

Cape Henlopen Student Writing Handbook

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Academic Honesty and Cape Policy



The Cape Henlopen School District encourages students to strive for authentic and original writing with the use of appropriate citation. Honesty is the best policy when writing for all school subjects. Many teachers use software that detects work that is not original. Teachers will not accept work that is plagiarized. Use this Handbook to learn the right way to quote and cite material and use it in all classes.

[What is Plagiarism?](#)

- To steal and pass off (the ideas or words of another) as one's own either intentionally or unintentionally
- To use (another's production) without crediting the source
- To commit literary theft
- To present as new and original an idea or product derived from an existing source

Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

("What Is Plagiarism?" *Plagiarism.org*. iParadigms, 2014. Web. 20 Nov. 2012.)

Citation

A citation informs the readers that material you used in your paper came from a different source. The reader can look up the source that you used and read more. Learn how to

- Identify sources
- Cite sources
- Quote material
- List references

Citation Styles

The two major styles for quoting sources that will be used throughout Cape Henlopen School District are:

- [MLA \(Modern Language Association\)](#) - Used in English/Language Arts classes from sixth grade through twelfth grade. This system uses in-text citations, endnotes, footnotes and a Works Cited page.
- [APA \(American Psychological Association\)](#) – Used in social studies, science, math and other non-English classes in sixth grade through twelfth grade. Uses parenthetical documentation style. Citations to original source appear within the text. No footnotes or endnotes.



Why Write?

Stephen King put it this way: "Writing is about enriching the lives of those who will read your work, and enriching your own life, as well. It's about getting up, getting well, and getting over. Getting happy, okay? Writing is magic, as much the water of



life as any other creative art. The water is free. So drink."

Stephen King's Top 20 Rules for Writers Laura Passell, March 22, 2013

www.barnesandnoble.com/blog/stephen-kings-top-20-rules-for-writers

The Writing Process Basics

Writing is an ongoing process that involves these major steps: prewriting, drafting, revising, editing, and publishing. Depending on the task, audience and purpose (TAP), the process can be circular and can repeat certain critical steps such as revision and editing.



(Source: http://www.bsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/1072/Writing-Process_05-219rszm.jpg)

Text Types

Students in grades 6-12 are learning to write

- Arguments
- Informative/Explanatory texts
- Narratives

Argument Writing



Writing that compels the writer to research a topic, read and evaluate information/evidence and then go on to determine a stance or a position is argument writing. According the OWL, the structure of the essay is held together by the following

- a clear, concise and defined [thesis statement](#) that occurs in the first paragraph
- [logical transitions between the introduction](#)
- [body and conclusion](#)
- body paragraphs that include [evidential support](#)
- a conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provide.

Argument Prewrite	EXAMPLE TEXT
Main idea/Argument Statement/Claim/Thesis Statement	Global warming is a critical issue that we should all be very concerned about.
Evidence/Elaboration #1 (explain)	Each year the Earth's average surface temperature is increasing.

	<i>+ other information</i>
Evidence/Elaboration #2	Carbon dioxide emissions are greater than at any point in the last 800,000 years. <i>+ other elaboration</i>
Evidence/Elaboration #3	Americans produce 25% of the world's carbon dioxide pollution. <i>+ other elaboration</i>
Counterclaim/Argument	Some say that the information about carbon dioxide is inaccurate and false. <i>+ other elaboration</i>
Weakness in the Counter Argument	Most of the claims that indicate we have no global warming problems are motivated by people in the energy business that have much to gain from continuing to trick us to use fossil fuels.
Conclusion: Summarize the Thesis and comment on the significance of the Argument/Claim	When it seems hot outside, there are good reasons to be very concerned. Global warming is an issue that deserves our critical attention.

Argument Writing

Quoting, Paraphrasing and Summarizing

- Quote material from a source and you must make it identical and attribute it to the source.
- Paraphrasing is writing information from a source in your own words and you must attribute the source.
- Summarizing is telling the general or key ideas and the most important points and you must attribute the source.

