

# Supplements to the Writing Assignments

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**Supplement 1: Summary Writing Worksheet: Animal Life**

1. **Start** by listing here what you know and what you don't know BEFORE you read:

**What do I already know?**

**Three Important things I want to learn**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

2. Now, read your article and jot down the answers to questions you asked: **I learned:**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

3. Finally, put down important details (choose three main points and list three details for each):

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Now, use some or all of the facts above to create three paragraphs, using clustering:**

*(Use back of sheet if necessary.) Draft your three-paragraph summary paper when finished.*

**Supplement 2: Newspaper Article Worksheet**

**My working title is:** \_\_\_\_\_

**This is the summary of my article:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My secondary details: (use questions that arise from reading the summary above!)**

**A paragraph that gives details about:** \_\_\_\_\_ **above.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A paragraph that gives details about:** \_\_\_\_\_ **above.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A paragraph that gives details about:** \_\_\_\_\_ **above.**

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



## Supplement 4: Poetry Terms and Concepts\*

### Poetry uses imagery. What is imagery?

- It's like a heavy, iron paperweight, or a concrete block (the kind they use to build basements). It looks small, but when you pick it up, it's surprisingly heavy.
- Do you know what a trash compactor is? It takes LOTS of trash and mashes it down into a very small space. A bag of compacted trash is VERY HEAVY compared to a bag of regular trash. That's because the compactor *squeezes* all the air out of the trash, leaving just the solid parts. Poetry is like that. Poets choose words that *compress* lots of meaning into them. These words raise images in the minds of readers.<sup>1</sup>
- Each word in a poem is carefully chosen to “weigh” as much as possible. Poets try to “pack” as much meaning into every word as they possibly can.
- Poets are misers: misers never waste money, and good poets never waste words.
- Poets choose words that make people think or feel more deeply about their subject. Sometimes the wonder of a poem is to make you connect two images you've never thought of relating before. Your mom will show you some examples of this.
- The simplest form of imagery that you may know about already is symbolism. If I say “Mickey Mouse,” what do you think of? What if I show you this ? Or this ? Symbols *pack* meaning into small spaces. So do images, and images are what poetry is all about.

### What is a simile?

- “A simile (pronounced SIHM uh lee), is a figure of speech used in describing or explaining something. It points out a likeness between two different objects or ideas by using a connective word. This connective word is usually *like* or *as*. An example of a simile would be, ‘He is as cross as a bear today,’ or ‘She ran like a deer.’”<sup>2</sup>

### What is a metaphor?

- “Often a simile becomes so compact that we drop the connecting word. Then the simile becomes a metaphor. For example, the simile ‘He is like a fox’ becomes a metaphor in ‘He is a fox.’”<sup>3</sup>
- Here's a very familiar metaphor: “The Lord is my shepherd.” Is He a literal shepherd? Are you a real sheep? No! But what does this metaphor teach you about yourself and about God? See what a lot of meaning can be packed into an image?

### How do similes and metaphors enhance imagery?

- It is fun to associate two things that previously were unconnected in the reader's mind. For instance, have you ever thought of poetry as a trash compactor or a concrete brick? Yet, once you do, the association is helpful, or sometimes, just plain fun!

### What is a rhyme?

- To use a metaphor, if imagery is the meat in the stew of poetry, rhyme is a delicious spice that greatly enhances its flavor. Poetry doesn't *have to* rhyme, but it's often more fun when it does.
- English words have endings that sound similar, and a clever poet can make the lines of his poem end in words that sound alike. Your mom will read you examples.

### What is a rhyme scheme?

- A rhyme scheme is a code you can apply to the poem to see just how the poet “spiced his stew.”
- Your first attempt at finding a rhyme scheme might best be tried using a familiar song, or nursery rhyme, like *Baa Baa Black Sheep*.

### What is meant by “meter” in poetry?

- Meter is the “beat” of the poem.
- Like rhyme, it adds to the flavor of the poem. Not all poems have a strong meter, but those that do are fun!
- To hear, or scan a poem for its meter, one claps once for every syllable (your mom will show you how).
- An easy way to hear a meter, again, is to choose a simple song, or nursery rhyme.

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\* Read aloud to Level 3 students; go over content with students at Levels 6, 8, and 10.

<sup>1</sup> I first learned this image, of poetry being like a trash compactor, in *Poetivities* by James Wainwright.

