

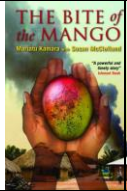

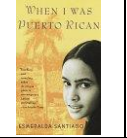
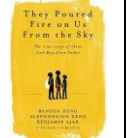
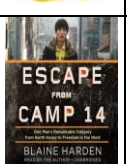
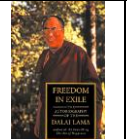
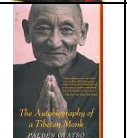
Reading Non-Western Stories

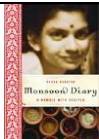
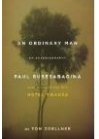



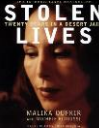

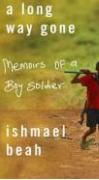


SSR stands for **self-selected** reading and for **sustained silent** reading. Our SSR project will focus on stories written by non-western authors. You will need to select a book written by a non-western author that is over 200 pages in length. You can either choose one of the books listed below or select a story of your choice. Once you have decided upon a book, complete the attached form for approval. You will be responsible for obtaining a copy of the text. Your teacher has a number of copies of the texts listed below as do the school and township libraries.

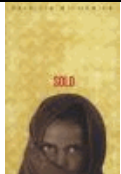
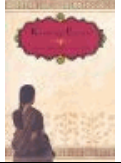
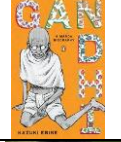




You will need to bring your SSR book to class every day. We will begin each class with 10 minutes of silent SSR reading. You will receive points for completing a reader's journal following our in class reading.

After reading your SSR novel, you will be asked to put together a 15-minute presentation of your book reflecting on the literary techniques, themes, and structure of the text. Groups will teach their novels to the class, focusing particular attention on a cultural tradition presented in the text. Presentations will take place **October 28-30, 2013**. We will cover what should be included in your presentations and you will have time in class to prepare for your presentations later this quarter.

Listed below are books that you might be interested in reading:

	TITLE	AUTHOR	DESCRIPTION
	The Bite of the Mango	Mariatu Kamara and Susan McClelland	As a child in a small rural village in Sierra Leone, Mariatu Kamara lived peacefully surrounded by family and friends. Rumors of rebel attacks were no more than a distant worry. But when 12-year-old Mariatu set out for a neighboring village, she never arrived. Heavily armed rebel soldiers, many no older than children themselves, attacked and tortured Mariatu. During this brutal act of senseless violence they cut off both her hands.
	Falling Leaves	Adeline Yen Mah	Adeline Yen Mah was the youngest child of an affluent Chinese family who enjoyed rare privileges during a time of cultural upheaval. But wealth and position could not shield her from abuse at the hands of a cruel stepmother. <u>Falling Leaves</u> is a continuation of her earlier memoir <u>Chinese Cinderella</u> .
	When I Was Puerto Rican	Esmeralda Santiago	Esmeralda and her seven siblings live in a corrugated metal shack in Puerto Rico. She is uprooted as a result of poverty and her parents' quarreling. The girl goes to New York, where her grandmother lives, and must rely on her intelligence and talents to help her survive in her new world.
	They Poured Fire on Us From the Sky	Alphonson Deng, Benson Deng, and Benjamin Ajak	Raised by Sudan's Dinka tribe, the Deng brothers and their cousin Benjamin were all under the age of seven when they left their homes after terrifying attacks on their villages during the Sudanese civil war. Well written, often poetic essays by Benson, Alepho and Benjamin, recall their childhood experiences, their treacherous trek and their education in the refugee camp. (Publishers Weekly)
	Escape from Camp 14	Blaine Harden	North Korea's political prison camps have existed twice as long as Stalin's Soviet gulags and twelve times as long as the Nazi concentration camps. No one born and raised in these camps is known to have escaped. No one, that is, except Shin Dong-hyuk. (Amazon.com)
	Freedom in Exile: The Autobiography of the Dalai Lama	The 14 th Dalai Lama of Tibet	The exiled leader of Tibet recounts his life, from the time he was whisked away from his home in 1939 at the age of 4, to his escape from Tibet in 1959, to his winning of the Nobel Peace Prize in 1989. The backdrop of the story is the 1950 Chinese invasion of Tibet. Yet the Dalai Lama's story is one of hope. (Amazon.com)
	The Autobiography of a Tibetan Monk	Palden Gyatso	Palden Gyatso followed his heart into the monastery at the age of 10 to study under his uncle, also a monk. By his mid-20s, when he should have been preparing for college, he instead found himself behind the bars of a Chinese communist prison. For 30 years, he endured interrogations, starvation, and torture. (Amazon.com)