Resources for Argument Writing

[Purdue Online Writing Lab for Argument Papers](#)

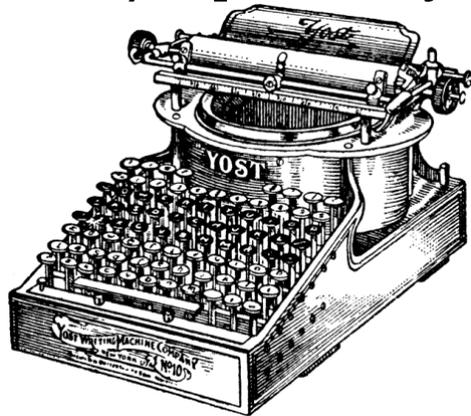
[Purdue Online Writing Lab for Quoting, Paraphrasing and Summarizing](#)

[The New Delaware Writing Rubrics](#)

[Samples of Student Writing for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects- Common Core](#)

[Student Writing Samples – Achieve the Core](#)

Informative/Explanatory Writing



The terms informative and expository refer to a specific kind of writing. Both give the reader information clearly and accurately about a topic. Here's how they are distinct.

Type	Examples	Do this	Strategies
Informative	<ul style="list-style-type: none"> • How-to articles • Essays on how something works • Description of a process 	<p>Give straight facts and information.</p> <p>No opinions.</p> <p>Present information in the form that makes the most sense for your purpose</p>	<p>Definition</p> <p>Classification</p> <p>Cause and effect analysis</p> <p>Comparison and contrast</p> <p>Process analysis</p>
Expository	<ul style="list-style-type: none"> • Newspaper articles • Autobiographies • College essays 	<p>Research a topic. Give information, explanations, evidence, and share opinions.</p> <p>Contains thesis statement followed by relevant facts.</p> <p>Support information with clear evidence.</p>	<p>Examples using graphics and multimedia sources</p>

Organizer for Informative/Explanatory Writing

Identify a topic	
Develop a thesis	Read the prompt and develop a statement that clearly expresses your central focus.
Select and analyze relevant content	Read from a variety of sources to determine what facts/text evidence supports your thesis.
Organize your essay https://owl.english.purdue.edu/owl/resource/544/01/	Use an outline or graphic organizer to prepare your ideas. Include ideas from your readings with citations.
Write	Elaborate on your thesis/topic with relevant facts, concrete details, quotations and examples.
Link ideas	Connect your essay using varied transitions.
Style and Conclusion	Use a formal style. Provide a conclusion that supports your thesis/topic.

Resources for Informative/Explanatory Writing

Expository Essay video – definition and examples

<https://www.youtube.com/watch?v=YpCzBdWdpTs>

[Expository Essay from OWL](#)

<https://owl.english.purdue.edu/owl/resource/685/02/>

[The New Delaware Writing Rubrics](#)

[Samples of Student Writing for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects- Common Core](#)

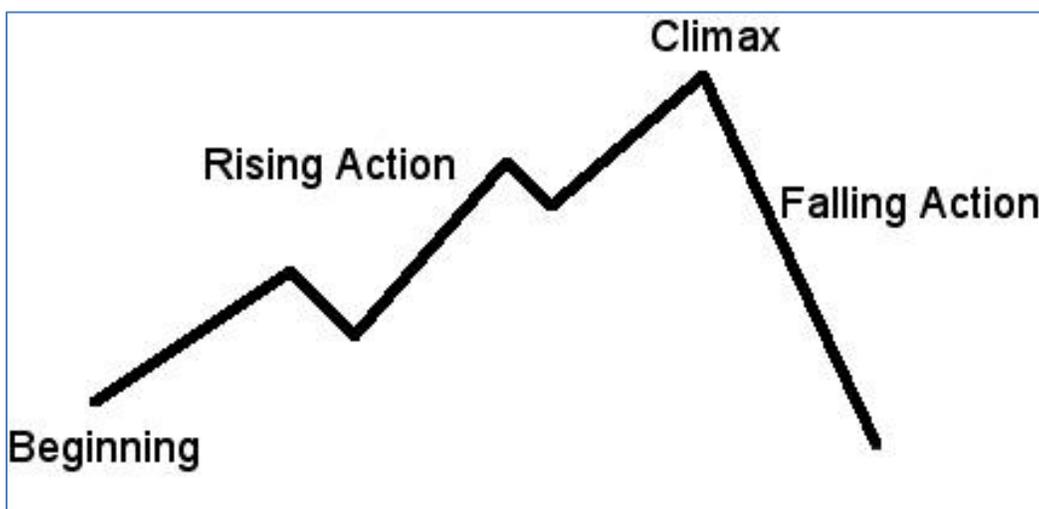
[Student Writing Samples – Achieve the Core](#)

Narrative Writing



A narrative essay tells a story and can be fiction or non-fiction. This may include personal experiences, anecdotes and fictional writing. The writing should have a purpose and be written with a clear point of view. Sometimes the author is the narrator and the use of the first person pronoun 'I' is acceptable. Narrative story elements include plot, setting, characters, point of view, problem and solution.

