

Explanatory Essay

Check Point #1

Overview

The theme for our cycle this quarter is *Identity of Self*. We've been exploring how individual identities shape the way our person stories are shaped, and society's history is made.

We've also spent a lot of this cycle learning how to write a good explanatory/informational essay. Now, you get the chance to be the teacher by writing an essay that educates the readers about something you've learned this quarter. You'll communicate straightforward facts and information, but not your personal point of view.

Topics

Here are some topics you may want to write about:

1. Analyze why people study the past to understand the present.
2. Explain how your own identity expressions (e.g. art, literature, architecture and music) influence who you are today.
3. Analyze the interactions between individuals, events, and ideas in "On the Bridge."
4. Analyze the interactions between individuals, events, and ideas in *306 Hollywood*.
5. A topic of your choice!

Check Point #1

You must conference with Ms. Fine before you start writing. Due: 10/4/19

- Date of Conference: _____
- My topic is: _____
- Ms. Fine's Signature of Approval: _____

Writing Skills Lessons + Reflection

Check Point #2

Writing Skills <i>Check boxes and mark date when complete.</i>	Comfort with Skills <i>Check boxes and assess your needs.</i>
<p>Unit 1: Organization and Structure</p> <p><input type="checkbox"/> Identifying and Organization and Structure of Explanatory Writing Date:</p> <p><input type="checkbox"/> Writing Supporting Details for a Main Idea Date:</p> <p><input type="checkbox"/> Comparing Ineffective and Effective Writing Samples Date:</p>	<p><input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with:</p> <p>_____</p> <p>_____</p> <p>_____.</p> <p>I acknowledge my comfort level with this writing skill. Your Initials: _____</p>
<p>Unit 2: Introductory Paragraphs: Leads and Thesis Statements</p> <p><input type="checkbox"/> Recognizing a Topic Sentence and Thesis Statement; Identifying Six Techniques for an Effective Lead <u>Date:</u></p> <p><input type="checkbox"/> Writing a Lead Using Six Techniques Date:</p> <p><input type="checkbox"/> Revising a Lead Date:</p> <p><input type="checkbox"/> Writing a Thesis Statement Date:</p> <p><input type="checkbox"/> Writing an Introductory Paragraph Date:</p>	<p><input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with:</p> <p>_____</p> <p>_____</p> <p>_____.</p> <p>I acknowledge my comfort level with this writing skill. Your Initials: _____</p>
<p>Unit 3: Writing Main Idea Sentences</p> <p><input type="checkbox"/> Generating Three Distinct Main Ideas on a Topic Date:</p> <p><input type="checkbox"/> Including the Content of Supporting Details Date:</p> <p><input type="checkbox"/> Revising a Main Idea Sentence Using a Variety of Sentence Starters and Specific Word Choices Date:</p>	<p><input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with:</p> <p>_____</p> <p>_____</p> <p>_____.</p>

	I acknowledge my comfort level with this writing skill. Your Initials: _____
Unit 4: Writing Supporting Details <input type="checkbox"/> Identifying Five Kinds of Supporting Details Date: <input type="checkbox"/> Transitional Phrases Date: <input type="checkbox"/> Relevant Supporting Details Date: <input type="checkbox"/> Main Idea and Specific Supporting Details in Different Kinds of Paragraphs Date:	<input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with: _____ _____ _____. I acknowledge my comfort level with this writing skill. Your Initials: _____
Unit 5: Concluding Paragraphs <input type="checkbox"/> Identifying Three Effective Techniques Date: <input type="checkbox"/> Revising an Ineffective Conclusion Date:	<input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with: _____ _____ _____. I acknowledge my comfort level with this writing skill. Your Initials: _____

Check Point #2

Writing Skills Check In: September 13th

Notes:

Your Initial _____ Teacher Initial _____

Writing Skills Check In: October 2nd

Notes:

Your Initial _____ Teacher Initial _____

Writing Skills Application + Reflection

Check Point #3

Writing Skills Application <i>Check boxes and mark date when application of lesson is complete.</i>	Comfort with Application <i>Check boxes and assess your needs.</i>
<p>Unit 1: Organization and Structure</p> <p><input type="checkbox"/> Identifying and Organization and Structure of Explanatory Writing <u>Score:</u> <u>Resubmit Score:</u></p> <p><input type="checkbox"/> Writing Supporting Details for a Main Idea <u>Score:</u> <u>Resubmit Score:</u></p> <p><input type="checkbox"/> Comparing Ineffective and Effective Writing Samples <u>Score:</u> <u>Resubmit Score:</u></p>	<p><input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Applications I feel less comfortable with: _____ _____ _____.</p> <p>I acknowledge my comfort level with this writing application. Your Initials: _____</p>
<p>Unit 2: Introductory Paragraphs: Leads and Thesis Statements</p> <p><input type="checkbox"/> Recognizing a Topic Sentence and Thesis Statement; Identifying Six Techniques for an Effective Lead <u>Score:</u> <u>Resubmit Score:</u></p> <p><input type="checkbox"/> Writing a Lead Using Six Techniques <u>Score:</u> <u>Resubmit Score:</u></p> <p><input type="checkbox"/> Revising a Lead <u>Score:</u> <u>Resubmit Score:</u></p> <p><input type="checkbox"/> Writing a Thesis Statement <u>Score:</u> <u>Resubmit Score:</u></p> <p><input type="checkbox"/> Writing an Introductory Paragraph Date: <u>Score:</u> <u>Resubmit Score:</u></p>	<p><input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with: _____ _____ _____.</p> <p>I acknowledge my comfort level with this writing skill. Your Initials: _____</p>
<p>Unit 3: Writing Main Idea Sentences</p> <p><input type="checkbox"/> Generating Three Distinct Main Ideas on a Topic <u>Score:</u> <u>Resubmit Score:</u></p>	<p><input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with:</p>

