

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 Has one clear topic | Has a strong topic | Has a clear topic | Topic is unclear | Discusses multiple topics |
| 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 | Minor or no 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 |

Lesson 2

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

Hobby/Sport: _____

Decide what you will research for your hobby/sport.

What do you need?

Where would you do this?

What is the preparation?

What are the different parts of the product (i.e., cake and frosting)? (Note: This could act as multiple categories.)

How do you do it? What are the rules?

Why is it important/fun?

Cupcake Research

The cupcake evolved in the United States in the 19th century, and it was revolutionary because of the amount of time it saved in the kitchen. There was a shift from weighing out ingredients when baking to measuring out ingredients. According to the Food Timeline Web, food historians have yet to pinpoint exactly where the name of the cupcake originated. There are two theories: one, the cakes were originally cooked in cups and two; the ingredients used to make the cupcakes were measured out by the cup.
<http://iml.jou.ufl.edu/projects/spring07/ayers/history.html>

| Heading | Sample Notes |
|---|----------------------|
| <u>Introduction</u> | My paraphrase |
| People loved cupcakes because they took less time to make. | |
| “...it was revolutionary because of the amount of time it saved in the kitchen.” | |
| from, Brigid Schulte | |
| Direct quote | |
| Electronic Source #1 http://iml.jou.ufl.edu/projects/spring07/ayers/history.html | |
| Where the information was found. Include on the “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): _____

Classification
Lesson 3

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
- It is not just a topic

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
- Provides a reason for the claim
- Is included in the first paragraph of the essay – usually in the last 1-2 sentences

Practice identifying the thesis statement:

Option A

Dogs make the best pets.

Option B

Dogs make the best pets because they are easy to train and loyal to their masters.

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

Why? Option A gives us the claim and topic (dogs make the best pets) but it doesn't provide a reason. Option B lets the reader know that the author is going to explain two reasons dogs make great pets: 1) they are easy to train and 2) they are loyal to their masters.

Thesis Statement Practice

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

Statement 1

Tacos are the perfect meal.

Statement 2

Tacos are perfect for dinner because they are easy to make and most people like them.

Explain your answer:

Statement 1

My school is a great school.

Statement 2

My school is a great school because the teachers care about kids and it is a safe place to be.

Explain your answer:

Classification
Lesson 4

Now, you give it a try. Using the following prompts, write a thesis statement for a possible paper. Remember, don't just mention the topic, what will your paper say about the topic? Example: *What would be the best job for you? The best job for me is a teacher because I really enjoy kids and I love to learn.*

What is the best dessert?

What is your favorite book or TV show?

Classification Outline

Thesis: _____

Heading: _____

Topic Sentence:

Supporting Details:

Heading: _____

Topic Sentence:

Supporting Details:

Classification Outline Sample

Thesis: The cake is an important part of the cupcake, but it is the frosting that makes a cupcake extra-
ordinary.

Heading: _____

Topic Sentence:

Supporting Details:

Heading: _____

Topic Sentence:

Supporting Details:

Engaging the Reader Sample Paragraphs

Shocking Statement

Engaging Strategy

Intro of topic

More and more people are choosing cupcakes for their birthday parties instead of cakes. There are even TV shows about cupcakes. Cupcakes have become one of the most popular desserts. Many people have started baking cupcakes as a hobby. When jumping into cupcake making, it is good to know that though the cake is an important part, it is the frosting that makes it extraordinary.

Thesis

Fact

Engaging Strategy

Intro of topic

The United States introduced cupcakes to the world in 19th century. Many people loved cupcakes because they didn't take as long to bake as a cake did. Now, cupcakes have become one of the most popular desserts. Many people have started baking cupcakes as a hobby. When jumping into cupcake making, it is important to know that though the cake is an important part, it is the frosting that makes it extraordinary.

Thesis

Riddle

Engaging Strategy

Intro of topic

What is round, made for an individual, beautifully decorated and delicious to eat? A cupcake of course! Cupcakes have become one of the most popular desserts. Many people have started baking cupcakes as a hobby. When jumping into cupcake making, it is important to know that though the cake is an important part, it is the frosting that makes it extraordinary.

Thesis

Question

Engaging Strategy

Intro of topic

What would you prefer for your birthday dessert, a cupcake or a cake? Many people are choosing cupcakes now instead of cakes! Cupcakes have become one of the most popular desserts. Many people have started baking cupcakes as a hobby. When jumping into cupcake making, it is important to know that though the cake is an important part, it is the frosting that makes it extraordinary.

