



## **MY Access! Writer's Workshop**

**Middle School Literary/Response to Literature  
Prompt: "A Rice Sandwich" by Sandra Cisneros**

## My Writing Process

- Think about what I need to write. Think in my sleep, while driving, while cleaning, etc.
- Eventually I get the guts to start writing. Sit at my computer and agonize over my first sentence.
- Get frustrated and push myself to just start writing. Write and write without letting myself look back. Just get the ideas down.
- At some point, usually when I'm not sure where I'm going next, I do go back and re-read. I immediately start to make changes to what I've written.
- If I still don't know where I'm going next I step away from the computer. Sometimes I take notes or I just keep thinking.
- Return to writing. Push on. Get a draft finished. Revise on the computer, often cutting and pasting to reorganize.
- Have somebody, usually my husband, read it. Get mad at him when he finds fault!
- Think about his suggestions and I go back to write more and make changes.
- Continue this process until I'm as close to done as I can get.

## How “Real” Writers Write

“The beautiful part of writing is that you don’t have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile.”

Robert Cormier

“By the time I am nearing the end of a story, the first part will have been reread and altered and corrected at least one hundred and fifty times...Good writing is essentially rewriting. I am positive of this.”

Roald Dahl

“I rewrote the ending to *Farewell to Arms*, the last page of it, thirty-nine times before I was satisfied.”

Ernest Hemingway

## **Persuasive Writing**

### **Purpose:**

- To convince
- To state a problem and propose a solution
- To analyze cause/effect relationships
- To discuss controversial issues

### **Characteristics:**

- Logically supports a clear position or perspective with relevant evidence
- Provides convincing arguments and counterarguments
- Reflects analytical thinking and/or evaluation
- 1<sup>st</sup> or 3<sup>rd</sup> person point-of-view

### **Examples:**

- Persuasive essay
- Persuasive letter or letter to editor
- Editorial
- Compare/contrast essay
- Political speech
- Critical reviews
- Character analysis

## **Response to Literature**

Shares the same purpose and characteristics as above, but demonstrates an understanding and interpretation of literary work and supports viewpoint through specific references to text

*My thoughts, reactions, questions*

The special kids, the ones who wear keys around their necks, get to eat in the canteen. The canteen! Even the name sounds important. And these kids at lunch time go there because their mothers aren't home or home is too far away to get to.

My home isn't far but it's not close either, and somehow I got it in my head one day to ask my mother to make me a sandwich and write a note to the principal so I could eat in the canteen too.

Oh no, she says pointing the butter knife at me as if I'm starting trouble, no sir. Next think you know everybody will be wanting a bag lunch—I'll be up all night cutting bread into little triangles, this one with mayonnaise, this one with mustard, no pickles on mine, but mustard on the side please. You kids just like to invent more work for me.

But Nenny says she doesn't want to eat at school—ever because she likes to go home with her best friend Gloria who lives across the schoolyard. Gloria's mama has a big color T.V. and all they do is watch cartoons. Kiki and Carlos, on the other hand, are patrol boys. They don't want to eat at school either. They like to stand out in the cold especially if it's raining. They think suffering is good for you ever since they saw that movie "300 Spartans."

I'm not Spartan and hold up an anemic wrist to prove it. I can't even blow up a balloon without getting dizzy. And besides, I know how to make my own lunch. If I ate at school there'd be less dishes to wash. You would see me less and less and like me better. Every day at noon my chair would be empty. Where is my favorite daughter you would cry, and when I came home finally at 3 p.m. you would appreciate me.

Okay, okay, my mother says after three days of this. And the following morning I get to go to school with my mother's letter and a rice sandwich because we don't have lunch meat.

Mondays or Fridays, it doesn't matter, mornings always go by slow and this day especially. But lunch time came finally and I got to get in line with the stay-at-school kids. Everything is fine until the nun who knows all the canteen kids by heart looks at me and says: you, who sent you here? And since I am shy, I don't say anything, just hold out my hand with the letter. This is no good, she

says, till Sister Superior gives the okay. Go upstairs and see her. And so I went.

