in the upper right hand corner, and the "Running head" with a partial title in all caps. The title of the paper, the author, and the school where the author wrote are all centered on the title page in the top half of the paper.

Like MLA, the font should be easily readable, in 10-12 points, and everything is double spaced.

An additional element of an APA paper that is different from MLA is the **Abstract**. An abstract is a short (1-2 paragraph) summary of what the entire paper is about. It usually includes an introduction, description of research methods used, summary of results, and a summary of the significance

of the results. The abstract makes it easy for researchers to quickly identify if the article will help them answer their research questions without having to read the whole paper. APA citations are very similar to MLA, but usually include the author and year of publication as well as page numbers for in text citations. Reference

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html for more information.

Chapter 5: Types of Writing

There are almost an infinite number of purposes and ways of writing. Poems, stories, arguments, dramas, movies, text messages, pictograms, math problems, manuals, essays, blogs...the list goes on and on. Writing is an expression of thinking. That is one reason why it is so important. Language not only expresses thinking however, language *is* thinking. The stronger your ability to reason, the stronger your ability to write. This is why the essay is the foundation of academic writing. The essay is all about proving a point and developing your position using all the tools that the English language has to offer you. The essay is just as much about thinking as it is about writing.

In your English classes here at SCHS, you will be required to write four types of essays each year. They are: **Expository, Narrative, Persuasive/Analytic.**

Expository Writing:

Expository writing is meant to **inform** your audience about a particular topic. Summaries, research reports, book reports, and explanatory texts are all forms of Expository writing. This is the most common form of writing in other classes as well.

Narrative Writing:

Narrative writing **tells a story**. The purpose of a narrative essay may be simply to entertain, or it could be to communicate a deep message (moral) about human nature to the audience. Narrative writing uses narrative techniques, figurative language, imagery, and elements like character, plot, and setting to communicate an experience to the audience. Short stories, novels, plays, and memoirs are all forms of narratives. You will most often see this form of writing in English class.

Persuasive Writing:

A persuasive, or argumentative essay is meant to **convince** the audience that your **thesis statement** is true. Persuasive essays are all about examining evidence, points of view, and using rhetoric to prove a point. Good persuasive essays incorporate multiple types of evidence and include **counter arguments** (arguments against yours) and **rebuttals** (reasons your argument is better than the counter argument). You will encounter this type of writing in English and History classes most often.

Analytic Writing:

Analytic writing answers a question about a **text**. Analytic writing most often is about you explaining what an author is saying and how the author says it. You may evaluate how well an author proves a point, or examine what literary techniques an author uses to develop a theme. You may also **compare and contrast** two texts, or a text and a movie. **Analysis** is all about looking deeply into something and asking questions, “How is this done?”, “Why does the author say this?”, “What is the deeper meaning here?” are all analytic questions. Where the persuasive essay seeks to **convince** the analytic essay seeks to **understand and explain**.

Other Types of Writing:

You will also be asked to write short responses, poems, paragraphs, lists, journal entries and notes. These are all types of writing that have legitimate purposes, and your English teachers are here to help you with them, regardless of what subject you are using them in.

Practical forms of writing like resumes, cover letters, and technical writing will also be covered in your English classes. Remember though, that English Class is more about just reading and writing, it is about *thinking*. Learning to read and write is just as much about problem solving, learning to reason well, and learning about yourself and the world around you as it is about a concrete skill.

9th/10th Grade SCHS Writing Rubric – Argument (CCSS Writing #1) (Adapted with Permission from Elk Grove Unified)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Claim	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful and precise claim(s) in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces reasonable claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organi- zation/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few to no linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/ Support	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Seamlessly and effectively integrates and cites credible sources and/or textual evidence Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or textual evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates and cites adequate sources and/or textual evidence Minimally refutes counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or textual evidence that may not be credible Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or textual evidence Fails to acknowledge alternate or opposing claim(s)
Analysis	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic/text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited understanding and/or flawed understanding of topic/text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no understanding of topic/text Reasoning is missing or does not connect evidence with claim(s)
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

11th/12th Grade SCHS Writing Rubric – Argument (CCSS Writing #1) (Adapted with Permission from Elk Grove Unified)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Claim	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful, precise, and knowledgeable claim(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise, knowledgeable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces reasonable claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organi- zation/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Meticulously develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Generally develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few or no linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/ Support	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Seamlessly and effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counter-claim(s) Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) Uses specific rhetorical devices to support assertions 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates and cites adequate sources and/or text evidence Minimally refutes specific counter-claim(s) Uses some rhetorical devices to support assertions 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or text evidence that may not be credible Acknowledges alternate or opposing claim(s) Uses some rhetorical devices to support assertions with limited success 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim(s) Lacks rhetorical devices to support assertions
Analysis	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows simplistic understanding of topic/text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited understanding of topic/text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no understanding of topic/text Reasoning is missing or does not connect evidence with claim(s)
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