Plot Line



Tips for Writing a Narrative

Do This...	Example
Start with a problem.	Sam and Sophia were in love but lived in different countries.
Make the characters and plot pop with rich dialogue, action and a twist.	Sophia left Sam and disappeared over the side of the bridge.
Start the story with a strong hook	Why carry a picture in your wallet for 23 years?
Describe the action using sensory details	Hardened stoned tore at her tender feet.
Show don't tell	Instead of writing "Sophia was angry," say, "Sophia threw the letter into the roaring fire, her face red with rage."
Tell how the characters feel, what makes them tick. Reveal their motives.	Sam was abandoned as a child and pushed away anyone who attempted to love him.
End with a resolution/moral/lesson to be learned.	The couple struggled for years to forget but ultimately ended up making sacrifices to be together in a new world.

Resources for Narrative Writing

[The New Delaware Writing Rubrics](#)

[OWL Narrative Essays](#)

[Narrative Writing Samples](#)

Standards and Rubrics

Common Core Standards for Writing

[ELA Common Core Standards for Writing: Introduction and Links Grades 6-12](#)

Delaware Writing Rubrics

- [“The New Delaware Writing Rubrics” Intro Video](#)
- [Delaware Writing Rubrics K-12](#)

New Delaware Writing Rubrics Student Score Sheet

	Score of 4 Above Grade Level	Score of 3 At Grade Level	Score of 2- Approaching Grade Level	Score of 1- Below Grade Level	Subtotals
Organization/ Purpose 2X __=__					
Evidence/ Elaboration 2X __=__					
Language/ Conventions 1X __=__					
					Overall Total

GRADE 6 Checklists



Grade 6 Argument Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduces claim 2. Organizes reason and evidence 3. Uses words to clarify relationships among claims, reasons 4. Uses a concluding statement that follows from the argument 5. Clear, coherent writing toward task, audience and purpose. 	<ol style="list-style-type: none"> 1. Supports the claim with clear reasons and logical evidence 2. Uses credible sources 3. Uses relevant information from multiple sources 4. Quotes or paraphrases data while avoiding plagiarism 5. Provides basic bibliographic information from sources when appropriate 	<ol style="list-style-type: none"> 1. Uses a formal style 2. Uses grade-level English grammar, usage and conventions 3. Errors do not interfere with understanding



Grade 6 – Informational/Explanatory Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduce topic 2. Organize ideas, concepts and information using strategies such as definition, classification, 3. Uses transitions to clarify relationships among ideas and concepts 4. Uses a concluding statement that follows from the explanation 5. Clear and coherent writing 	<ol style="list-style-type: none"> 1. Develops the topic with relevant facts, definitions, details, quotations and examples 2. Includes graphics/multimedia when appropriate 3. Uses precise language and vocabulary 4. Uses relevant information from multiple sources 5. Quotes and paraphrases data while avoiding plagiarism 6. Provides basic bibliographic information from sources 	<ol style="list-style-type: none"> 1. Uses a formal style 2. Uses a command of grade-level appropriate standard English, usage and conventions 3. Errors do not interfere with understanding



Grade 6- Narrative Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none">1. Engages and orients the reader by establishing context2. Introduces narrator and/or characters3. Uses an event sequence that is natural and logical4. Uses transitions words, phrases to convey sequence, signal shifts from one time to another5. Provides a conclusion that follows from the narrative6. Clear and coherent writing	<ol style="list-style-type: none">1. Uses narrative techniques such as dialogue, pacing, and description to develop experiences, events and/or characters2. Uses precise words and phrases, relevant descriptive details and sensory to convey experiences and events3. Uses relevant information from multiple sources4. Quotes or paraphrases avoiding plagiarism5. Provides basic bibliographic information from sources	<ol style="list-style-type: none">1. Maintains consistency in style and tone2. Uses grade-level appropriate standard English, usage and conventions3. Errors do not interfere with understanding

Grade 7 Checklists



Grade 7 Argument Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduces claim 2. Acknowledges alternate or opposing claim 3. Organizes reason and evidence logically 4. Uses words and to create cohesion and clarify relationships among claims, reasons and evidence 5. Uses a concluding statement that supports the argument 6. Clear, coherent writing toward task, audience and purpose. 	<ol style="list-style-type: none"> 1. Supports the claim with logical reasons and relevant evidence 2. Uses accurate, credible resources 3. Uses relevant information from multiple sources 4. Quotes or paraphrases data while avoiding plagiarism 5. Follows a format for citation 	<ol style="list-style-type: none"> 1. Uses a formal style 2. Uses grade-level English grammar, usage and conventions 3. Errors do not interfere with understanding

