

Classification Rubric

Genre Chart Classification	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
2 Establishes a clear thesis	Establishes a strong, purposeful thesis	Establishes a clear thesis	Thesis is unclear	Does not include a thesis
3 Categorizes information with headings	Headings reflect the main ideas of paragraphs and support thesis	Headings are used to categorize information	Headings do not reflect the main idea of paragraphs	Does not include headings
4 Develops topic with facts, definitions, details, quotations, and examples	Topic thoroughly developed with facts, details, quotations, and examples	Topic is well developed with facts, details, quotations, and examples	Topic development is weak	Lacks topic development
5 Uses academic language that shows an awareness of audience	Academic language reflects considerable knowledge of topic and audience	Academic language reflects knowledge of topic and audience	Attempts to use academic language	Does not use academic language
6 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
7 Includes graph or illustration to aid comprehension	Graph or illustration enhances comprehension	Graph or illustration aids comprehension	Includes illustration or graph but connection to topic is unclear	Does not include illustration or graph
8 Concludes with a summary of the main points	Conclusion summarizes main points in a different way	Conclusion summarizes the main points	Conclusion does not summarize the main points	Does not have a conclusion
9 Correct conventions support meaning	No or insignificant errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the essay	Frequent errors distract the reader	So many errors it is hard to read

List of the Fifty States

Alabama	Nebraska
Alaska	Nevada
Arizona	New Hampshire
Arkansas	New Jersey
California	New Mexico
Colorado	New York
Connecticut	North Carolina
Delaware	North Dakota
Florida	Ohio
Georgia	Oklahoma
Hawaii	Oregon
Idaho	Pennsylvania
Illinois	Rhode Island
Indiana	South Carolina
Iowa	South Dakota
Kansas	Tennessee
Kentucky	Texas
Louisiana	Utah
Maine	Vermont
Maryland	Virginia
Massachusetts	Washington
Michigan	West Virginia
Minnesota	Wisconsin
Mississippi	Wyoming
Missouri	
Montana	

What I Know and What I Would Like to Know

What I Know	What I Would Like to Know

Website Evaluation

Name _____

Date _____

Website #1: _____

Topic: _____

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? _____ What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? _____ Can you easily move from page to page? _____

Are there any broken links? _____ Are there mistakes in spelling or word usage? _____ If so,

what does that suggest? _____

Think about the type and purpose of the site. Using the information above, write a short reflection about whether you think this website is suitable for your research.

Website Evaluation

Website #2: _____ Topic: (Same as website #1)

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? ____ What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? ____ Can you easily move from page to page? _____

Are there any broken links? _____ Are there mistakes in spelling or word usage? _____ If so,

what does that suggest? _____

Think about the type and purpose of the site. Using the information above, write a short reflection about whether you think this website is suitable for your research.

Ideas for Research

State: _____

Choose at least two categories you will research for your state, as well as why your state is significant.

Geography

- Rivers and other bodies of water
- Physical features (forests, mountains, plains, deserts, valleys, caverns, caves, canyons, etc.)
- Location, bordering states and/or countries including why it is important

History

- Explorers
- Native American Tribes
- Settlers
- Government
- Wars and battles
- Significant past events

Famous People

- Presidents
- War Heroes
- Native Americans
- Athletes
- Authors
- Actors/Actresses
- Inventors

Natural Resources

- Farm crops
- Dairy products
- Mining
- Auto or industries

Climate

- Average rainfall (precipitation)
- Average temperatures in different seasons
- The effect climate has on the state's resources and industries

State Symbols

- State bird, include why it is significant
- State flower, include why it is significant
- State animal, include why it is significant

Education

- What is the state ranked in education?
- How much of their budget goes to education?
- What challenges does the state face with education?
- How is the school system set up in this state?

Significance

- Why is this state important?
- What sets it apart from other states?
- How does it contribute to the country as a whole?

Utah Research

By an act of the Utah State Legislature, approved on March 18, 1911, the sego lily was declared to be the State floral emblem (Utah Code). Kate C. Snow, President of the Daughters of Utah Pioneers, in a letter dated April 17, 1930, says that "between 1840 and 1851" food became very scarce in Utah due to a crop-devouring plague of crickets, and that "the families were put on rations, and during this time they learned to dig for and to eat the soft, bulbous root of the sego lily. The memory of this use, quite as much as the natural beauty of the flower, caused it to be selected in after years by the Legislature as the floral emblem of the State." The sego lily was made the official state flower after a census was taken of the state's school children as to their preference for a state flower. The sego lily, *Calochortus nuttalli*, has white, lilac, or yellow flowers and grows six to eight inches high on open grass and sage rangelands in the Great Basin during the summer months

<http://www.50states.com/flower/utah.htm#.Ucnc1frn-M8>

Sample Notes

My paraphrase

Symbols: Flower

The Sego Lily is the state flower because it provided food for people when they had to ration what they ate. It is also very beautiful.

"Food was very scarce in Utah due to a crop-devouring plague..."