	Monsoon Diary: A Memoir with Recipes	Shoba Narayan	<u>Monsoon Diary</u> weaves a fascinating food narrative that combines delectable Indian recipes with tales from her life, stories of her eccentric family, and musings about Indian culture. Narayan recounts her childhood in South India, her college days, her arranged marriage, and visits from her parents. (Amazon.com)
	Ordinary Man: An Autobiography	Paul Rusesabagina	Over the course of 100 days in Rwanda in 1994, some 800,000 people were slaughtered. Rusesabagina—inspiration for the movie <i>Hotel Rwanda</i> —used his facility with words to save 1,268 of his fellow countrymen, turning the Belgian luxury hotel under his charge into a sanctuary from madness. (Amazon.com)
	West of Kabul, East of New York: An Afghan American Story	Tamim Ansary	In a friendly and often humorous style, Ansary charms readers with colorful stories of his life in Afghanistan and America, and shows what it is like to belong to two very different cultures. His mother was Finnish-American and his father was an Afghan from a distinguished and talented family engaged in the country's first attempt at modernization. (School Library Journal)
	Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa	Mark Mathabane	Mark Mathabane grows up in the midst of devastating poverty and the cruel streets of South Africa's most desperate ghetto, where gang wars and police raids were his rites of passage. Yet armed with the courage of his family and a hard-won education, Mark raised himself up from the squalor and humiliation to win a scholarship to an American university. (Amazon.com)
	Leaving Mother Lake: A Girlhood at the Edge of the World	Yang Erche Namu	This widely acclaimed memoir transports readers to the remote reaches of the Himalayas, to a place the Chinese call "the country of daughters," to the home of the Moso, a society in which women rule. Namu is driven to leave her mother's, to pursue a singing career in the city, and in the process, defy the tradition that hold Moso culture together. (book jacket)
	Stolen Lives	Malika Oufkir	Malika was one of the most eligible heiresses in the Moroccan kingdom, surrounded by luxury and extraordinary privilege. Then on August 16th, 1972, her father was arrested and executed after an attempt to assassinate the King. Malika, her five siblings, and her mother were immediately imprisoned. After fifteen years, the Oufkir children managed to dig a tunnel with their bare hands and make a daring escape.
	Untangling my Chopsticks: A Culinary Sojourn in Kyoto	Victoria Abbott Riccardi	This is the story of a young American woman with a passion for food and an appetite for adventure finding her way in the elusive often secretive world of modern-day Japan. Victoria Abbott Riccardi takes you deep into the heart of Kyoto to experience the beauty, aesthetics, social customs, and flavors of the Japanese culture.
	A Long Way Gone	Ishmael Beah	In the more than fifty violent conflicts going on worldwide, it is estimated that there are some 300,000 child soldiers. Ishmael Beah used to be one of them. In <i>A Long Way Gone: Memoirs of a Boy Soldier</i> , Ishmael Beah tells of how at the age of twelve, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By thirteen, he'd been picked up by the government army, and Beah, at heart a gentle boy, found that he was capable of truly terrible acts.
	The Other Side of the Sky	Farah Ahmed	Farah chronicles her journey from war to peace. Equal parts tragedy and hope, determination and daring, her memoir delivers a remarkably vivid portrait of her girlhood in Kabul, Afghanistan, where the sounds of gunfire and bombs shape her life. (book jacket)
	Ten Things I Hate About Me	Randa Abdel-Fattah	Lebanese-Australian Jamilah, known in school as Jamie, hides her heritage from her classmates and tries to pass by dyeing her hair blonde and wearing blue-tinted contact lenses, until her conflicted feelings become too much for her to bear.
	Climbing the Stairs	Padma Venkatraman	In India, in 1941, when her father becomes brain-damaged in a non-violent protest march, fifteen-year-old Vidya and her family are forced to move in with her father's extended family and become accustomed to a totally different way of life.