I had to wait for two kids in front of me to get hollered at, one because he did something in class, the other because he didn't. My turn came and I stood in front of the big desk with holy pictures under the glass while the Sister Superior read my letter. It went like this:  
*Dear Sister Superior, Please let Esperanza eat in the lunch room because she lives too far away and she gets tired. As you can see she is very skinny. I hope to God she does not faint. Thanking You, Mrs. E. Cordero.*

You don't live far, she says. You live across the boulevard. That's only four blocks. Not even. Three maybe. Three long blocks away from here. I bet I can even see your house from my window. Which one? Come here. Which one is your house?

And then she made me stand up on a box of books and point. That one? She said pointing to a row of ugly 3-flats, the ones even raggedy men are ashamed to go into. Yes, I nodded even though I knew that wasn't my house and started to cry. I always cry when nuns yell at me, even if they're not yelling.

Then she was sorry and said I could stay—just for today, not tomorrow or the day after—you go home. And I said yes and could I please have a Kleenex—I had to blow my nose.

In the canteen, which was nothing special, lots of boys and girls watched while I cried and ate my sandwich, the bread already greasy and the rice cold.

## **A Rice Sandwich Prompt**

Describe the personality characteristics Esperanza shows of herself throughout her first-person narrative. Explain how she shows these qualities in this story. Be sure to include examples to support your claims about Esperanza's personality.

As you write, remember your essay will be scored based on how well you:

- develop a multi-paragraph response to the assigned topic that clearly communicates your thesis to the audience.
- support your thesis with meaningful examples and references from the text, carefully citing any direct quotes.
- organize your essay in a clear and logical manner, including an introduction, body, and conclusion.
- use well-structured sentences and language that are appropriate for your audience.
- edit your work to conform to the conventions of standard American English.

Use any of the tools available to you, such as the Checklist, Spellchecker, or Graphic Organizer.

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### **Attack the Prompt:**

- Underline what this prompt asking you to **DO** (hint look for the verbs)
- What does the prompt ask you to include?
- Circle the three words the prompt uses to show that you need to **persuade** the reader of your position.

## Teaching Ideas for “A Rice Sandwich”

### Pre-Reading: Into the Text

- Ask students to think about a time something they were excited about didn’t turn out as expected. Give them 5 minutes to jot down what happened—they can write in paragraph form, use a cluster, list ideas, etc. When students are finished, have them share their ideas in small groups and then share a few with the entire class.
- Tell students that we are going to read a short story about a little girl who thought eating in the “canteen” (what we would call a cafeteria) was going to be wonderful. Let’s read to see how it turns out.

### Reading: Through the Text

- Teacher reads the story out loud to the students. At least twice, pause in your reading and ask students to record their thoughts, reactions or questions in the right margin.
- Break students into groups of five. Give each student an assignment card with instructions to highlight Esperanza’s thoughts, words, actions, etc. Read the story as a whole class a second time. Make sure students are highlighting as you read—you may need to help them with this.
- When you are done reading, pass out the “Character Study of Esperanza” handout (this is adapted from Holt pg. 569.) A similar graphic organizer, the “Narrative Wizard” can be found in the MY Access! under the prewriting tab on the student drafting page. Have students share their highlighted portions and discuss each of the categories. For their expert category, each student needs to write down the best quote from the text on the left side and their own thoughts about Esperanza on the right side. Then they will share their responses with the entire group.
- Have students complete the “Understanding the Plot” handout (p. 8) individually or in groups (you may use a different section of the MY Access! Narrative Wizard for this activity)