<sup>2</sup> Excerpted from a *World book* article entitled **Simile**. Contributor: Paul B. Diehl, Ph.D., Associate Prof. of English, Univ. of Iowa.

<sup>3</sup> Excerpted from a *World book* article entitled **Metaphor**. Contributor: Paul B. Diehl, Ph.D., Associate Prof. of English, Univ. of Iowa.

## Supplement 5: State Notebook Project: Planning Worksheet #1

Name: \_\_\_\_\_ Date notebook begun: \_\_\_/\_\_\_/\_\_\_

My state notebook should contain the following elements when I am done. Beside these elements, I am writing target dates. I will check the boxes when I am done each element.

### State symbols I need to find and draw/photocopy:

- | Symbol:                                 | Target date for completion: |
|---|-----------------------------|
| <input type="checkbox"/> State flag     | _____                       |
| <input type="checkbox"/> State bird     | _____                       |
| <input type="checkbox"/> State flower   | _____                       |
| <input type="checkbox"/> State tree     | _____                       |
| <input type="checkbox"/> State seal     | _____                       |
| <input type="checkbox"/> State motto    | _____                       |
| <input type="checkbox"/> State nickname | _____                       |
| <input type="checkbox"/> State song     | _____                       |

- | Reports: (1-2 pages each)                                    | Target date for completion: |
|--|-----------------------------|
| <input type="checkbox"/> Early History of My State           | _____                       |
| <input type="checkbox"/> My State Capital                    | _____                       |
| <input type="checkbox"/> First Important City in my State    | _____                       |
| <input type="checkbox"/> Second Important City in my State   | _____                       |
| <input type="checkbox"/> My State's Leading Industries       | _____                       |
| <input type="checkbox"/> My State's Chief Products           | _____                       |
| <input type="checkbox"/> Famous Men and Women from our State | _____                       |
| <input type="checkbox"/> My State Since it Joined The Union  | _____                       |

- | Maps:  | Target date for completion: |
|--|-----------------------------|
| <input type="checkbox"/> Physical                | _____                       |
| <input type="checkbox"/> Topographical           | _____                       |
| <input type="checkbox"/> Political               | _____                       |
| <input type="checkbox"/> Products and Industries | _____                       |

**Supplement 6: State Notebook Project: Planning Worksheet #2**

Name: \_\_\_\_\_

**I am planning these field trips to get to know my state better:**

**Trip:**

**Trip date:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**This is the address of a place I can write to for information/pictures/maps of my state:<sup>1</sup>**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I wrote off on this date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**I got an answer on this date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**They sent me:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<sup>1</sup> Also, it's fun to take the kids to a "Tourist Information Center" where they can get lots of brochures and information about the state.  
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**Supplement 7: State Notebook Project: Early History Worksheet**

Name: \_\_\_\_\_

Early Native American tribes:

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How did they live (hunters/fishermen, etc.)? \_\_\_\_\_

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What famous Europeans, or Americans, first discovered, or explored, your state?

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

What were the main events in the colonizing of your state?

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What early industries/products was your state known for?

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What part (if any) did your state play in the Revolutionary War?

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Was your state involved in the Civil War? \_\_\_\_\_

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Who were some famous people from your state, and what are they known for?

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**Supplement 8: State Notebook Project: City History Worksheet**

*(You include three "city reports"—your capital, and at least 2 others. Therefore, photocopy this form three times before filling it in.)*

Name of city: \_\_\_\_\_ Population: \_\_\_\_\_

How did the city get started? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What geographical features or natural resources helped it to grow? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did technology affect its growth? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What function does it play in your state? (Capital, center of commerce, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other interesting facts about this city?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

