**Ideas /15**

* Parenthetical citations needed for ideas from an outside source. Failure to provide citations is considered plagiarism.
	+ The citation refers the reader to the work found on the Works Cited page that originally presented the idea.
* Introduction
	+ Hook
		- Grabs readers’ attention
		- Drawing them toward the topic of slavery
		- Not a cliché (an overused expression)
		- Not a rhetorical question – Ex. Have you ever heard someone say playing an instrument makes you more intelligent?
		- Clear
	+ Provides Background Information for reader to understand claim
		- Enough information provided
		- Clear
	+ Claim
		- States main idea
		- Specific
		- Clear
* Three Body Paragraphs –

|  |  |  |  |
| --- | --- | --- | --- |
|  | P1 | P2 | P3 |
| Topic sentence that introduces ***reason*** claim is true | * Logically connected to claim
 |  |  |  |
| * Clear
 |  |  |  |
| Each contains ***evidence*** found through research that proves this reason is true | * Enough provided to strongly support reason
 |  |  |  |
| * Logically connected to reason
 |  |  |  |
| * Clear
 |  |  |  |
| ***Explains*** how the evidence provided proves the validity of that reason | * Thorough
 |  |  |  |
| * Clear
 |  |  |  |

* Conclusion
* Restated claim
	+ Clear
* Call to Action - what the readers should do now that you have persuaded them your claim is true
	+ Logical action to follow if believe in claim
	+ Clear
* May also provide a thoughtful concluding remark on general topic

**Structure /15**

* ***Introduction***
	+ Begins with ***Hook*** that grabs readers’ attention, drawing them toward the topic of slavery
	+ Provides Necessary ***Background*** Information for reader to understand claim
	+ Ends with ***Claim***
		- States main idea
* ***Three Body Paragraphs*** –

|  |  |  |  |
| --- | --- | --- | --- |
|  | P1 | P2 | P3 |
| Each begins with a topic sentence that introduces a clear ***reason*** your claim is true |  |  |  |
| Each contains **evidence** found through research that proves this reason is true |  |  |  |
| Each ***explains*** how the evidence provided proves the validity of that reason* Remember that the evidence speaks for itself!
* Scientists do not just give the data they collect; they interpret it.
 |  |  |  |

* In ***Logical Order*** –
	+ Order of importance?
	+ Remember not to count or repeat “is because”
		- “~~One reason is because~~. . . .”
		- “~~Another reason is because~~ . . . .”
		- “~~A final reason is because~~ . . . .”
* ***Conclusion***
* Begins by ***restating claim***
* Makes a ***call to action*** stating what the readers should do now that you have persuaded them your claim is true
* May also provide a thoughtful concluding remark on general topic

**Conventions /10**

* Paper layout

|  |
| --- |
| Jane Doe Virginia Language Arts 8 VirginiaFitzgerald, 6th hour VirginiaOne Rule does not Fit All It is an old saying that rules were meant to be broken. Maybe that is because rules are supposed to describe norms of behavior, and sometimes there is no norm, no pattern, no one way to do something. in that case a rule is silly. Students are always asking teachers whether they can listen to music while they study or complete school  |

* + The student’s full name, class, and teacher hour are written in the top right corner.
		- in header function, so appears on each page
	+ Title
		- should creatively introduce the ideas in your paragraph – One Rule does not Fit All
			* The title cannot be a description of the assignment or a statement of the claim.
				+ ~~Persuasive Essay~~
				+ ~~Students Should Be Able to Listen to Music~~
		- should be placed on the top line.
		- should NOT be punctuated with quotation marks or capital letters, as this is used to refer to someone else’s writing in your writing and is usually reserved for published writing.
		- should be in the same size and font as the rest of the paper.
		- A line is skipped after the title.
	+ Paragraphs are indented ½ inch.
	+ Space is left for comments.
		- 1 inch margins are left on each side of paper: top, bottom, left and right.
	+ Double-spaced
	+ Extra blank line between paragraphs
	+ Font
		- size 11 font
		- a standard style - Times New Roman, Cambria
* Full sentences are used.
	+ Sentences start with capital letter.
	+ Sentences have end punctuation.
	+ A sentence must express a complete thought.
		- no fragments – just a part of another thought
		- no run-ons – two separate thoughts incorrectly joined by a comma, even if they are related
* Spelling is correct.
* Homonyms are used correctly.
	+ To/too/two
	+ Their/there/they’re
	+ Where/were
* Plurals are correctly formed - –y changes to –ies
	+ Ex. family changes to families
* ‘s is used for possession, not plural
* Avoid contractions.
	+ Ex. ~~Don’t~~ – do not, ~~it’s~~ – it is
* Capital letters are used correctly.
	+ Proper nouns are capitalized.
	+ Capital letter are used to begin sentences.
	+ Capital letter are not randomly used because one doesn’t prefer to write the lower case letter.
* Write in third person. -  ~~I, me, we, you, no “ I think . . .~~”
	+ The words “I think” can just be eliminated and the sentence will remain the same.
		- Ex. ~~I think~~ ~~that~~ the characters’ weaknesses are made clear from the beginning. - The characters’ weaknesses are made clear from the beginning.
* Avoid vague pronoun reference – Exs. - They? Who?, It? What?
	+ Use specific nouns –
		- Ex. - The street ~~they~~ live on . . . . - The street the Whites live on . . . .
		- Ex. – ~~It~~ twisted in his hand. - The monkey’s paw twisted in his hand.
* Verb tenses used correctly
* Errors concerning the following are marked for feedback only but are not graded –
	+ commas, semicolons, colons, quotation marks
* Correct Parenthetical form
	+ Parenthetical information should occur before the final end punctuation in the sentence containing the idea.