### Post Reading: Beyond the Text (writing the essay)

- Use a class period to [log on](#) to MY Access! and use “Looping” as a way to get ideas flowing (see handout, [p. 12](#), titled “Looping in MY Access!”). Tell students to imagine that Esperanza is a student in their class. If they were gossiping about her, what would they say? Make sure they refer back to their charts and look at the highlighted portions of their story. Don’t worry about organization or thesis writing at this time. The goal is that by the end of the second “loop” students will be close to a thesis.
- Carefully read the prompt and “attack it” with students.
- Help students write a thesis statement (see thesis handouts, p 13 and 14). Begin by discussing what a thesis is. Then, complete the T-Chart as a whole class. Give students time in class to play around with writing a thesis. You must approve it before they can move on to planning their essay!
- Read pg. 574 in Holt with students and have them use the “Organizing Your Essay” worksheet to plan out their essay. Do NOT let students continue writing their essay until you have approved this handout!!
- Look at the Writer’s Models in MY Access! and fill out the “Organizing Your Essay” handout as a whole class for the essay that scored a 6. Show students how the writer formulated her argument.
- As students write in MY Access!, create mini-lessons from *Step Up to Writing* to help them revise as they go along.



## **A Rice Sandwich: Understanding the Plot**

1. Describe the major conflict in the story and why it occurred.
2. Describe how the conflict affected Esperanza.
3. Describe the climax, or turning point, of the story.
4. Describe the outcome, or resolution, and Esperanza was affected.

As we read “A Rice Sandwich,” highlight the following

- Esperanza’s thoughts. What goes on in her mind?
- Esperanza’s words. What does she say out loud?
- Esperanza’s actions. What does she do? How does she behave?
- descriptions of how Esperanza looks.
- what other characters think and say about Esperanza.

### Character Study of Esperanza in “A Rice Sandwich”

**ONE QUOTE FROM TEXT  
(think)**

**YOUR ANALYSIS of Esperanza (how you feel, what you think)**

<b>Esperanza’s Thoughts</b>	
<b>Esperanza’s Words</b>	
<b>Esperanza’s Actions</b>	
<b>Esperanza’s Appearance</b>	
<b>Other characters’ thoughts, words, actions</b>	





## LOOPING

*Looping is an exercise many writers use to narrow the focus of a piece. Often, in early drafts we write anything and everything that comes to mind about our topic (and this is okay!). As we revise, we want to “zoom in” on only the most important and interesting parts of our narrative. We need to discover our PURPOSE for writing.*

*Tell students:*

Step 1: Re-read your entire piece.

Step 2: Choose one line that stands out to you. Maybe it is an extremely important moment in your story, maybe it is the most exciting point, or maybe you just like the idea you are trying to express.

Step 3: Underline or highlight that line.

Step 4: On a blank piece of paper, write ONLY that line at the top of the paper.

Step 5: Now, for next ten minutes, write as QUICKLY as you can about only that line.

Step 6: Think about what happened. Do you like what you just wrote more than your first draft? If so, you now have a NEW and more specific focus for your story. At the very least, one part of your story has been “exploded.”

## **LOOPING in MY Access!**

*Here is a powerful way to use Looping while logged in to MY Access! This exercise will help students process and understand the power of revision.*

*Tell students:*

Step 1: Give students 10-15 minutes to write quickly about their prompt in MY Access! Do not allow them to use tools and encourage them to keep typing without thinking too much!

Step 2: Stop students. Have them re-read their piece and choose one line that stands out to them to highlight.

Step 3: Write that line down on a piece of paper.

Step 4: Submit the draft you just completed and receive a score.

Step 5: Back at “assignments,” begin a “revision” of the piece. When you get to “My Writing Space,” delete everything you just wrote (don’t panic—your first draft is already saved).

Step 6: Write the line from “Step 2” at the top of your writing space. Now, for next ten minutes, write as QUICKLY as you can about only that line.

Step 7: Submit this response.

Step 8: Think about what happened. Compare your two scores. Do you like what you just wrote more than your first draft? If so, you now have a NEW and more specific focus for your story. At the very least, one part of your story has been “exploded” and this will add to the overall purpose of your first draft.