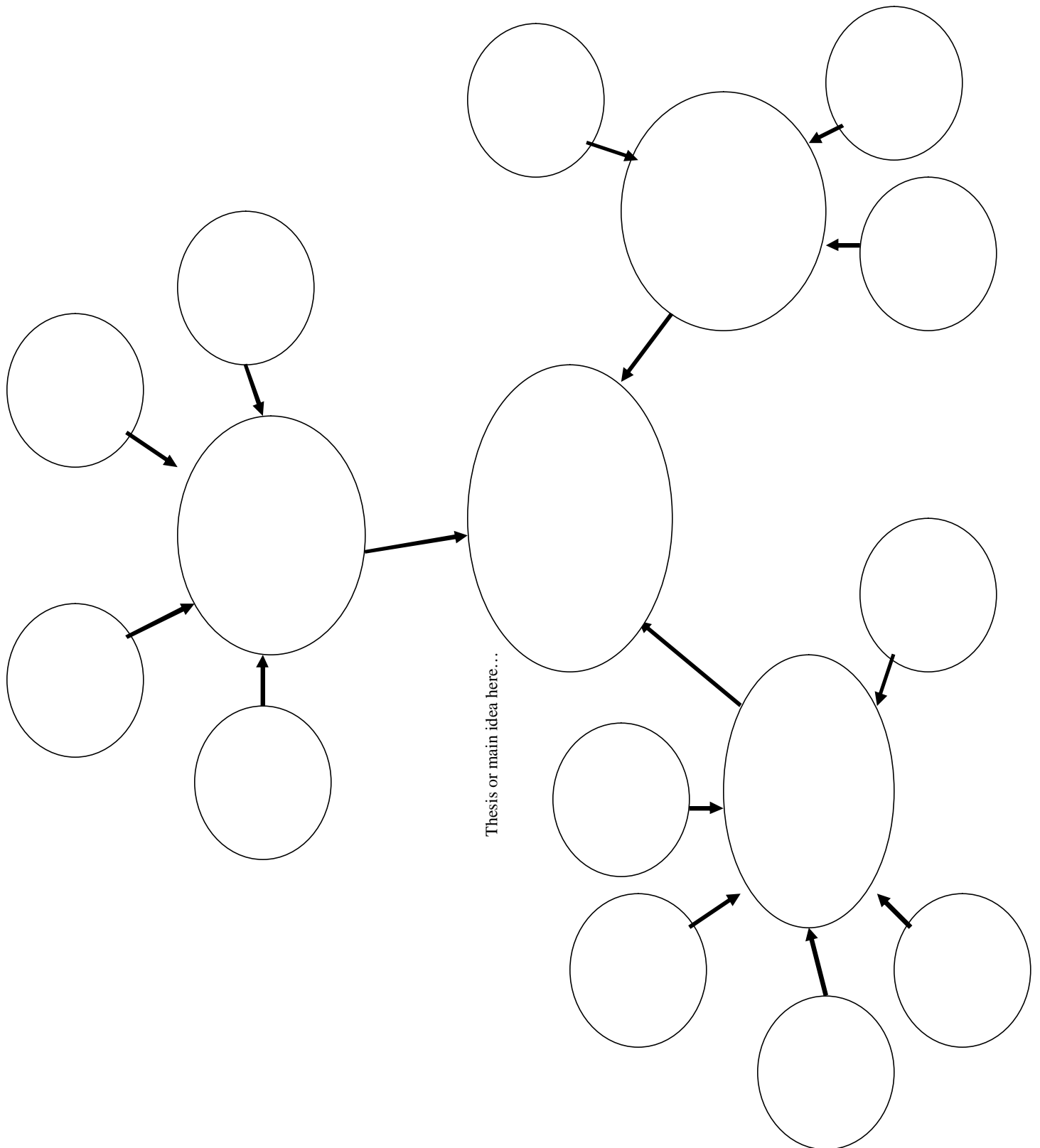
## Supplement 9: Generic Chart for organizing three-paragraph or five-paragraph reports<sup>1</sup>

Do you need a small introductory paragraph?	
Your first paragraph is about... (introduction and first main point for a 3-paragraph report)	
Your second paragraph is about...	
Your third paragraph is about...(your third idea and a concluding sentence for a 3-paragraph report)	
Do you need a concluding paragraph?	

<sup>1</sup> Use this with Upper Grammar students, primarily.

**Supplement 10: Title:** \_\_\_\_\_


**Supplement 11: Clustering Worksheet:** Use for three-point report, essay, or story. Start by turning this paper sideways. Fill in your title, or overall idea, in the center circle. Fill in three main ideas in the other three bigger circles. Then, fill in ideas that support the three main ideas in the little circles around the main idea circles. If you need to draw more circles, do!



**Supplement 12: Expository Essay Planning Worksheet**

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

Working TITLE: \_\_\_\_\_

YOUR **THESIS STATEMENT** (A matter of debatable opinion, which you will prove true. Do not use “I think”. Just state your thesis as fact) **AND THREE SUPPORTIVE POINTS** in as many sentences as it takes.