	Sold	Patricia McCormick	Thirteen-year-old Lakshmi leaves her poor mountain home in Nepal thinking that she is to work in the city as a maid only to find that she has been sold into the sex slave trade in India and that there is no hope of escape.
	Keeping Corner	Kashmira Sheth	In India in the 1940s, thirteen-year-old Leela's happy, spoiled childhood ends when her husband since age nine, whom she barely knows, dies, leaving her a widow whose only hope of happiness could come from Mahatma Ghandi's social and political reforms.
	Gandhi: A Manga Biography	Kazuko Ebine	Through his quietly powerful leadership and influential use of nonviolent resistance in India's struggle against the British Raj, Mahatma Gandhi became one of the most revered figures of the modern era.
	Never Fall Down	Patricia McCormick	When soldiers arrive at his hometown in Cambodia, Arn is just a kid, dancing to rock 'n' roll, hustling for spare change, and selling ice cream with his brother. But after the soldiers march the entire population into the countryside, his life is changed forever. Arn is separated from his family and assigned to a labor camp: working in the rice paddies under a blazing sun, he sees the other children, weak from hunger, or malaria dying before his eyes.
	Endangered	Eliot Schrefer	When one girl has to follow her mother to her sanctuary for bonobos, she's not thrilled to be there. It's her mother's passion, and she'd rather have nothing to do with it. But when revolution breaks out and their sanctuary is attacked, she must rescue the bonobos and hide in the jungle. Together, they will fight to keep safe, to eat, and to survive.
	The 14th Dalai Lama: A Manga Biography	Tetsu Saiwai	Featuring a charmingly illustrated format that will appeal to readers of all ages, this unique biography is an ideal introduction to the leader of the Tibetan government-in-exile. Born in 1935 to a peasant family in a small village, Tenzin Gyatso was recognized at the age of two as the reincarnation of his predecessor, the Thirteenth Dalai Lama.
	Snow Flower and the Secret Fan	Lisa See	In 19 th century China, a girl named Lily, at the tender age of seven, is paired with a laotong, "old same," in an emotional match that will last a lifetime. The laotong, Snow Flower, introduces herself by sending Lily a silk fan on which she's painted a poem. As the years pass, Lily and Snow Flower send messages on fans, reaching out of isolation to share their hopes, dreams, and accomplishments. Together, they endure the agony of foot-binding, and reflect upon their arranged marriages, and shared loneliness. But when a misunderstanding arises, their deep friendship suddenly threatens to tear apart.
Not interested in any of those listed above? Try looking at one of these sites for more book recommendations:	Here's a GREAT multicultural fiction and non-fiction booklist – http://www.st-charles.lib.il.us/art/art_multi.htm	Another good list of non-western books for teens - http://www.provotlibrary.com/teen-booklists?yalistid=97	



SSR READING LOG

DIRECTIONS: Fill out the reading log following our in class SSR reading time. Reflect on what you have read each day by writing a 3 - 5 sentence response. At the end of the week, you will turn in your log for points.

DATE: TITLE: AUTHOR: PAGES READ:	PROMPT: What culture is being presented in this story? How does the writer present information about the culture?
DATE: TITLE: AUTHOR: PAGES READ:	PROMPT: What cultural traditions - holidays, rites of passage, celebrations, beliefs - has the writer mentioned so far?
DATE: TITLE: AUTHOR: PAGES READ:	PROMPT: How have cultural traditions played a role in shaping the character's life?
DATE: TITLE: AUTHOR: PAGES READ:	PROMPT: What is something you think the writer hopes we learn while reading this book?
DATE: TITLE: AUTHOR: PAGES READ:	PROMPT: What cultural tradition presented so far in the book are you most interested in learning more about? Why?