## Writing a Thesis Statement

### MY Access! “A Rice Sandwich”

Your thesis is a sentence or two that tells the reader the **main argument** you will be making in your essay. It cannot simply be a fact from the story, but it needs to include *your opinion* of Esperanza. In other words, your thesis is an interpretation, and your essay will explain WHY your thesis is true.

Note the difference:

- *Esperanza is a shy and insecure girl.*
- *Because Esperanza is insecure and shy, she is not confident about the decisions she makes and so she never seems happy.*

**STEP 1: Fill out the following T-Chart with the whole class on the back of this paper:**

Esperanza’s Personality Traits	Consequences of This Trait
Not confident	Seems unhappy with everything.

**STEP 2: Take a look at all the notes we took while reading the story and re-read your looping in MY Access! Try one (or more) of the formats below to write a first draft of your thesis. If one of these formats doesn’t **appeal to you**, write your own or adapt one of these.**

Esperanza exhibits several strong character traits such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. These show \_\_\_\_\_ about her.

Even though Esperanza is sometimes \_\_\_\_\_, she \_\_\_\_\_.

Esperanza can be \_\_\_\_\_, but more often is \_\_\_\_\_.

As long as Esperanza remains \_\_\_\_\_, she will never \_\_\_\_\_.

# ORGANIZING YOUR ESSAY

## Thesis Statement

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## Support for Thesis/Topic Sentence

## Examples from Text as Evidence

<b>1.</b>	
<b>2.</b>	
<b>3.</b>	



# ORGANIZING YOUR ESSAY

## Thesis Statement

Esperanza has a determined but shy and vulnerable character that will do anything to her limits to get what she wants, even if she thinks she is weak and unimportant.

## Support for Thesis/Topic Sentence

## Examples from Text as Evidence

<p><b>1.</b> Esperanza has a determined character that can persist through a long period of time to reach her goals.</p>	<p>She attempts to continuously persuade her mom to let her eat in the canteen. Even when her mom refuses she presses her even more.</p> <p>“I can make my own lunch.”</p> <p>She says desperately, “If I ate at school, there would be less dishes to wash.”</p> <p>Seeing that her mother was not accepting, she develops one argument after another showing determination for THREE days.</p>
<p><b>2.</b> Esperanza does many things that would persuade someone into thinking that she was a brave soul, but overall she has a shy character.</p>	<p>She tells the reader that “she finally mustered up the courage to ask her mom.” Gives reader the impression that E. usually cannot gain enough courage to ask anyone for anything.</p> <p>When nun asks her what she is doing there, Esperanza “mutely hands the nun the note.” This incident shows E. had an apprehensive character and didn’t like to talk that much.</p> <p>In Sister Superior’s office, E. is asked to show the principal her house. She says yes when a shabby house is pointed towards, even though she knows it is not hers. If she were brave, she would have stood up for herself and corrected the principal’s assumption.</p>
<p><b>3.</b> Since Esperanza is shy, the burden of being vulnerable to others was imposed on her. All the other characters affect her.</p>	<p>E. thinks eating away from home is cool because her sister Nenny tells her it is. She gets the idea it is better elsewhere.</p> <p>When she breaks down crying in Sister Superior’s office. She is sensitive to the Sister’s words, and feels like she is being put down.</p> <p>She cries in the canteen when the other children look at her oddly while she is eating.</p>

## MY Access! Writer's Models for "A Rice Sandwich"

### Score 6:

She is more determined than a dog after a bone, shyer than a child standing on stage about to perform, and far more vulnerable than even a hermit crab without its shell. She is the one and only Esperanza, the main character of Sandra Cisneros' novella, "A Rice Sandwich." The main problem that Esperanza is faced with is that she wanted to eat at the canteen at her school, but her mom insisted she stayed at home, and refused to give her a note allowing Esperanza to eat at school. With her mind set on what she wanted, Esperanza's mission throughout the story was to persuade her mother to let her eat at the canteen. She is faced with obstacles throughout the story and steps up to her challenges. She has a determined but shy and vulnerable character that will do anything to her limits to get what she wants, even if she thinks she is weak and unimportant.