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*Checkpoint!* Does your thesis paragraph contain three “parts” that you know enough about to write three paragraphs? If not, change it now so it will!

Now, write three topic sentences that support your thesis above. They should follow the same order as the one in which they are mentioned above (this is called parallelism). You should reuse words from the thesis section above.

**POINT A.** Write the words from the thesis section above which introduce this point here...

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Now, turn these words into a topic sentence for a paragraph:

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**POINT B.** Write the words from the thesis section above which introduce this point here...

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Now, turn these words into a topic sentence for a paragraph:

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**POINT C.** Write the words from the thesis section above which introduce this point here...

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Now, turn these words into a topic sentence for a paragraph:

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**CONCLUSION:** Now restate your thesis, but say what you said before in a “summing up” way, using some different words.

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**Note: For long research papers, your points A, B, and C will represent sub-sections, or mini-theses, which then each need one of these sheets filled out for them.**

**If you are writing a long paper, GO ON TO THE BACK SIDE OF THIS WORKSHEET (page 2)**

**Page 2 of Expository Essay Worksheet: Use with longer reports, or when you need extra space.**

Under point A \_\_\_\_\_ my sub-points will be:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Under point B \_\_\_\_\_ my sub-points will be:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Under point C \_\_\_\_\_ my sub-points will be:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

### Supplement 13: Compare/Contrast Essay Planning Worksheet

1. Start with mind mapping. On a separate, clean sheet of paper, make a T-chart and think out points about the things, or people, being compared. Try to balance your points so they correlate.
2. You must decide whether to: **A)** devote a paragraph to each thing/person being compared, and keep your points parallel, or **B)** make your paragraphs topical, and arrange points about both things within topical paragraphs.
3. Now, you need to develop your thesis to introduce the things/people being compared. Remember, this is a statement of your opinion, but don't use "I think..."

**THESIS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IF you are using style A (above) then you will have two paragraphs. Use this space to arrange your points in parallel fashion:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If you want to use style B (above), you need to arrange your ideas around topics, preferably three of them. Below, put your topics on the top line, and then arrange points about both things/people being compared underneath.

TOPIC #1: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOPIC #2: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOPIC #3: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Supplement 14: Title:** \_\_\_\_\_


## Supplement 15: Learning To Take Essay Tests Worksheet

*Recopy the entire question here:*

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**Step 1:** Circle important words in the question.

**Step 2:** Think about whether you know more facts in *support* of the statement, or *in opposition* to it. As you think, T-chart your thoughts below (3 minutes maximum for this step):

**Step 3:** after T-charting, develop your thesis *from words in the question*. Your THESIS:

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FOR	AGAINST

**Step 4:** Outline your essay below (3-4 minutes, maximum).

*Three points to support your thesis! Facts to support those points under them. (You can use clustering for this if you wish, and you can use the back side of this paper if the space below is too limited.)*

## Notes to teachers about using Supplements 16 and 17:

**These forms are designed for grading essay papers and tests, research papers, and other non-fiction, analytical work at the Upper Grammar, Dialectic, and Rhetoric levels. They can be used in a variety of ways, all of which I recommend.**

- Your student should understand every expectation outlined in this form. If he sets out to get an A, he should know precisely what criteria he should meet to achieve it. These forms can be given to the student at the START of his assignment as a guide for your expectations, and criteria for grading.
- Your student should be trained to evaluate his own work.
  1. Have your student work with the appropriate form in front of him and have him check off the boxes as a proofing guide before he hands in his work.
  2. Go through his work with a red pen, and fill out a second form.
  3. Have your student fill out a third form, looking at your markings.
  4. Compare your form with his first and second forms to see what aspects his eye missed in his evaluation of his own work.
- Letter grades correspond to number grades, as you probably know. Here is a suggested scale: 100-98 A+; 97-94, A; 93-90 A-; 89-88 B+; 87-84 B; 83-80 B-; 79-78 C+; 77-74 C; 73-70 C-; 69-68 D+; 67-64 D; 64-60 D-; below 60 F.

### Specifics in using this form.

- The forms are flexible! If the student is not required to have certain elements in a given assignment (like footnotes), leave that checkmark blank and don't include it in your evaluation.
- On both forms, each block is worth  $\frac{1}{4}$  of the total possible points for that row. For example: On Structure for Rhetoric level there are 40 possible points to be earned for this row. If a student earns a "poor" grade, he gets only 10 points; a fair grade gives him 20 points, and so on.
- When grading, be sure to check each bullet that applies to the student's performance, no matter what column, first. THEN, assess overall points. If you work across the chart, you'll notice there's a "continuum" of skills, least skilled to most skilled, for each major requirement. Within rows, some students may have "excellent" parts, and only "good" parts.