SSR PROJECT

SSR Cultural Memoir Presentation

CLASS PRESENTATION

Each reading group will need to work together in order to “teach” the class about their selected text. You will not be preparing book reports with visual aids; that is not the point of our project. After reading your chosen SSR novel and researching the history and traditions of the culture you read about, you have become an expert in our class on that particular culture. You need to teach others about that culture. Your group will need to find the most effective way to teach your novel to the class. You will need to capture the audience’s attention and make sure that they understand the major events of your book. Your presentation will be organized like a lesson plan with goals and objectives for your fellow students’ learning. To do this, you will need **to use a minimum of three different types of multimedia visual aids.**

You will need to put together a **15 minute presentation** that utilizes various multimedia visual aids to accomplish two tasks. First, you will need to give the class some basic background information about your text. You will want to teach the class about the **author** of your book and share some of the **main plot points** of your story. The second portion of your presentation will connect to a research project that you will be completing in connection with your reading. You will need to **research and present a cultural tradition** represented in your book. More than likely, this will be the bulk of your presentation. As you finish reading your SSR book and reflect upon particular passages, you will need to find a cultural tradition - a celebration, a belief, a holiday or festival, a ceremony - that is represented in your text. You will then research this tradition and present it to the class.

As you begin to put together your presentation, think about how your teachers help you remember key ideas. Some ideas for types of visual aids follow:

1. Recreate a special holiday by preparing a traditional meal. Explain the significance of each dish, how it was made, and let your classmates taste.
2. Write or perform a traditional song from your text.
3. Prepare a travel brochure describing the history and beliefs of a particular festival.
4. Prepare a visual slideshow (Prezi, PowerPoint, Animoto) to show the class events of a particular holiday.
5. Create a newspaper that describes important events in the author's life and how he or she participates in a particular cultural tradition.
6. Come to class in traditional dress and explain the significance or cultural practices related to the clothing.
7. Make a three-dimensional model of important events, things, or places in the story as they relate to your chosen cultural tradition.
8. Create a mural that depicts your chosen cultural tradition.
9. Recreate a special celebration represented in your text for the class to take part in.
10. Rewrite the history and beliefs of a cultural tradition as a children’s book.
11. Prepare a dramatic presentation of a scene (or multiple scenes) from your book. Dress as the characters of your story.
12. Create a short movie of your book. Videotape yourself presenting key ideas and scenes from the novel as they relate to your chosen cultural tradition.
13. Create a game with a game board and pieces for the class to play that teaches us about the cultural tradition.
14. Design a web page that informs people about your book.

Remember, your visual aids should reinforce the ideas that you are trying to present. They should add to your presentation, not detract from it. Utilize all the great ideas that you have seen other teachers use. Maybe you can find a song about your book or about a theme of your book. Perhaps there is a movie version of your book and you would like the class to see a clip. **If you choose to use other professionally prepared media (songs, movies, etc.), they should not take up more than three minutes of your presentation.**

Grading of SSR Presentation: 10=Exceptional 9=Well Done 8=Average 7=Basic 6=Needs Improvement

