**Ms. Alston’s English III Honors Student Writing Goal Handout**

***Goal 1*: Students will strive to receive a 92 on all writing assignments, while achieving at least proficient on all areas of their writing rubric.**

**The purpose of this handout is to provide ways you can improve on your writing in order to help you meet our big goal. As you improve on your written communication, you will not have to annotate your writing as much. My goal is to help you produce your best work possible.**

**Writing Goal 1: Organization and Structure**

***The student needs to skillfully orients reader to topic(s) in introduction***

***The student needs to meticulously develop claim(s) with relevant body paragraphs***

* The student will achieve this by circling their key points.
* The student will also write the main idea by each of their paragraph and circle the key word(s) in their main idea summary.
* Example: This paragraph focus on the psychological effects of Nazi propaganda on the German public perception.
* Example: This paragraph focus on the political effects Nazi propaganda had on the German government.

***Student needs to provide a meaningful and reflective conclusion which draws from and supports claim(s)***

* The student will highlight their conclusion for each paragraph and write “conclusion.”

***Student needs to ADD TRANSITIONS.***

***Student needs to create cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs.***

* The student will review their transition handout.
* The student will underline their transitions in each paragraph.

***Student needs to include purposeful and logical progression of ideas from beginning to end.***

* The student will organize their ideas by using a research paper graphic organizer before writing their paper.

**Writing Goal 2: Evidence/Support**

***Student needs to ADD TEXTUAL EVIDENCE and RESEARCH.***

***Student needs to provide substantial and pertinent evidence to support claim(s).***

* The student will go back through their text to pull specific examples.
* The student will use different types of evidence from the text.
* The student will label what type of evidence they use.
* The student will provide power quotes when necessary.
* The student will support each paragraph with textual evidence and research.
* The student will highlight all the evidence they use and write “evidence” or “TE.”

***Student needs to seamlessly and effectively integrate and cites credible sources and/or textual evidence***

***Student needs to convincingly refutes specific counter-claim(s)***

* The student will use transitions that show they are citing their source. (Check your How to Paraphrase Handout)
* Example: According to (author’s last name)
* Example: (Author’s last name) asserts, argues, claims, states…etc
* **Important note: In your paper, you must place the author’s name and page number in parenthesis. Example: (Alston 4) or Alston argues that “citing sources is essential in writing a research paper” (4)**
* The student will highlight the transitions they used to cite the author.
* The student will underline all of the evidence they used and write what type it is.
	+ Fact, Statistic, Author’s Claim/Research, Testimony, Anecdote, Personal Experience
* The student will write “COUNTER” next to any claim they make, in which they refute or counter claims presented by other sources.

**Writing Goal 3: Analysis**

***The student needs to go DEEPER,***

***The student needs to show insightful understanding of topic/text.***

* Students will fill out Burke’s Pentad depending on the assignment.
* Student will answer:
* What issues are you focused on?
* Who do these issues impact? (Gender, Race, Nationality, Class, Religion) Do not say EVERYONE because your paper is not long enough to explain how your topic relates to everyone in the world.
* The student will create a map showing the causes related to their topic. (You may also map out background information that shows the reasoning why a specific issue exists)
* The student will list the social, emotional, physical, psychological, economic, social, and/or political implications regarding their topic.

***Student needs to use persuasive and valid reasoning to connect evidence with claim(s)***

* By each paragraph, student will underline the evidence and identify the type being used.
* Student will make sure they are using credible research.

**Writing Goal 4: Language**

***Student needs to ADD COMPUND AND COMPLEX sentences.***

***Student needs to use purposeful and varied sentence structure.***

* The student will write various compound and complex sentences.
* The student will strive to use semi-colons and commas effectively.
* The student will circle each conjunction, semi-colon, and colon used.
* The student will write “run-on” sentence if they believe it is too lengthy and needs to be shortened.

***Student’s writing needs to contain minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)***

* The student will receive specific grammar rules to focus on:

Grammar Focus 1: Subject-Verb Agreement Practice Grammar Focus 2: Verb Tense

Grammar Focus 3: Double Negatives Grammar Focus 4: Other \_\_\_\_\_\_\_\_\_\_\_\_\_

***Student needs to work on “RW” (rewording and rewriting).***

***Student needs to strategically use academic and domain-specific vocabulary clearly appropriate for the audience and purpose.***

* The student will circle anytime they write “things” and change it to a more specific word such as:
***experience, situation, incident, notion, idea, belief, value, attitude, behavior, action, interaction….etc (You may look up synonyms)***
* The student will circle and change any word or phrase they repeat in which they could use another term instead.
* The student will replace “low-level terms” with more complex and scholarly terms. (Make sure you understand the context in which the word is used and do not use unnecessary big words)