Esperanza has a determined character that can persist through a long period of time to reach her goals. She states in "A Rice Sandwich," when trying to persuade her mom to let her eat at school, "... I can make my own lunch." This act of pleading shows Esperanza's determination in reaching her goal to eat at the canteen. She attempts continuously to persuade her mom to write her a note allowing her to stay at the canteen for lunch. Even if her mom refused, Esperanza would press her even more to get her heart's desire. Following that statement, Esperanza provides yet another persuasive reason for her mother to allow Esperanza to eat at the canteen. She says in a desperate manner, "If I ate at school, there would be less dishes to wash." Seeing that her mother was not accepting Esperanza's pleas, she developed one after another, continuing at a constant rate, which showed her determination towards her mission. One last example of Esperanza's determination is when she notes in "A Rice Sandwich" that her mom does give in to her request, but only after three long days of hearing Esperanza complain and plead about how her eating at school would benefit her mother in many ways. When a person remains steadfast on a decision, they persevere to get what they want. Her endless efforts to earn her mom's consent are a perfect demonstration of her determination. Despite her shyness, Esperanza easily maintains a determined character, and can overcome many obstacles that come in between her and her goals.

The main character in "A Rice Sandwich," Esperanza, does many things that would persuade someone into thinking that she was a brave soul, but overall, she has a shy character. One detail that substantiates the fact that Esperanza is shy is when she tells the reader that she finally mustered up the courage to ask her mom to let her eat at the canteen. The statement gives the reader the impression that Esperanza usually cannot gain enough courage to ask anyone for anything. Not being able to communicate with others comfortably is a sign that signals to others that a person is shy. A second example of Esperanza's shyness is when the nun that supervised the canteen realized that Esperanza was present. When asked what she was doing here, instead of explaining to the nun with words, Esperanza mutely hands the nun the note that she had practically forced her mother to write. The incident showed that Esperanza had an apprehensive character because it reveals that she does not like to talk that much, and people with shy personalities do not often like to talk either. Last but not least, on final example of how Esperanza shows throughout this short story that she is shy is when in Sister Superior's office, Esperanza is asked to show the principal her house, she says yes when a shabby, unattractive, and unalluring house is pointed towards, even though she knows it is not. Esperanza's shy personality is shown when this event occurs because if she were a brave person, Esperanza would have stood up for herself and corrected the principal's assumption, by telling her directly eye to eye where she lived. Because she did not do this, Esperanza revealed that she did not have enough courage to defend herself when someone is trying to put her down by scolding her, even if the opposing side is clearly wrong. Even though Esperanza does some pretty brave things in "A Rice Sandwich," her overall view of herself as a shy girl is accurate.

A shy personality gives a person vulnerability to other character's comments and actions. Since Esperanza is shy, the burden of being vulnerable to others was also imposed on her. They all affect her in a way, whether it be big or small. The first hint that Esperanza gives the reader that she is vulnerable is when she tells her mother about how her sister Nenny, can eat away from home. Nenny had told Esperanza that she and her friend Gloria, ate at Gloria's house, and they got to watch cartoons all noon. Esperanza's whole view of this situation is altered by the statement that Nenny made, because she now thinks that eating away from home is cool, and you could have a better time elsewhere. Another event that show's Esperanza's vulnerability to others is when she breaks down crying in Sister Superior's office after she scolds Esperanza for supposedly lying. Esperanza is sensitive to Sister Superior's words, and feels like she is being put down on. The principal's words affect her in a bigger way in this case, and leaves an imprint on her soul. The last event in "A Rice Sandwich" that reveals her vulnerable side is when she cries when the children in the canteen just look at her oddly while she is eating her sandwich. Esperanza felt like the kids were silently taunting and looking down on her. Esperanza's shyness made her vulnerable to others, and not willing to defend herself.