**Example:** excellent spelling and poor capitalization/punctuation. The numerical grade for that row is reached by looking at where the most checks seem to fall, and then compensating for real differences.
- You can give partial credit! If you want to, go through the form and check boxes off horizontally, checking the most appropriate squares. For instance, under mechanics... maybe his spelling is excellent, but his work is very sloppy. Give him a "poor" (only 2.5 points) but add one extra point for good spelling and check it off in the "Excellent" and "Mechanics" square.
- It is no accident that structure and content are emphasized over style and mechanics in the Dialectic and Rhetoric years. In the form for Grammar level students, note that this is reversed! Younger students must first focus on style and mechanics, then learn more about overall structure and content.

**Supplement 16: Non-fiction Upper Grammar/Dialectic<sup>1</sup> Levels.**    **Date:** \_\_\_\_\_ **Name:** \_\_\_\_\_ **Score:** \_\_\_\_\_

	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<p><b><u>Structure</u></b></p> <p>_____/10 possible points. Comments:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poor, or non-existent paragraphing for student's level.</li> <li><input type="checkbox"/> Facts not arranged logically under strong topic sentences.</li> <li><input type="checkbox"/> Did not follow assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraphs are too few, or are widely disproportionate.</li> <li><input type="checkbox"/> Some facts are not arranged logically under strong topic sentences, or are missing topic sentences.</li> <li><input type="checkbox"/> Didn't follow assignment well.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reader was left a little unclear about author's intent.</li> <li><input type="checkbox"/> Paragraphing good, but could use some improvement.</li> <li><input type="checkbox"/> Followed assignment, but some variance from instructions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correct number of paragraphs for the assignment.</li> <li><input type="checkbox"/> Facts are arranged in clear and logical fashion under strong topic sentences.</li> <li><input type="checkbox"/> Executed assignment exactly as directed.</li> </ul>
<p><b><u>Content</u></b></p> <p>_____/10 possible points. Comments:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Few facts/not enough research.</li> <li><input type="checkbox"/> Too much "setting" and/or opinions, unsupported by facts.</li> <li><input type="checkbox"/> Too many "unrelated" facts that do not belong in this paper.</li> <li><input type="checkbox"/> Research was seriously deficient.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weak on facts; some are presented, but not enough to fulfill this assignment as directed.</li> <li><input type="checkbox"/> Too much opinionating without supportive facts.</li> <li><input type="checkbox"/> One or more paragraphs seriously light on facts.</li> <li><input type="checkbox"/> Research is deficient.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Many good facts, but some key facts left out, given the topic.</li> <li><input type="checkbox"/> One paragraph is not well enough rounded with facts.</li> <li><input type="checkbox"/> Adequate research for the assignment is evident.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Topic is amply supplied with facts.</li> <li><input type="checkbox"/> Many strong, specific, and important facts support and prove the author's point.</li> <li><input type="checkbox"/> Excellent amount of research evident in the work.</li> </ul>
<p><b><u>Writing Style</u></b></p> <p>_____/40 possible points. Comments:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No prewriting submitted.</li> <li><input type="checkbox"/> Sentences are structurally inadequate. Fragments, run-ons, or misplaced phrases.</li> <li><input type="checkbox"/> Lacks "flow" of style; wooden and awkwardly stated.</li> <li><input type="checkbox"/> Several instances of tenses changing inappropriately, or disagreement between subjects and verbs, or missing antecedents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inadequate pre-writing.</li> <li><input type="checkbox"/> Sentences are mixed: some are good, but many are run-ons, fragments, or awkward.</li> <li><input type="checkbox"/> Transitions and "flow" need much improvement: these greatly inhibit the reader's comprehension of the author's points.</li> <li><input type="checkbox"/> Instances of informal, or slang, phrases are out of place.</li> <li><input type="checkbox"/> Wrong tense changes, or missing antecedents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prewriting is adequate.</li> <li><input type="checkbox"/> Good, basic writing.</li> <li><input type="checkbox"/> Lacks excellent syntax: _____.</li> <li><input type="checkbox"/> Lacks excellent "flow"—transition words, ordering of phrases, and subordinate clauses.</li> <li><input type="checkbox"/> Structure causes some confusion; makes paper hard to read and understand. Such mistakes as tense changes, missing antecedents: _____.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive prewriting shows careful planning.</li> <li><input type="checkbox"/> Excellent writing.</li> <li><input type="checkbox"/> Great sentence structure.</li> <li><input type="checkbox"/> Excellent variety of sentence structure that serves the reader by clarifying the author's message.</li> <li><input type="checkbox"/> Formal language appropriate to the essay is used throughout.</li> <li><input type="checkbox"/> Good tense use, subject/verb agreement, and clear antecedents throughout.</li> </ul>
<p><b><u>Mechanics</u></b></p> <p>_____/40 possible points. Comments:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Messy handwriting; inattention to neatness.</li> <li><input type="checkbox"/> Many punctuation errors. (Include citation errors here.)</li> <li><input type="checkbox"/> Capitalization is well below ability.</li> <li><input type="checkbox"/> Spelling is well below ability.</li> <li><input type="checkbox"/> Did not use spell-check properly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Not as neat as the student is capable of.</li> <li><input type="checkbox"/> Many punctuation errors. (Include citation errors here.)</li> <li><input type="checkbox"/> Capitalization is below ability.</li> <li><input type="checkbox"/> Spelling is below ability.</li> <li><input type="checkbox"/> General aspect of paper is "a rush job; not well done."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Neat, but some handwriting improvement is called for (or, if the paper is computer generated, not enough attention paid to proper formats).</li> <li><input type="checkbox"/> Several errors in punctuation &amp; capitalization/citations.</li> <li><input type="checkbox"/> Spelling is below ability.</li> <li><input type="checkbox"/> General aspect of paper is "hurried; not as good as could be."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Very neat, clean copy.</li> <li><input type="checkbox"/> Almost all citations are proper.</li> <li><input type="checkbox"/> Spelling is done well.</li> <li><input type="checkbox"/> Careful work, excellently done.</li> <li><input type="checkbox"/> Almost perfect obedience to the rules of punctuation &amp; capitalization.</li> </ul>