Grading Criteria and Explanation	Rating/ Comment		
<p>CONTENT: the information included in the presentation and key concepts covered.</p> <ul style="list-style-type: none"> • original/unique presentation style; materials capture the audience's attention • includes information on the author's background • includes a summary of the main points of the novel • significant and up-to-date information is presented • contains at least two main themes of the text • focuses on the history and practices of a particular cultural tradition • information on the culture and its traditions are presented in a respectful manner • evidence of a variety of sources used in the preparation of the presentation • credit is given to the original sources (works cited) • obvious time and effort went into planning, creating, and practicing the presentation 			
<p>ORGANIZATION: the way the parts of the presentation fit together.</p> <ul style="list-style-type: none"> • clear and interesting introduction that captures the audience's attention • information is presented using the lesson plan format • the information is easy to follow because it is logically presented; obvious structure • smooth transitions between ideas • the presentation has obviously been practiced • the group helps the class remember important ideas and concepts through reinforcement activities • effective conclusion • asks the audience for questions at the end 			
<p>VISUAL AIDS: how the group enhances and reinforces their presentation with visual aids.</p> <ul style="list-style-type: none"> • visuals are appropriate and reinforce the content being presented • makes use of at least 3 different types of visual aids • technology enhances the presentation • the presentation is adapted for the specific audience; awareness of audience's interest • if professionally prepared media is used, it does not exceed 3 minutes • obvious time was spent preparing the visuals; they are not hurriedly assembled • do not contain spelling or grammar errors • visual aids, especially those that are technology dependant, are prepared and tested before the day of the presentation 			
<p>AUDIENCE PARTICIPATION: the connection between the speakers and the audience.</p> <ul style="list-style-type: none"> • the presenters are aware of the audience's interest level throughout the presentation • the presenters directly engage the audience by having the class complete a specific task, utilize volunteers from the class, or request full class participation in an activity • asks the audience for questions at the end 			
<p>PUBLIC SPEAKING–ELOQUITION: the presenter's use of language and his or her voice.</p> <ul style="list-style-type: none"> • clear and precise word choice, suited to subject • rich vocabulary • avoids clichés and redundancies • appropriate rate (not rushed) • understandable, audible, articulate • appropriate, varied pitch (avoid a monotone speaking style) • stress and volume appropriate 			
<p>PUBLIC SPEAKING–NON-VERBAL: the presenter's use eye contact and gestures.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>EYE CONTACT:</p> <ul style="list-style-type: none"> • maintained throughout most of presentation • did not rely heavily of reading from note cards or reading directly from visual aids • spread throughout the audience </td> <td style="vertical-align: top;"> <p>BODY MOVEMENTS/GESTURES:</p> <ul style="list-style-type: none"> ▪ appears relaxed, confident, poised ▪ did not lean or slouch on podium, desk, or wall ▪ hands and body used to appropriately emphasize statements (no hands in pockets) </td> </tr> </table>	<p>EYE CONTACT:</p> <ul style="list-style-type: none"> • maintained throughout most of presentation • did not rely heavily of reading from note cards or reading directly from visual aids • spread throughout the audience 	<p>BODY MOVEMENTS/GESTURES:</p> <ul style="list-style-type: none"> ▪ appears relaxed, confident, poised ▪ did not lean or slouch on podium, desk, or wall ▪ hands and body used to appropriately emphasize statements (no hands in pockets) 	
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<p>PREPARATION PROCESS: the individual's contribution to the group's project.</p> <ul style="list-style-type: none"> • used class time effectively and efficiently • contributed to the success of the group by completing his or her share of the preparation process • the student was clearly ready to present on the assigned day • shared presentation responsibilities and spoke equal to other group members during the presentation 			
<p>TIMING:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Score of 10= a presentation that does not exceed 15 minutes by +/- 1 minute • Score of 9 = a presentation that does not exceed 15 minutes by +/- 2 minutes • Score of 8 = a presentation that does not exceed 15 minutes by +/- 3 minutes </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ Score of 7 = a presentation that does not exceed 15 minutes by +/- 4 minutes ▪ Score of 6 = a presentation that does not exceed 15 minutes by more than 5 minutes </td> </tr> </table>	<ul style="list-style-type: none"> • Score of 10= a presentation that does not exceed 15 minutes by +/- 1 minute • Score of 9 = a presentation that does not exceed 15 minutes by +/- 2 minutes • Score of 8 = a presentation that does not exceed 15 minutes by +/- 3 minutes 	<ul style="list-style-type: none"> ▪ Score of 7 = a presentation that does not exceed 15 minutes by +/- 4 minutes ▪ Score of 6 = a presentation that does not exceed 15 minutes by more than 5 minutes 	
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<p>OVERALL COMMENTS:</p>	<p>TOTAL: /80</p>		

CULTURAL CONNECTIONS NEAR HAVERTOWN

Buddhist

Tibetan Buddhist Center 134 Heather Rd. Upper Darby, PA (610) 352-3430 http://www.libertynet.org/tibetan/	Buddhist Congregational Church 131 Nyack Ave Lansdowne, PA (610) 626-8499
Philadelphia Buddhist Association 6 Old Lancaster Rd Merion Station, PA 19066 (610) 660-9269 http://www.philabuddhistassoc.org/	Sunrise In Tibet (Retail Store) 4253 Main St Philadelphia, PA 19127 (Manayunk) (215) 509-7336
Vision Of Tibet (Retail Store) 4225 Main St Philadelphia, PA 19127 (Manayunk) (215) 930-0388	Chenzerig Buddhist Center of Philadelphia 915 Spring Garden Street #114 Philadelphia, PA 19123 http://www.tibetanbuddhist.org