Overall, Esperanza can be described as a shy and vulnerable, but determined young girl. She persevered through her obstacles to overcome them, didn't speak when spoken to because she was shy, and cried when someone scolded her because of her vulnerability to words. Those are three different situations where Esperanza could be seen revealing one of her many traits. At the end of the amusing novella, she ends up crying and eating her "cold and greasy" rice sandwich on the ground with many onlookers that were quick to judge, but knowing that she has a determined character, she will get through this unlucky turn of events, and move on to make more mistakes, but at least something will be learned from them. "A Rice Sandwich" is about a lost little girl that is trying to be "special" and noticed. According to Cisneros, "special" is Esperanza's way of saying "cool" or "popular." Of course, we all know that eating at school does not classify someone as "cool", but many stories have many odd worlds of their own. You can never know what to expect.

## Score 5:

Esperanza wants desperately to eat lunch in the canteen at school. The canteen is only for kids who live too far away from school to go home for lunch. Esperanza lives neither near nor far from the school. At first, Esperanza's mother refuses to let her eat in the canteen, but after three days of Esperanza's whining, she gives in. A letter is written to Sister Superior, asking that Esperanza be allowed to eat lunch in the canteen. One of the nuns in the canteen sees Esperanza and sends her to Sister Superior to make sure Esperanza can eat lunch at school. At first, Sister Superior reads the letter and says she doesn't live far enough from school, but after Esperanza bursts into tears she decides to let her eat in the canteen for one day. Throughout the story, you can see many of Esperanza's character traits. Some are physical weakness, shyness and timidity, stubbornness and manipulative-ness.

Esperanza is physically weak. She has an anemic wrist and "can't even blow up a balloon without getting dizzy." In her letter to Sister Superior, Esperanza's mother expresses concern about her daughter's health. "As you can see she is very skinny. I hope to God she does not faint," she writes.

Esperanza is sometimes very shy and timid. When the nun in the canteen asks her, "You, who sent you here?" she is too shy to answer and merely holds up the letter. When the nun sends her to Sister Superior, she meekly obeys. She bursts into tears in Sister Superior's office because, she says, "I always cry when nuns yell at me, even if they're not yelling."

Esperanza can also be very stubborn and manipulative, although sometimes the results of this trait are not what she desired. When she decided to eat lunch in the canteen, she wouldn't back down, even when her mother said no. She whined and complained and argued with her mother for three days. "If I ate at school there'd be less dishes to wash. You would see me less and less and like me better," she says. Finally, Esperanza succeeded in convincing her mother to let her eat in the canteen. However, she ended up having a miserable lunch and realizing that the canteen was nothing special.

The author of "A Rice Sandwich" has created a very realistic character in Esperanza. She is physically weak and can be very shy, especially around nuns. However, she can also be very stubborn and manipulative when she sets her mind on something, like I'm sure almost everyone is. Things don't always turn out right for her, either, which is something everyone can relate to.

## Score 3:

The main character is Esperanza Cordero, in the story "A Rice Sandwich." This story is mostly about how a little girl wants to be one of "The Special Kids." She thinks that even the name is important. She is shy, sensitive, persuasive, and a loner.

Esperanza is a shy little girl, that wants to be like everyone else. she wants to eat at the canteen. When she tried to go in the canteen , but they stop her asking her "who send you here?" She's shy so she didn't say anything, but did show them the letter. they said" That's no good till Sister Superior gives the okay."

Esperanza is a persuasive little girl. When Sister Superior told her " You don't live far." Esperanza started to cry. Sister Superior felt sorry and she let her stay to eat at the canteen. But Sister Superior said "Only for today, not tomorrow, the day after today you go home, ok."

Esperanza is a loner. after Sister Superior told her she can eat in the canteen, Esperanza left her office crying. In the canteen she ate her cold rice sandwich, but still crying.

Even though she was in the canteen she was still a loner. So the conclusion is that she still a loner eating in the "Canteen." Know she thinks that its not important after all.