<sup>1</sup> This chart is designed for younger students who have not yet been asked to do analytical writing. Dialectic is purposefully repeated on both this supplement and supplement 17, because some Dialectic students are not ready for analytical thinking; these students should follow this supplement.

**Supplement 17: Essay-grading Dialectic/Rhetoric Levels.**    **Date:** \_\_\_\_\_ **Name:** \_\_\_\_\_ **Score:** \_\_\_\_\_

	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<p><b><u>Structure</u></b></p> <p>_____/40 possible points. Comments:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No clear thesis.</li> <li><input type="checkbox"/> Poor, or non-existent paragraphing for student's level.</li> <li><input type="checkbox"/> Facts not arranged logically under strong topic sentences.</li> <li><input type="checkbox"/> Did not follow assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thesis not well defined.</li> <li><input type="checkbox"/> Paragraphs are too few, or are widely disproportionate.</li> <li><input type="checkbox"/> Some facts are not arranged logically under strong topic sentences, or are missing topic sentences.</li> <li><input type="checkbox"/> Didn't follow assignment well.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thesis could be better defined, or presented earlier.</li> <li><input type="checkbox"/> Reader was left a little unclear about author's intent.</li> <li><input type="checkbox"/> Paragraphing good, but could use some improvement.</li> <li><input type="checkbox"/> Followed assignment, but some variance from instructions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thesis clearly defined.</li> <li><input type="checkbox"/> Correct number of paragraphs for the essay type attempted.</li> <li><input type="checkbox"/> Facts are arranged in clear and logical fashion under strong topic sentences.</li> <li><input type="checkbox"/> Executed assignment exactly as directed.</li> </ul>
<p><b><u>Content</u></b></p> <p>_____/40 possible points. Comments:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thesis is insupportable or wrong</li> <li><input type="checkbox"/> Few facts presented.</li> <li><input type="checkbox"/> Poor representation of required research.</li> <li><input type="checkbox"/> Too much "setting" and/or opinions, unsupported by facts.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thesis is not supported.</li> <li><input type="checkbox"/> Weak on facts; some are presented, but not enough to prove the thesis.</li> <li><input type="checkbox"/> Insufficient research.</li> <li><input type="checkbox"/> One or more paragraphs seriously light on facts.</li> <li><input type="checkbox"/> Too much opinionating.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Good thesis, but not the best choice of supportive categories or facts.</li> <li><input type="checkbox"/> Many good facts, but some key facts left out, given the thesis.</li> <li><input type="checkbox"/> One paragraph is not well enough rounded with facts.</li> <li><input type="checkbox"/> Adequate research for the assignment, but not outstanding.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong thesis, amply supported by three strong categories.</li> <li><input type="checkbox"/> Many strong, specific, and important facts support and prove the author's point.</li> <li><input type="checkbox"/> Well-balanced paragraphs.</li> <li><input type="checkbox"/> Excellent research is evident.</li> </ul>