Grade 7 – Informational/Explanatory Writing Checklist



Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduces topic clearly, previewing what is to follow 2. Organizes ideas, concepts and information using strategies such as definition, classification, compare/contrast and cause/effect 3. Uses transitions to create cohesion and clarify relationships among ideas and concepts 4. Uses a concluding statement that follows and supports information 5. Clear and coherent writing 	<ol style="list-style-type: none"> 1. Develops the topic with relevant facts, definitions, details, quotations and examples 2. Includes graphics/multimedia when appropriate 3. Uses precise language and vocabulary 4. Uses relevant information from multiple sources 5. Quotes and paraphrases data while avoiding plagiarism 6. Follows format for citation 	<ol style="list-style-type: none"> 1. Uses a formal style and objective tone 2. Uses a command of grade-level appropriate standard English, usage and conventions 3. Errors do not interfere with understanding



Grade 7 Narrative Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none">1. Engages reader by establishing context and point of view2. Introduces narrator and/or characters3. Uses an event sequence that is natural and logical4. Uses transitions words, phrases to convey sequence, signal shifts from one time to another5. Provides a conclusion that follows from the narrative6. Clear and coherent writing	<ol style="list-style-type: none">1. Uses narrative techniques such as dialogue, pacing, and description to develop experiences, events and/or characters2. Uses precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events3. Uses relevant information from multiple sources4. Quotes or paraphrases avoiding plagiarism5. Follow standard citation format	<ol style="list-style-type: none">1. Uses grade-level appropriate standard English, usage and conventions2. Errors do not interfere with understanding

Grade 8 Checklists



Grade 8 Argument Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduces claim 2. Distinguishes the claim from opposing claim 3. Organizes reason and evidence logically 4. Uses words and to create cohesion and clarify relationships among claims, counterclaims, reasons and evidence 5. Uses a concluding statement that supports the argument 6. Clear, coherent writing toward task, audience and purpose. 	<ol style="list-style-type: none"> 1. Supports the claim with clear reasons and relevant and sufficient evidence 2. Uses accurate, credible resources 3. Quotes or paraphrases data while avoiding plagiarism 4. Follows a format for citation 	<ol style="list-style-type: none"> 1. Uses a formal style and objective tone 2. Uses language and tone appropriate to purpose and audience 3. Uses grade-level English grammar, usage and conventions 4. Errors do not interfere with understanding



Grade 8 – Informational/Explanatory Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduce topic clearly, previewing what is to follow 2. Organize ideas, concepts and information 3. Use transitions to create cohesion and clarify relationships among ideas and concepts 4. Use a concluding statement that follows and supports information 5. Clear and coherent writing 	<ol style="list-style-type: none"> 1. Develop the topic with relevant facts, definitions, details, quotations and examples 2. Includes graphics/multimedia when appropriate 3. Uses precise language and vocabulary 4. Uses relevant information from multiple sources 5. Quotes and paraphrases data while avoiding plagiarism 6. Follows format for citation 	<ol style="list-style-type: none"> 1. Uses a formal style and objective tone 2. Uses a command of grade-level appropriate standard English, usage and conventions 3. Errors do not interfere with understanding



Grade 8 Narrative Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none">1. Engages reader by establishing context and point of view2. Introduces narrator and/or characters3. Uses an event sequence that is natural and logical4. Uses transitions words, phrases to convey sequence, signal shifts from one time to another and show relationships among experiences and events5. Provides a conclusion that follows from the narrative6. Clear and coherent writing	<ol style="list-style-type: none">1. Uses narrative techniques such as dialogue, pacing, description and reflection to develop experiences2. Uses precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events3. Uses relevant information from multiple sources4. Quotes or paraphrases avoiding plagiarism5. Follow standard citation format	<ol style="list-style-type: none">1. Uses grade-level appropriate standard English, usage and conventions2. Errors do not interfere with understanding