## **Score 2:**

In the story "Rice Sandwich" the main character is Esperanza. Esperanza want to eat in the canteen with the stay-at-school kids. But her mother wont let her. Esperanza starts begging her mother for three days until her mother lets her. Esperanza mother wrote a letter to the sister superior. While she was waiting in line the women that takes care of the place came up to Esperanza. She tells her to go to sister superior office and then sister superior says she can only stay there for a day. Esperanza rice sandwich got cold and she started crying.

Esperanza is a shy little girl that has to get her way.

## MY Access! 6-point Literary Rubric

	<b>Focus &amp; Meaning</b>	<b>Content &amp; Development</b>	<b>Organization</b>	<b>Language Use, Voice &amp; Style</b>	<b>Mechanics &amp; Conventions</b>
	The extent which the response demonstrates understanding of the text and the purpose of the task, and makes connections between them through a controlling or central idea.	The extent to which the response develops ideas fully and artfully using extensive, specific, accurate, and relevant details. ( <i>facts, examples, reasons, anecdotes, prior knowledge</i> )	The extent to which the response demonstrates a unified structure, direction, and unity, paragraphing and transitional devices.	The extent to which response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice that create tone and voice.	The extent the response demonstrates control of conventions, including paragraphing, grammar, punctuation, and spelling
<b>6</b>	<b>Very effective Focus &amp; Meaning</b> Establishes an <i>in-depth analysis</i> of the text(s) and makes <i>insightful connections</i> among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or <u>techniques</u> through a controlling or <u>central idea</u> .	<b>Very Effective Content &amp; Development.</b> Develops ideas <i>fully</i> and <i>artfully</i> , using a wide variety of <i>specific</i> and <i>accurate</i> evidence and <i>literary elements</i> or techniques from the <u>text(s)</u> .	<b>Very Effective Organization.</b> Demonstrates a <i>cohesive</i> and <i>unified</i> structure with an <i>engaging introduction</i> and a <i>strong conclusion</i> ; effective use of <u>paragraphing</u> and <u>transitional devices</u> throughout.	<b>Very Effective Language Use, Voice and Style</b> Demonstrates <i>precise</i> language and <u>word choice</u> , a <i>defined voice</i> , and a <i>clear</i> sense of audience; uses <i>well-structured</i> and <i>varied</i> sentences.	<b>Very effective control of Conventions &amp; Mechanics.</b> <i>Few or no</i> errors in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> .
<b>5</b>	<b>Good Focus &amp; Meaning.</b> Establishes a <i>thorough</i> analysis of the <u>text(s)</u> and makes <i>clear connections</i> among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> .	<b>Good Content &amp; Development.</b> Develops <i>ideas fully</i> and <i>clearly</i> , using a variety of <i>specific</i> and <i>accurate</i> evidence and <i>literary elements</i> or techniques from the <u>text(s)</u> .	<b>Good Organization.</b> Demonstrates a <i>mostly unified</i> structure with a <i>good introduction</i> and <i>conclusion</i> ; <i>consistent</i> use of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Good Language Use, Voice and Style.</b> Demonstrates <i>appropriate language</i> and <u>word choice</u> , with <i>some evidence</i> of <u>voice</u> and a <i>clear</i> sense of audience; uses <i>well-structured</i> sentences with <i>some</i> variety.	<b>Good control of Conventions &amp; Mechanics.</b> <i>Few errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not interfere</i> with the message.
<b>4</b>	<b>Adequate Focus &amp; Meaning.</b> Establishes a basic analysis of the text(s) and makes implied connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> .	<b>Adequate Content &amp; Development.</b> Develops ideas <i>adequately</i> , using some <i>specific</i> and <i>accurate</i> evidence and <u>literary elements</u> or techniques from the text(s).	<b>Adequate Organization.</b> Demonstrates a <i>generally unified</i> structure with a <i>noticeable introduction</i> and <i>conclusion</i> ; <i>inconsistent</i> use of <u>paragraphing</u> and <u>transitional devices</u>	<b>Adequate Language Use, Voice &amp; Style.</b> Demonstrates <i>appropriate language</i> and <u>word choice</u> , with an <i>awareness</i> of <u>audience</u> and control of <u>voice</u> ; generally uses correct <u>sentence structure</u> with <i>some</i> variety.	<b>Adequate control of Conventions &amp; Mechanics.</b> <i>Some errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not significantly interfere</i> with the communication of the message.