Thesis

Quote

Engaging Strategy

Intro of topic

Bridget Schulte of the Washington Post says, “Cupcakes have become the latest hipster chic food!” Believe it or not, cupcakes have become one of the most popular desserts. Many people have started baking cupcakes as a hobby. When jumping into cupcake making, it is important to know that though the cake is an important part, it is the frosting that makes it extraordinary.

Thesis

Citing Sources Practice

Embed the quotation as you identify the source.

1. Quote: “The Sun is over 300,000 times larger than earth.”

From: The website *Science Kids* (author’s name is not provided)

2. Quote: “In a world that is focused on buying, students need to learn the importance of saving.”

From: An article called: “Money Matters: Kids learn about finance in schools” by Christina Barron

3. Quote: “Hurricanes are huge masses of spinning winds that start out over the sea.”

From: *Hurricanes!* by Lorraine Jean Hopping

4. Quote: “Butterflies bring joyful excitement and color into our lives.”

From: *Butterflies* by Malcom Whyte

Now practice with your own paper. Embed quotes and identify the sources.

Transition Practice

Check the best transitions from the choices in parentheses. Explain why you made the choice you did.

1. Maria, (without a doubt/ yet/ plus), is the best student in the class.

2. Adam eats five big meals a day; (as a result/ despite this/ hence) he never gains weight.

3. This morning, I will be at soccer practice. (In effect/ Above all/ Later), I will be at home.

4. She felt exhausted; (so/ but/ and), she took a nap.

5. The little girl loves kittens. (Unfortunately/ Therefore/ Consequently), her dad is allergic to cats.

Now look at your paper. Do you have transitions connecting paragraphs? Do you have transitions connecting ideas within paragraphs? List a few transitions you might be able to add to your essay.

Revision: Classification

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart

Engages the reader and has one clear topic

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. _____
(Grammar focus for the class)

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
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- _____ 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. _____
(Grammar focus for the class)

Bibliography/Works Cited Guide

A **Bibliography** lists all the materials used in research, whether **cited** or **not**. **Works Cited** identifies the sources used, and therefore cited.

Helpful Website to Format Bibliographies/Works Cited: <https://www.scribbr.com/mla/website-citation/>

Each entry follows a template of nine core elements about the source. Sources are listed alphabetically.

| | Website | Article | Book |
|----------------------------|--------------------------------------|--|--|
| Author. | Author(s) and/or editor(s). | Author(s). | Author(s) and/or editor(s). |
| Title of Source. | “Web Page or Article Title.” | “Article Title: And Subtitle if Included.” | <i>Book Title: And Subtitle if Included.</i> |
| Title of Container, | <i>Title of the Website,</i> | <i>Title of Journal, Newspaper, or Magazine,</i> | |
| Other Contributors, | Other Contributors (if applicable), | Editor(s) (if applicable/relevant), | Other Contributors (if applicable), |
| Version, | | | Edition (if applicable), |
| Number, | | vol. #, no. #, | Volume (if applicable) |
| Publisher, | Publisher (if applicable/available), | | Publisher (shortened name), |
| Publication Date, | Publication Date, or Accessed Date | Publication Date, | Publication Date, |
| Location. | URL. | Page number (p.) or page range (pp.). | Page number (p.) or page range (pp.). |

Author.

- 1 author:** Last name, first name Gladwell, Malcolm
- 2 authors:** Follow the order that is used in the source Gillespie, Paula, and Neal Lerner
- 3 or more authors:** Name the first author followed by “**et al.**” Smith, Theresa, et al.

Examples:

Article from a website:

| |
|--|
| Sengupta, Somini. “Global Warming Is Helping to Wipe Out Coffee in the Wild.” <i>The New York Times</i> , 16 Jan. 2019, www.nytimes.com/2019/01/16/climate/climate-change-coffee.html . |
| How it’s referenced in your paper: (Sengupta) |

YouTube video:

| |
|---|
| Robinson, Ken. “Do Schools Kill Creativity?” <i>YouTube</i> , Uploaded by TED, 6 Jan. 2007. https://www.youtube.com/watch?v=iG9CE55wbtY |
| How it’s referenced in your paper: (Robinson 00:43-02:17) |

Book by two authors:

| |
|--|
| Gibson, William, and Bruce Sterling. <i>The Difference Engine</i> . Spectra. 1990. pp. 20-21 |
| How it’s referenced in your paper: (Gibson and Sterling 20-21) |

Classification Assessment

Classification Genre Chart

- Engages the reader and has one clear topic
- 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

Write an essay that reflect a 4 on the rubric.

A friend is struggling in school and would like to know how to get better grades. Think about what students need to do to be successful in school.

Include the following:

- At least two references of information from a book, article, or Internet
- A graph or illustration