<p><b><u>Writing Style</u></b></p> <p>_____/10 possible points. Comments:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are structurally inadequate. Fragments, run-ons, or misplaced phrases.</li> <li><input type="checkbox"/> Lacks "flow" of style; wooden and awkwardly stated.</li> <li><input type="checkbox"/> Much "informal" language inserted in this formal piece of writing.</li> <li><input type="checkbox"/> Several instances of tenses changing inappropriately, or disagreement between subjects and verbs, or missing antecedents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are mixed: some are good, but many are run-ons, fragments, or awkward.</li> <li><input type="checkbox"/> Transitions and "flow" need much improvement: these greatly inhibit the reader's comprehension of the author's argument.</li> <li><input type="checkbox"/> Instances of informal, or slang, phrases are out of place.</li> <li><input type="checkbox"/> Wrong tense changes, or missing antecedents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Good, basic writing.</li> <li><input type="checkbox"/> Lacks excellent syntax: _____</li> <li><input type="checkbox"/> Lacks excellent "flow"—transition words, ordering of phrases, and subordinate clauses.</li> <li><input type="checkbox"/> Structure causes some confusion; makes paper hard to read and understand. Such mistakes as tense changes, missing antecedents: _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent writing.</li> <li><input type="checkbox"/> Great sentence structure.</li> <li><input type="checkbox"/> Excellent variety of sentence structure that serves the reader by clarifying the author's message.</li> <li><input type="checkbox"/> Formal language appropriate to the essay is used throughout.</li> <li><input type="checkbox"/> Good tense use, subject/verb agreement, and clear antecedents throughout.</li> </ul>
<p><b><u>Mechanics</u></b></p> <p>_____/10 possible points. Comments:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Messy handwriting: inattention to neatness.</li> <li><input type="checkbox"/> Punctuation &amp; capitalization is well below ability.</li> <li><input type="checkbox"/> Spelling is well below ability.</li> <li><input type="checkbox"/> Did not use spell-check properly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Not as neat as the student is capable of.</li> <li><input type="checkbox"/> Punctuation &amp; capitalization is below ability.</li> <li><input type="checkbox"/> Spelling is below ability.</li> <li><input type="checkbox"/> General aspect of paper is "a rush job; not well done."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Neat, but some handwriting improvement is called for (or, if the paper is computer generated, not enough attention paid to proper formats).</li> <li><input type="checkbox"/> Several errors in punctuation &amp; capitalization (handwritten or computer).</li> <li><input type="checkbox"/> Footnoting/citation errors.</li> <li><input type="checkbox"/> Spelling is below ability.</li> <li><input type="checkbox"/> General aspect of paper is "hurried; not as good as could be."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Very neat, clean copy.</li> <li><input type="checkbox"/> Almost all citations are proper.</li> <li><input type="checkbox"/> Spelling is done well.</li> <li><input type="checkbox"/> Careful work, excellently done.</li> <li><input type="checkbox"/> Almost perfect obedience to the rules of punctuation &amp; capitalization.</li> </ul>

## Supplement 18: Judging Form for Formal Debates

<b>Affirmative Team:</b>	<b>Negative Team:</b>
Topicality: what do you define the problem to be?	Topicality: what do you define the problem to be?
Significance: what real harm is caused?	Significance: why is the harm tolerable or non-existent?
Inherency: why will the harm not go away until we take action?	Inherency: show that there are other ways to solve this problem.
Solvency: What actions will solve the problem?	Solvency: show that specific actions would either not solve the problem or create worse problems.

Notes on delivery, organization, appearance, etc.

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**Supplement 19: Generic Clustering Worksheet on:** \_\_\_\_\_