<input type="checkbox"/> Including the Content of Supporting Details <u>Score:</u> <u>Resubmit Score:</u> <input type="checkbox"/> Revising a Main Idea Sentence Using a Variety of Sentence Starters and Specific Word Choices <u>Score:</u> <u>Resubmit Score:</u>	 I acknowledge my comfort level with this writing skill. Your Initials: _____
Unit 4: Writing Supporting Details <input type="checkbox"/> Identifying Five Kinds of Supporting Details Date: <input type="checkbox"/> Transitional Phrases Date: <input type="checkbox"/> Relevant Supporting Details Date: <input type="checkbox"/> Main Idea and Specific Supporting Details in Different Kinds of Paragraphs Date:	<input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with: I acknowledge my comfort level with this writing skill. Your Initials: _____
Unit 5: Concluding Paragraphs <input type="checkbox"/> Identifying Three Effective Techniques <u>Score:</u> <u>Resubmit Score:</u> <input type="checkbox"/> Revising an Ineffective Conclusion <u>Score:</u> <u>Resubmit Score:</u>	<input type="checkbox"/> Adventuring <input type="checkbox"/> Exploring <input type="checkbox"/> Discovering Lessons I feel less comfortable with: I acknowledge my comfort level with this writing skill. Your Initials: _____

Check Point #3

Writing Applications Check In: September 13th

Notes:

Your Initial _____ Teacher Initial _____

Writing Applications Check In: October 2nd

Notes:

Your Initial _____ Teacher Initial _____

Research: Expert Visit Notes

Check Point #4

Expert Visit Cornell Notes: *North Carolina Office of State Archaeology*

Key Terms or Facts

Notes

2-3 Sentence Summary

Check Point #4

Your Initial_____

Teacher Initial_____

Research: Film Notes

Check Point #5

Bibliographic Information	
Title and Year	<i>306 Hollywood, 2018</i>
Director and Company	Elan and Jonathan Bogarín
Narrative	
Character Names	
General Plot • Think--who are the characters? what are they trying to do? How are they trying to do it? What's the goal?	
Style	
Cinematography • Focus (shallow v. deep) • Camera distance (close ups or long shots) • Camera angles • Camera movement (static v. mobile, fluid v. shaky, panning v. tracking)	
Sound • Voice-over narration? • Score (instrumental music composed for the film) • Use of silence • Sound transitions	
Music • Any notable recorded songs in the film? • What mood is created? What	

styles are used? • Musical effects?	
Editing • Pace (slow or quick) • Shot transitions (dissolves vs. straight cuts vs. fades) • Parallel editing (e.g. cutting back and forth between events happening simultaneously but in different spaces)	
Important Dialogue or Lines	
Striking Scenes or Sequences	

Messages and Themes
Other Notes, Thoughts, Questions ...

Check Point #5

Your Initial_____Teacher Initial_____

Research Notes

Check Point #6

Cornell Notes: *Academic Research on Your Essay Topic*

Key Terms or Facts

Notes

2-3 Sentence Summary

Check Point #6

Your Initial_____

Teacher Initial_____

Pre-Writing Planner

Check Point #7

Introduction

Thesis Statement

Body Main Idea #1 _____

Topic

Sentence: _____

Detail#1: _____

Detail#2: _____

Detail#3: _____

Body Main Idea #2 _____

Topic

Sentence: _____

Detail#1: _____

Detail#2:_____

Detail#3:_____

Body Main Idea #3 _____

Topic
Sentence:_____

Detail#1:_____

Detail#2:_____

Detail#3:_____

Conclusion _____

<p style="text-align: center;">Check Point #7</p>
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Your Initial_____Teacher Initial_____

Self Evaluation

Check Point #8

Explanatory Essay Rubric: Student Self-Evaluation (Turn in with Essay)					
Criteria	Ratings				Points Earned
My essay...	Exceeds Expectation	Meets Expectation	Partially Meets Expectations (information or ideas unorganized, topic unclear)	Element missing	
organizes information and ideas around a clear topic.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
introduces the topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
uses precise language and domain-specific vocabulary to inform about or explain the topic.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
establishes and maintains a formal style.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
provides a concluding statement or section that follows from and supports the information or explanation presented.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
Student Notes:					<div style="border-top: 1px solid black; width: 50px; margin: 0 auto;"></div> 40

Teacher Evaluation of Student Project

Check Point #9

Explanatory Essay Rubric: Teacher Rubric					
Criteria	Ratings				Points Earned
	Exceeds Expectation	Meets Expectation	Partially Meets Expectations (information or ideas unorganized, topic unclear)	Element missing	
The student's essay exemplifies the following characteristics...					
organizes information and ideas around a clear topic.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
introduces the topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
uses precise language and domain-specific vocabulary to inform about or explain the topic.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
establishes and maintains a formal style.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
provides a concluding statement or section that follows from and supports the information or explanation presented.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
with some guidance and support from peers and adults, student develops and strengthens writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5.0 pts	4.0 pts	3.0-1.0pts	0.0 pts	
Teacher Notes:					40