<b>3</b>	<b>Limited Focus &amp; Meaning.</b> Establishes a basic analysis of the text(s) and makes only few or vague connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or central idea.	<b>Limited Content &amp; Development.</b> Develops ideas <i>briefly</i> and <i>inconsistently</i> , using <i>little</i> <u>specific</u> and <u>accurate</u> evidence and <u>literary elements</u> or techniques from the text(s).	<b>Limited Organization.</b> Demonstrates <i>evidence</i> of structure with an <i>uncertain introduction</i> and <i>conclusion</i> ; <i>lacks</i> paragraphing and <i>some</i> <u>transitional devices</u> .	<b>Limited Language Use, Voice &amp; Style.</b> Demonstrates <i>simple language</i> and <u>word choice</u> , <i>some</i> <i>awareness</i> of <u>audience</u> and control of <u>voice</u> ; relies on <i>simple</i> sentences with <i>insufficient</i> <u>sentence variety</u> and <u>word choice</u> .	<b>Limited control of Conventions &amp; Mechanics.</b> <i>Several noticeable</i> errors in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that may <i>interfere</i> with the communication of the message.
<b>2</b>	<b>Minimal Focus &amp; Meaning.</b> Establishes a confused or incomplete analysis of the text(s) and makes <i>no</i> connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> .	<b>Minimal Content &amp; Development.</b> Develops ideas incompletely and <i>inadequately</i> , using <i>minimal</i> references to the text(s).	<b>Minimal Organization.</b> Demonstrates <i>little</i> evidence of structure with a <i>poor introduction</i> and <i>conclusion</i> ; <i>little</i> evidence of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Minimal Language Use, Voice &amp; Style.</b> Demonstrates <i>poor language</i> and <u>word choice</u> , with <i>little</i> <i>awareness</i> of <u>audience</u> ; makes <i>basic errors</i> in <u>sentence structure</u> and <u>usage</u> .	<b>Minimal control of Conventions &amp; Mechanics.</b> <i>Patterns of errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>substantially interfere</i> with the communication of the message.
<b>1</b>	<b>Inadequate or no Focus &amp; Meaning.</b> <i>Fails</i> to establish an analysis of the text(s) and makes <i>no connections</i> among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> .	<b>Inadequate or no Content &amp; Development.</b> <i>Fails</i> to develop ideas, using <i>no</i> meaningful references to the <u>text(s)</u> .	<b>Inadequate or no Organization.</b> Demonstrates <i>no evidence</i> of structure with <i>no introduction</i> or <i>conclusion</i> ; <i>no</i> evidence of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Inadequate Language Use, Voice &amp; Style.</b> Demonstrates <i>unclear</i> or <i>incoherent language</i> and <u>word choice</u> , <i>no</i> <i>awareness</i> of <u>audience</u> , and <i>major errors</i> in <u>sentence structure</u> and <u>usage</u> .	<b>Inadequate or no control of Conventions &amp; Mechanics.</b> <i>Errors so severe</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that they <i>significantly interfere</i> with the communication of the message. 21

**MY Access! Writing Domains**

**Type of Writing:** \_\_\_\_\_

Your writing will be evaluated on the basis of five domains or trains of writing. Study each domain on the rubric and **USE BULLET POINTS** to take notes so that you can define each one. The feedback you receive will use the language on this chart.

Focus & Meaning	Content & Development	Organization	Language Use & Style	Mechanics & Conventions
				<ul style="list-style-type: none"><li>● Piece is paragraphed</li><li>● Grammar errors do not interfere with the message</li><li>● Uses proper punctuation</li><li>● Excellent spelling</li></ul>

