

# “The Perfect Paragraph”

Now that we have revisited & explored Thesis, Theme, Literary Analysis Text Support, Sentence Structure, The Sandwich Model, and Quotation “Snippets” (not to mention “HOT PIES WOW!”), it’s time to demonstrate, once and for all, that we know how to put these to use.

So, rather than getting all spread out in a full-essay, your challenge is to focus ALL your know-how and skill to make one PERFECT body paragraph. Here’s how....

Include a <b>PERFECT THESIS</b> at the top of your page (so we can clearly understand the intention & direction of your essay). Include TAG (Title-Author-Genre) information <u>IN YOUR THESIS SENTENCE</u> .	<b>10 Points</b>
<b>***LEAVE SOME SPACE***</b>	
<b>Create your PERFECT body paragraph by including the following (PIES):</b>	
<b><u>POINT</u></b> A clear topic sentence ( <b>COMPLEX SENTENCE</b> ) transitioning out of a previous paragraph and into THIS paragraph.	<b>5 Points</b>
<b><u>INFORMATION</u></b> Well incorporated text support <ul style="list-style-type: none"> <li>- Choosing the BEST text evidence (<u>at LEAST 2</u>)</li> <li>- Integrating it using the Sandwich Model               <ul style="list-style-type: none"> <li>▪ (Introduce-Insert-Insight)</li> </ul> </li> <li>- Employing quotation “SNIPPETS” rather than full passages</li> </ul>	<b>15 Points</b>
<b><u>EXPLORATION</u></b> Excellent Exploration – Your pursuit/explanation/commentary exhibit insight & tie your text evidence to your THESIS/THEME	<b>15 Points</b>
<b><u>SUMMARY</u></b> Sensational Summary Sentence to close out your paragraph	<b>5 Points</b>
<b>TOTAL:</b>	<b>50 Points</b>

For additional guidance, feel free to use the “4-Cs” document (CLARITY-CONTEXT-CONTENT-COMMENTARY), which you can pull from [TeacherMetzler.com](http://TeacherMetzler.com), as well as the attached rubric.

**ENJOY THIS CHALLENGE!**

**DUE:** \_\_\_\_\_



	A+(100-95) / A(94-90)	B+(89-85) / B (84-80)	C+(79-75) / C(74-70)	D (69-65)
<b>Meaning:</b> the extent to which the thesis exhibits sound understanding, interpretation and analysis of the writing task and the text(s)	-Thesis offers compelling/insightful argument that is debatable, relates to and answers the question asked. -Depth of analysis indicates a correct, close reading of text and offers insightful/through connections.	-Thesis offers a precise/clear argument that is debatable, relates to and answers the question asked. -Depth of analysis indicates a correct, close reading of text and offers appropriate/accurate connections.	-Thesis offers an adequate/unclear argument that is not debatable but relates to and answers the question asked. -Depth of analysis indicates a correct reading of text and offers literal/vague connections.	-Thesis is incomplete/missing and/or does not answer the question. -Depth of analysis indicates a misunderstanding of the text, and/or connections are unexplained.
<b>Development:</b> the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-Masterfully/skillfully uses appropriate, specific details of support and effective quotations which provide commentary on and explanation of significance as related to the thesis; applies correct use of literary terminology -Cogently/insightfully demonstrates differentiation and discernment; avoids plot summary	-Precise/clearly uses appropriate, specific details of support and effective quotations which provide commentary on and explanation of significance as related to the thesis; applies correct use of literary terminology -Appropriately/accurately demonstrates differentiation and discernment; avoids plot summary	-Adequately/unclearly uses some appropriate details of support and quotations which provide commentary on and explanation of significance as related to the thesis; applies some correct use of literary terminology -Somewhat demonstrates differentiation and discernment; may rely on plot summary	-Inadequately uses details of support and quotations -Does not demonstrate differentiation and discernment; relies on plot summary
<b>Organization:</b> the extent to which the essay supports a clear thesis through direction, focus, and transitions	-Introductory paragraph moves from general ideas to specific thesis. - <b>Seamless/skillful</b> transitioning (including signal phrases) and masterfully/skillful use of effective topic sentences create fluency; body paragraphs delineate validations in the order presented by the thesis; concluding sentences restate the significance of evidence in support of the thesis argument. - <b>Compelling</b> conclusion brings essay to a close and extends the argument.	-Introductory paragraph attempts to move from general ideas to a specific thesis. - <b>Use of Purposeful/sufficient</b> transitions (including signal phrases) and topic sentences create fluency; body paragraphs delineate validations in the order presented by the thesis; concluding sentences restate the significance of evidence in support of the thesis argument. - <b>Conclusion</b> brings essay to a close and extends the argument.	-Introductory paragraph attempts to move from general ideas to a specific thesis. -Use of adequate/relevant transitions (including signal phrases) and topic sentences provide understanding; body paragraphs attempt to validate/support the assertion presented in the thesis; concluding sentences allude to/mention the significance of the thesis argument. -Conclusion brings essay to a close that tries to extend the argument or does not extend the argument clearly	-Introductory paragraph does not move from general ideas to a specific thesis. -Paragraphs lack adequate support, detail, and validation since there is not a clear thesis. -Conclusion is vague and inadequate/inconsequential.
<b>Language Use:</b> the extent to which the writing reveals an awareness of audience and purpose through effective diction and sentence variety	-Style shows sophistication with an masterful/skillful command of sentence structure and precise diction; writes with original, insightful voice. -Demonstrates a sophisticated awareness of audience, with impressive/notable language choices; implements appropriate point of view deliberately	-Style shows a mature/proficient command of sentence structure and an effective use of diction; writes with original, thoughtful voice. -Demonstrates mature/proficient awareness of audience; understands appropriate implementation of point of view	-Style shows inconsistent/partial command of sentence structure and diction; writes with original, literal voice. -Demonstrates inconsistent/partial awareness of audience; inconsistently implements point of view	-Style shows an emergent command of sentence structure and diction; writes with original, developing voice. -Writing lacks awareness of audience and implementation of point of view.
<b>Conventions of Language:</b> the extent to which the writing adheres to MLA format, shows attention to legibility and evidence of revision(when appropriate)	-Demonstrates exceptional/masterful control of conventions with essentially no errors -In-depth and sophisticated implementation of teacher/student-suggested improvements -Demonstrates exceptional/masterful use of MLA format	-Demonstrates mature/proficient control of conventions, with few errors -Revision shows an understanding of the student/teacher suggested improvements -Demonstrates mature/proficient use of MLA format	-Demonstrates inconsistent/partial control of conventions, with frequent errors that somewhat hinder comprehension -Includes some revision based on student/teacher suggested improvements -Demonstrates inconsistent/partial use of MLA format	Demonstrates emergent control of conventions, with frequent errors that make comprehension difficult -Does not include student/teacher suggested improvements -Demonstrates emergent use of MLA format

- An essay that shows evidence of plagiarism will be shared with administration for appropriate consequences.
- An essay that is totally unrelated to the task, illegible, or incoherent will fail.