"People learned to dig for and eat the soft, bulbous root of the sego lily."

Direct quotes

Electronic Source #1

<http://www.50states.com/flower/utah.htm#.Ucnc1frn-M8>

Where the information was found. Refers back to "Source Documentation"

Source Documentation

Internet Sources

Source #1

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Source #2

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Print Source

Author(s) and Editor(s): _____

Title of book/article: _____

Title of the journal, newspaper, or magazine: _____

Other contributors: _____

Edition and/or volume (if applicable): _____

Publisher: _____

Publication date: _____

Page number(s): _____

Art Work (Electronic Source)

Artist's name: _____

Title of artwork: _____

Title of Container: _____

Medium: _____

Institution or owner of the art: _____

Date of artwork or the date you accessed the art: _____

Full web address: _____

Thesis Statement Notes

Thesis Statement: statement which serves as the basis for all research or supporting arguments. It is the road map to your whole paper; it tells the reader where you are going.

What it is NOT:

- It is not just a fact

Example of what it is NOT: The Philippines are made up of many small islands.

What it IS:

- Tells something about the subject
- Makes a **claim** or presents an argument
- Is included in the first paragraph of the essay – usually in the last sentence
- Provides a road map to the rest of the paper

Practice identifying the thesis statement:

Option A

One person I admire is my Dad, Larry Stafford, who lived from 1942 until 2012.

Option B

One person I admire is my Dad, Larry Stafford, because he spent time with me, taught me many things, and he always took care of me.

Which one is a good thesis statement? Answer: Option B.

Why? Option A gives us one statement, but nothing to explore or explain. Option B lets the reader know that the author is going to explain three reasons they admire their Dad: 1) he spent time with the author; 2) he taught the author many things; 3) he always took care of the author.

What order will we find the information in the essay?

Answer: It is in the same order it is presented in the thesis statement.

Thesis Statement Practice

Directions: *Check which statement is the best choice for a thesis statement. Explain your answer.*

Statement 1

The Andes Mountains, the Amazon River, and the Yucatan Peninsula are the three most significant physical features in Latin America.

Statement 2

Three physical features found in Latin America are the Andes Mountains, the Amazon River, and the Yucatan Peninsula.

Explain your answer:

Statement 1

Webster High School was a great school.

Statement 2

Webster High School was a great school because the teachers, the administration, and the community care for students.

Explain your answer:

Now you do it. Using the following prompts, write a thesis statement for a possible paper.

What animal makes the best pet?

What are the most important things found in your classroom?

Sample Outline with Labels

Thesis Statement

While Utah's natural resources and geography contribute to the worth of the state, but it is its national parks that set Utah apart from all the other states.

I. Natural Resources

Topic of Paragraph

Heading

- a. Utah has many successful industries, but the most important are mining and tourism.
 - i. Mines attract many workers
 - ii. They mine for many minerals and fuels
 - iii. Tourism brings in a lot of money each year
 - iv. Hosted the Olympics in 2002

Supporting Details

II. Geography

- a. Utah is where three diverse geographic regions meet: Rocky Mountains, the Colorado Plateau, and the Great Basin
 - i. Rocky Mountains: smallest geographical region, great for skiing and snowboarding
 - ii. Colorado Plateau: largest geographical region, includes five national parks as well as large reserves of natural resources

III. Significance

- a. Utah's state and national parks are what set the state apart from all others.
 - i. 43 State Parks and five National Parks
 - ii. Provides a place for travelers to find rest, and beauty for all those who pass by.

Engaging the Reader Sample Paragraphs

Shocking Statement

Engaging Strategy

Intro of state

The largest landowner in the state of Utah is the Federal Government. They own 65% of the entire state. Utah became a state on January 4, 1896. As the state developed, it became known for its natural resources and majestic geographic regions. While Utah's natural resources and geography contribute to the worth and beauty of the state, it is its national parks that set Utah apart from all other states.

Thesis

Fact

Intro of state

Engaging Strategy

The name Utah comes from the Native American Ute tribe and means people of the mountains. Utah became a state on January 4, 1896. As the state developed, it became known for its natural resources and majestic geographic regions. While Utah's natural resources and geography contribute to the worth and beauty of the state, it is its national parks that set Utah apart from all other states.

Thesis

Question

Intro of state

Engaging Strategy

What factors should a person consider when looking for a place to vacation? Beauty? Quiet? History? Consider Utah! Utah became a state on January 4, 1896. As the state developed, it became known for its natural resources and majestic geographic regions. While Utah's natural resources and geography contribute to the worth and beauty of the state, it is its national parks that set Utah apart from all other states.

Thesis

Riddle

Engaging Strategy

Intro of state

Which of the fifty states is named after the Native American Ute tribe, has a booming economy, diverse geographical region, and a past filled with struggle and survival? Utah, of course! Utah became a state on January 4, 1896. As the state developed, it became known for its natural resources and majestic geographic regions. While Utah’s natural resources and geography contribute to the worth and beauty of the state, it is its national parks that set Utah apart from all other states.