Hindu/South Asian

Samarpan Hindu Temple 6515 Bustleton Ave Philadelphia, PA (215) 537-9537	Council of Indian Organizations (CIO) Box 725 Frazer, PA 19355 (215) 938-0604 http://www.indiacouncil.org
International Food and Spices 4203 Walnut St Philadelphia, PA 19104	New Tajmahal Grocer 6770 Market St Upper Darby, PA 19082 (610) 352-2200

Islam

Muhammad's Temple Of Islam 2723 W Jefferson St Philadelphia, PA (215) 232-9940	Muhammad's Mosque Of Islam 2508 N. Broad St Philadelphia, PA (215) 228-6044
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Chinese/Asian

Chinese Culture & Arts Inc. 126 N 10th St Philadelphia, PA (215) 928-1616	Chinatown Culture Center 125 N 10th St Philadelphia, PA (215) 923-6767
Dai Quang Grocery 6752 Market St Upper Darby, PA 19082 (610) 352-3477	

Africa

African Cultural Alliance of N. America 5521-23 Chester Ave. Philadelphia, PA	(215) 729-5373 http://acanaus.org/
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Puerto Rico

Puerto Rico Federal Affairs 2 Penn Center Philadelphia, PA 19102 (215) 851-9930	Council of Spanish Speaking Organizations, Inc. 705-09 N. Franklin Street Philadelphia, Pa. 19123 (215) 627-3100 http://elconcilio.net/
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RESEARCH PAPER

Each student will write a 3-4 page **informational research** essay. You will need to use library and multimedia sources to research the history and practices of a chosen cultural tradition represented in your SSR book. You will need to explain how the tradition is represented in the book, and then explain the significance and practices of that tradition. The cultural tradition could include, but is not limited to, a cultural celebration or holiday, a religious ceremony, a cultural practice or belief, etc.

Your research paper should integrate what you learned from reading your chosen SSR text with what you learned as you researched particular cultural tradition from the text. Your paper will need to be well-organized and well-written, relying on MLA guidelines for formatting your paper. The paper should discuss the basic **background, setting and plot**, and focus in particular on your **research of a cultural tradition**.

The Basics:

- 3-4 pages, double spaced, informational essay
- Use MLA formatting for your paper (1" margins, headers, 11-12 pt. font, etc.)
- A Works Cited page with a minimum of two scholarly sources listed in addition to your SSR novel
- Parenthetical citations within your essay
- At least one direct quotation from your SSR novel
- DUE: _____

The Prompt:

*Explain how your chosen cultural tradition (the tradition/festival/rite of passage your group presented to the class) is represented in your SSR book. Explain the significance of the practices of that tradition. **Why is this tradition important to the culture? Why is this tradition important to the author?***

Basic Outline:

- I. Introduction
 - A. Attention getting device
 - B. Background information
 1. Title and author of the text
 2. Basic plot and structure of the story
 3. Introduce how the cultural tradition you research is used in the story
 - C. Thesis
 1. **Example:** The cultural significance of milk to the Dinka is symbolic of many culture specific beliefs, traditions, and values of the Dinka people.
 2. **Example:** The significant rite of passage of marriage is especially important to the author Adeline Yen Mah in the novel *Falling Leaves*.
 3. **Example:** The tests that the Dalai Lama must pass in order to be officially installed as the leader of Tibet had a significant impact upon the life of the Fourteenth Dalai Lama as can be seen in his memoir *Freedom in Exile*.
- II. Body
 - A. Describe how your cultural tradition is used/seen in your SSR book
 - B. History of the cultural tradition
 - C. Significance
 - D. How that cultural tradition impacted the life of the author
- III. Conclusion
 - A. Restate your thesis in different words
 - B. Review main points of your story
 - C. Clincher sentence

GRADING:

Your essay will be graded holistically using criteria from the Keystone Expository Composition Rubric. The writing rubric contains five grading areas that you will need to think about when constructing and revising your essay. You can earn a score of between a 1-4 in each area (focus, content, organization, style, and conventions), with 4 being the highest score. Your score will then be tripled so that it is out of 60 points.

