Fitzgerald

Reflection Paragraph – Final Analysis

* Prompt - Reflect on the discussion of “The Moustache” or “A Crush,” based on the qualities of a great discussion and the group’s analysis of the story.

**Structure**

Topic Sentence

* Copy your topic sentence into the box below.

|  |
| --- |
|  |

Use the checklist below. If the statement is not true, draw an X over the bullet.

* This sentence is the first sentence in my paragraph.
* This sentence states the main idea of my paragraph.
* This sentence directly responds to the prompt, using wording from the prompt.
  + This sentence introduces the idea that I have reflected on whether the group was successful in terms of the qualities of a great discussion.
  + This sentence introduces the idea that I have reflected on the group’s analysis of the story.
  + This sentence states what I think about the group’s success in both of these areas.
* This sentence is a complete thought, not a fragment.
* The sentence is a separate sentence; it does not contain the reflection’s first supporting idea

If you have anything you want to tell me, write it in the box below.

|  |
| --- |
|  |

Structure, continued

First Supporting Idea – Introduction of the Idea

Copy the sentence introducing your first supporting idea in the box below.

|  |
| --- |
|  |

Use the checklist below. If the statement is not true, draw an X over the bullet.

* This sentence introduces the first way I will prove my topic sentence to be true.
* This sentence does not contain any details, explanation or examples, as those are in a separate sentence.

If you have anything you want to tell me, write it in the box below.

|  |
| --- |
|  |

Structure and Ideas

First Supporting Idea – Development of the Idea

Copy the sentences developing your first supporting idea in the box below.

|  |
| --- |
|  |

Use the checklist below. If the statement is not true, draw an X over the bullet.

Structure

* The supporting idea is then well developed by details, explanation, or examples

Ideas

* These ideas are pertinent. – On topic
  + Focus on the group’s discussion: ideas freely shared; the number of ideas shared was equally balanced between group members, no member dominated, no member failed to participate regularly; ideas were always supported by details from the story or explanation of a literary term; ideas were accurate; ideas were clear.
  + Focus on the group’s literary analysis: exposition, main character, conflict, setting, steps of rising action, climax, falling action, resolution
* These ideas are specific. – Ideas a support with specific examples behaviors or thoughts observed during the discussion
* These ideas are accurate. – Ideas about the group are true to what actually occurred during the discussion
* These ideas are strong. - Ideas chosen prove point well
* These ideas are clearly stated. - Unclear ideas are marked with a “?”

If you have anything you want to tell me, write it in the box below.

|  |
| --- |
|  |

Structure, continued

Second Supporting Idea – Introduction of the Idea

Copy the sentence introducing your second supporting idea in the box below.

|  |
| --- |
|  |

Use the checklist below. If the statement is not true, draw an X over the bullet.

* This sentence introduces the first way I will prove my topic sentence to be true.
* This sentence does not contain any details, explanation or examples, as those are in a separate sentence.

If you have anything you want to tell me, write it in the box below.

|  |
| --- |
|  |

Structure, continued

Second Supporting Idea – Development of the Idea

Copy the sentences developing your second supporting idea in the box below.

|  |
| --- |
|  |

Use the checklist below. If the statement is not true, draw an X over the bullet.

Structure

* The supporting idea is then well developed by details, explanation, or examples

Ideas

* These ideas are pertinent. – On topic
  + Focus on the group’s discussion: ideas freely shared; the number of ideas shared was equally balanced between group members, no member dominated, no member failed to participate regularly; ideas were always supported by details from the story or explanation of a literary term; ideas were accurate; ideas were clear.
  + Focus on the group’s literary analysis: exposition, main character, conflict, setting, steps of rising action, climax, falling action, resolution
* These ideas are specific. – Ideas a support with specific examples behaviors or thoughts observed during the discussion
* These ideas are accurate. – Ideas about the group are true to what actually occurred during the discussion
* These ideas are strong. - Ideas chosen prove point well
* These ideas are clearly stated. - Unclear ideas are marked with a “?”

If you have anything you want to tell me, write it in the box below.

|  |
| --- |
|  |

Structure, continued

Order of Ideas

* Are your two ideas in a logical order that is obvious to the reader.
  + Examples
    - Least to most important
    - Chronological (Time Order)
    - Most common to least common
    - Transitions are used when needed to make relationship between ideas clear

In the box below, explain why you put your ideas in this order.

|  |
| --- |
|  |

Word Choice

* Student has obviously chosen some words that strengthen his or her ideas because they fit the idea very well, are not too general or common

Write the two words you worked to choose below. After each write the sentence it appears in.

1. Word –

Sentence containing this word -

1. Word –

Sentence containing this word –

If you have anything you want to tell me, write it in the box below.

Sentence Variety

* I have sentences that are just - SV.
* I have sentences that are - SV, conjunction SV.
* I have sentences that are - Introductory phrase or clause, SV.
* I have long sentences.
* I have short sentences.

Below copy one sentence of each form, one long sentence, and one short sentence.

SV.

SV, and SV.

Introductory Phrase or Clause, SV.

Long sentence –

A short sentence

If you have anything you want to tell me, write it in the box below.

Conventions

Place an X over any bullet that is not true.

* Paper layout
  + Full name, class and hour are written in the top right corner
  + A title appears on the top line
  + A line is skipped after the title
  + Writing is very legible
  + Paragraphs are indented.
  + 1 inch margins are left on each side of paper: top, bottom, left and right
* Full sentences are used.
  + no fragments; no run-ons; sentences start with capital letter, contain a complete thought, and end with period
* Spelling is correct.
* Homonyms are used correctly
  + To/too/two
  + Their/there/they’re
  + Where/were
* Plurals are correctly formed
  + - –y changes to –ies – for example - family changes to families
    - ‘s is used for possession, not plural
* Capital letters are used correctly.
  + for proper nouns and to begin sentences
  + capital letter are not randomly used because one doesn’t prefer to write the lower case letter
* Write in third person.
  + ~~no I, me, we, you, no “ I think . . .~~”
  + the word “you” can usually be replaced with “A person . . . he or she . . .”
  + the words “I think” can just be eliminated and the sentence will remain the same
* Avoid vague pronoun reference – They? Who?, It? What?
* Use specific nouns – not ~~they~~ - The group . . . . John . . . .
* Past tense should be used when writing about the past
* Possession is formed by an apostrophe and an s (‘s). Do not use ‘s to form a plural.
* Error concerning the following are marked for feedback only but is not graded –
  + comma, semicolons, colons, quotation marks

If you have anything you want to tell me, write it in the box below.