Grades 9-10 Checklists



Grade 9-10 Argument Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduces claim 2. Distinguishes the claim from opposing claim 3. Creates organization that links relationships: claims, reasons, evidence 4. Uses words and phrases that explain relationships between reasons and evidence 5. Uses a concluding sentence that supports the argument 6. Clear, coherent writing 	<ol style="list-style-type: none"> 1. Develops the claim with evidence 2. Uses information but avoids plagiarism 3. Follows a format for citation 	<ol style="list-style-type: none"> 1. Uses a formal style and objective tone 2. Uses grade-level appropriate standard English 3. Errors do not interfere with understanding



Grades 9-10 – Informational/Explanatory Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduce topic 2. Organize ideas, concepts 3. Use transitions 4. Use a concluding statement 5. Clear and coherent writing 	<ol style="list-style-type: none"> 1. Develop the topic with facts, details and examples 2. Includes graphics/multimedia when appropriate 3. Uses information from multiple sources 4. Integrates information into the text 5. Follows format for citation 	<ol style="list-style-type: none"> 4. Uses a formal style and objective tone 5. Uses grade-level appropriate standard English 6. Errors do not interfere with understanding



Grades 9-10 Narrative Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none">1. Engages reader with a problem, situation or observation2. Establishes one or multiple point(s) of view3. Introduces narrator and/or characters4. Creates a smooth progression5. Uses writing techniques to sequence events6. Integrates information7. Provides a conclusion that reflects8. Clear and coherent writing	<ol style="list-style-type: none">1. Uses to narrative develop experiences, characters and events2. Uses precise words and phrases3. Uses relevant information from sources4. Quotes or paraphrases avoiding plagiarism5. Follow standard citation format	<ol style="list-style-type: none">1. Conforms to style manual guidelines2. Uses grade-level appropriate standard English3. Errors do not interfere with understanding

Grades 11-12 Checklists



Grade 11-12 Argument Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduces precise claim 2. Establishes the significance of the claim 3. Distinguishes the claim from opposing claim 4. Creates organization that logically sequences claims, reasons, evidence 5. Uses words, phrases and clauses to link text and explain relationships between reasons and evidence, claims and counter claims 6. Uses a concluding sentence that skillfully supports the argument 7. Clear, coherent writing for task, audience and purpose 	<ol style="list-style-type: none"> 1. Develops the claim and counter claims thoroughly with relevant evidence 2. Integrates information into the text selectively 3. Uses information but avoids plagiarism with more than one source 4. Follows a format for citation 	<ol style="list-style-type: none"> 1. Uses a formal style and objective tone 2. Uses grade-level appropriate standard English 3. Errors do not interfere with understanding



Grades 11-12 – Informational/Explanatory Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Introduce topic 2. Organize complex ideas, concepts and information 3. Use transitions to create cohesion and clarify relationships among ideas and concepts 4. Use a concluding statement 5. Clear and coherent writing 	<ol style="list-style-type: none"> 1. Develop the topic thoroughly with facts, details and examples 2. Includes graphics/multimedia when appropriate 3. Uses relevant information from multiple sources 4. Integrates information into the text avoiding plagiarism 5. Follows format for citation 	<ol style="list-style-type: none"> 1. Uses a formal style and objective tone 2. Uses a command of grade-level appropriate standard English, usage and conventions 3. Errors do not interfere with understanding



Grades 11-12 Narrative Writing Checklist

Organization/Purpose	Evidence/Elaboration	Language/Conventions
<ol style="list-style-type: none"> 1. Engages reader with a situation or observation and its significance 2. Establishes one or multiple point(s) of view 3. Introduces narrator and/or characters 4. Uses techniques to sequence events that build with a coherent tone and outcome 5. Provides a conclusion that reflects on what is experienced or observed 6. Integrates information to maintain flow of ideas 7. Clear and coherent writing to task, audience, purpose 	<ol style="list-style-type: none"> 1. Uses narrative techniques to develop events, characters, events 2. Uses precise words, details, language to convey a vivid picture 3. Uses relevant information from multiple sources 4. Quotes or paraphrases while avoiding plagiarism 5. Follow format for citation 	<ol style="list-style-type: none"> 1. Demonstrates command of grade-level English grammar, usage and conventions 2. Errors do not interfere with understanding

Literacy in Content Areas: History/Social Studies, Science and Technical Subjects

English Language Arts Standards that relate to History/Social Studies and Science begin in grade 6 and continue through grade 12.

[Link for Common Core Standards in Social Studies, Science and Technical Subjects](#)

These include help for writing in these areas

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

[Delaware DOE Writing Rubrics for History/Social Studies, Science and Technical Subject Grades 6-12](#)

<http://www.doe.k12.de.us/Page/1773>