9th/10th Grade SCHS Writing Rubric – Informational/Explanatory (CCSS Writing #2) (Adapted with Permission from Elk Grove Unified)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops complex topic(s) with relevant body paragraphs Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops complex topic(s) with relevant body paragraphs Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops topic(s) with relevant body paragraphs Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops topic(s) with minimal body paragraphs Provides a sense of closure, but may weakly articulate significance of the topic. Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Development	<ul style="list-style-type: none"> Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial Effectively integrates and cites credible sources Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to develop the topic appropriate to audience Ineffectively integrates and cites sources Shows superficial understanding of topic or text 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience Incorrectly integrates or cites sources Shows limited or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources Shows no and/or inaccurate understanding of topic or text
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

11th/12th Grade SCHS Writing Rubric – Informational/Explanatory (CCSS Writing #2) (Adapted with Permission from Elk Grove Unified)

Criterion	5 – Advanced (above grade level)	4 – Proficient (on grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops complex topic(s) with relevant body paragraphs, building on preceding information Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops topic(s) with relevant body paragraphs, building on preceding information Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops topic(s) with minimal body paragraphs, building on some preceding information Provides a sense of closure, but may weakly articulate significance of the topic. Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Development	<ul style="list-style-type: none"> ➤ Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience Effectively integrates and cites credible sources Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to develop the topic appropriate to audience Ineffectively integrates and cites sources Shows superficial understanding of topic or text 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience Incorrectly integrates or cites sources Shows limited or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources Shows no and/or inaccurate understanding of topic or text
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Competently uses figurative language Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Effectively uses figurative language Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Minimally uses figurative language Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses figurative language Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use figurative language Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

9th/10th Grade SCHS Writing Rubric – Narrative (CCSS Writing #3) (Adapted with Permission from Elk Grove Unified)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Exposition	<ul style="list-style-type: none"> • The narrative, real or imagined, insightfully addresses all aspects of the prompt • Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view • Expertly introduces a narrator and/or characters 	<ul style="list-style-type: none"> • The narrative, real or imagined, competently addresses all aspects of the prompt • Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view • Introduces a narrator and/or characters 	<ul style="list-style-type: none"> • The narrative, real or imagined superficially addresses all aspects of the prompt • Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view • Introduces a narrator and/or characters 	<ul style="list-style-type: none"> • The narrative, real or imagined, partially addresses aspects of the prompt • Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view • Attempts to introduce a narrator and/or characters 	<ul style="list-style-type: none"> • The narrative, real or imagined, minimally addresses some aspect of the prompt • Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view • Does not introduce a narrator and/or characters
Organi- zation/ Plot	<ul style="list-style-type: none"> • Expertly creates a smooth progression of experiences or events • Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) • Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> • Creates a smooth progression of experiences or events • Uses a variety of techniques to sequence events that build on one another to create a coherent whole • Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	<ul style="list-style-type: none"> • Experiences and events are somewhat connected • Uses techniques to sequence events that build on one another to create a coherent whole • Provides a conclusion that connects to the narrated experiences or event 	<ul style="list-style-type: none"> • Progression of experiences or events may be confusing or disjointed • Techniques do not build on one another to create a coherent whole • Provides a weak conclusion that may not connect to the narrated experiences or event 	<ul style="list-style-type: none"> • Event sequence unfolds illogically • Does not use sequencing techniques to create coherence • Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques	<ul style="list-style-type: none"> • Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters • Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> • Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> • Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses some descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> • Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses concrete words or phrases with limited use of descriptive details and sensory language 	<ul style="list-style-type: none"> • Uses few to no narrative techniques • Does not use sensory language or descriptive details
Language	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structure • Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structure • Contains few, minor errors in conventions • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses mostly correct and some varied sentence structure • Contains some errors in conventions which may cause confusion • Usually utilizes grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses limited and/or repetitive sentence structure • Contains numerous errors in conventions which cause confusion • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Lacks sentence mastery (e.g., fragments/ run-ons) • Contains serious and pervasive errors in conventions • Utilizes incorrect and/or simplistic word choice

11th/12th Grade SCHS Writing Rubric – Narrative (CCSS Writing #3) (Adapted with Permission from Elk Grove Unified)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Exposition	<ul style="list-style-type: none"> The narrative, real or imagined, insightfully addresses all aspects of the prompt Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view Expertly introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, competently addresses all aspects of the prompt Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined superficially addresses all aspects of the prompt Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, partially addresses aspects of the prompt Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Attempts to introduce a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, minimally addresses some aspect of the prompt Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Does not introduce a narrator and/or characters
Organi- zation/ Plot	<ul style="list-style-type: none"> Expertly creates a smooth progression of experiences or events Adeptly uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	<ul style="list-style-type: none"> Experiences and events are somewhat connected Uses a variety techniques to sequence events that build on one another to create a coherent whole or build toward a particular tone or outcome Provides a conclusion that connects to the narrated experiences or event 	<ul style="list-style-type: none"> Progression of experiences or events may be confusing or disjointed Techniques do not build on one another to create a coherent whole or build toward a particular tone or outcome Provides a weak conclusion that may not connect to the narrated experiences or event 	<ul style="list-style-type: none"> Event sequence unfolds illogically Does not use sequencing techniques to create coherence or build toward a particular tone or outcome Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques	<ul style="list-style-type: none"> Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses some descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses concrete words or phrases with limited use of descriptive details and sensory language 	<ul style="list-style-type: none"> Uses few to no narrative techniques Does not use sensory language or descriptive details
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually utilizes grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Utilizes vague or basic word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Utilizes incorrect and/or simplistic word choice