Thesis

Quote

Engaging Strategy

Intro of state

“This is the place!” exclaimed Brigham Young when he first laid eyes on the vast and beautiful territory known today as the state of Utah. Utah became a state on January 4, 1896. As the state developed, it became known for its natural resources and majestic geographic regions. While Utah’s natural resources and geography contribute to the worth and beauty of the state, it is its national parks that set Utah apart from all other states.

Thesis

Parenthetical Citation Guide

One author

Use author's last name and page number where the quote was found:

Scout admits lying to her father when she says, "I said I could like it very much, which was a lie, but one must lie under certain circumstances" (Lee 128).

No comma
between name
and page number

Punctuation
follows citation.

If you use the author's name in your sentence leading up to the quote, do not include the name in your citation:

In Harper Lee's book, *To Kill a Mockingbird*, Scout admits lying to her father when she says, "I said I could like it very much, which was a lie, but one must lie under certain circumstances" (128).

Two authors

Use the authors' last names in the text or in the parenthetical citation.

Example: "Evidence used to support ideas in an academic essay is usually paraphrased" (Dollahite and Haun 77).

Three or more authors

Use the first author's last name and "et al."

Example: The results for the second year improved by 47% (Smith et al.).

No author is identified

If a source does not include an author's name, use the title or an abbreviated title in the text or parenthetical citation.

Example: Even though Orwell died at the young age of 46, his ideas and opinions have lived on through his work ("George Orwell").

Citing Information Without an Original Source

If you did not read the original source and you cannot find the original source, use the parenthetical abbreviation "qtd." to indicate a quote used.

Example: ABC News reported that "even users who said they didn't like tap water had no problem with it when they didn't know what it was" (qtd. in Money Crashers).

Parenthetical Citation Practice

Place the correct parenthetical citation after each quote.

1. Encountering one of the most impossibly strange days of her life, Meg reflected that she no longer “felt confused or upset...only happy” _____

From *A Wrinkle in Time* by Madeleine L’Engle on page 39

2. Water from a reservoir may contain any number of contaminants, so it goes to a treatment plant where “machines pump the water through a screen” _____

From *Water, Water, Everywhere* by Melvin and Gilda Berger on page 30.

3. Finally getting the boys to be quiet and listen, Ralph was “uncertain whether to stand up or remain sitting” _____

From *Lord of the Flies* by William Golding

4. Jacqueline Kennedy, arguably the most popular former First Lady, “captivated the nation and the rest of the world with her intelligence, beauty, and grace” _____

From “Life of Jacqueline B. Kennedy” found on www.jfklibrary.org

Now practice embedding a quote with your own paper. Don’t forget to add the parenthetical citation.

Some possible sentence starters:

1. For instance, according to (author), “—.”
2. (author) writes, “—.”
3. In the article, (name the article), (the author) maintains that, “—.”
4. This is addressed in an excerpt from (source), “—.”
5. (The author) explains, “—.”

Transition Practice

Begin the following sentences with an adjective (a word that describes a noun).

1. _____ explorers came to California in the early 16th century.
 2. _____ Native Americans adapted to the diverse climate changes.
 3. _____ redwoods provide a thick canopy, giving the forest a cathedral-like feeling.
-

Fill in the blanks with transition words.

in addition while specifically	in general for example additionally	in contrast however yet
---	--	--

4. _____ Oregon's climate is mild; _____ the Artic cold waves can occasionally cause a few days of very low temperatures. The coastal region of the state has frequent rainfall. _____ eastern Oregon has a drier semi-arid climate.
 5. The state of Florida plays a big role in shaping our economy and quality of life. _____ the Florida Oceans and Coastal Council helped to provide important information needed to make environmental policy decisions. _____ Florida Fish and Wildlife Conservation Commission provides current research that informs us of how we can sustain healthy oceans and marine wildlife.
-

Write a transition sentence or rewrite one of the sentences to make a smooth transition.

Oregon receives a lot of rainfall.

The State produces many crops.

Revision: Classification

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart

Engages the reader and establishes a clear thesis

Suggestion for improvement: _____

Categorizes information with headings

Suggestion for improvement: _____

Develops topic with facts, definitions, details, quotations, and examples

Suggestion for improvement: _____

Uses academic language that shows an awareness of audience

Suggestion for improvement: _____

Uses transitions and varies sentence beginnings

Suggestion for improvement: _____

Includes graph or illustration to aid comprehension

Suggestion for improvement: _____

Concludes with a summary of the main points

Suggestion for improvement: _____

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Classification Assessment

Classification Genre Chart

- Engages the reader and establishes a clear thesis
- Categorizes information with headings
- Develops topic with facts, definitions, details, quotations, and examples
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Uses an appropriate conclusion

Research a different state. Write a five-paragraph essay that addresses at least two categories from “Ideas for Research.” Create headings to guide and clarify information in your writing.

Include the following:

- At least two research sources
- A graph or illustration

Check that your writing reflects level 4 in the rubric.