Scoring Domain	Score Point 4 At this score point, the writer -	Score Point 3 At this score point, the writer -	Score Point 2 At this score point, the writer -	Score Point 1 At this score point, the writer -	Score point 0 At this score point, the writer -
Thesis/Focus	<ul style="list-style-type: none"> establishes and sustains a precise controlling idea/thesis displays a clear understanding of task, purpose, and audience 	<ul style="list-style-type: none"> establishes a controlling idea/thesis displays an understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides an inconsistent idea/thesis displays a limited understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides a vague or indistinct controlling idea displays a minimal understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides no evidence of a controlling idea/thesis displays no understanding of task, purpose, and audience <p>OR</p> <ul style="list-style-type: none"> does not respond to prompt
Content	<ul style="list-style-type: none"> provides relevant content and specific and effective supporting details that demonstrate a clear understanding of purpose. uses sophisticated transitional words, phrases, and clauses to link ideas and create cohesion correctly uses parenthetical citations to give credit to the required number of sources. Incorporates a well formatted works cited page. 	<ul style="list-style-type: none"> provides relevant content and effective supporting details uses transitional words, phrases, and clauses to link ideas uses parenthetical citations to give credit to the required number of sources. Incorporates a works cited page. 	<ul style="list-style-type: none"> provides insufficient content and ineffective supporting details may use simplistic and/or illogical transitional expressions includes parenthetical citations that are not correctly formatted and/or are missing the required number of sources. Includes a works cited page with multiple errors. 	<ul style="list-style-type: none"> provides minimal content uses few or no transitional expressions to link ideas is missing either parenthetical citation or the works cited page 	<ul style="list-style-type: none"> provides little to no content does not use transitional expressions to link ideas does not include either parenthetical citations or a works cited <p>OR</p> <ul style="list-style-type: none"> does not respond to prompt
Organization	<ul style="list-style-type: none"> chooses sophisticated organizational strategies appropriate for task, purpose, and audience includes a clear and well defined introduction, body, and conclusion 	<ul style="list-style-type: none"> chooses appropriate organizational strategies for task, purpose, and audience includes a clear introduction, body, and conclusion 	<ul style="list-style-type: none"> displays some evidence of organizational strategies may not include an introduction, body, and/or conclusion 	<ul style="list-style-type: none"> displays little evidence of organizational strategies may not include an identifiable introduction, body, and/or conclusion 	<ul style="list-style-type: none"> displays no evidence of organizational strategies does not include an identifiable introduction, body, and/or conclusion <p>OR</p> <ul style="list-style-type: none"> does not respond to prompt
Style	<ul style="list-style-type: none"> uses consistently precise language and a wide variety of sentence structures chooses an effective style and tone and maintains a consistent point of view 	<ul style="list-style-type: none"> uses precise language and a variety of sentence structures chooses an appropriate style, tone, and point of view 	<ul style="list-style-type: none"> uses imprecise language and a limited variety of sentence structures may choose an inappropriate style or tone and may shift point of view 	<ul style="list-style-type: none"> uses simplistic or repetitious language and sentence structures demonstrates little or no understanding of style, tone, or point of view 	<ul style="list-style-type: none"> uses repetitious language and simple sentence structures demonstrates no understanding of style, tone, or point of view <p>OR</p> <ul style="list-style-type: none"> does not respond to prompt
Grammar/Conventions	<ul style="list-style-type: none"> demonstrates command of standard English grammar and usage demonstrates command of standard English capitalization, punctuation, and spelling demonstrates command of sentence formation 	<ul style="list-style-type: none"> demonstrates control of standard English grammar and usage demonstrates control of standard English capitalization, punctuation, and spelling demonstrates control of sentence formation 	<ul style="list-style-type: none"> demonstrates limited or inconsistent control of standard English grammar and usage demonstrates limited or inconsistent control of standard English capitalization, punctuation, and spelling 	<ul style="list-style-type: none"> demonstrates minimal control of standard English grammar and usage demonstrates minimal control of standard English capitalization, punctuation, and spelling demonstrates minimal control of sentence formation 	<ul style="list-style-type: none"> demonstrates little or no control of standard English grammar and usage demonstrates little or no control of standard English capitalization, punctuation, and spelling demonstrates little or no control of sentence formation