**High School Papers**

Complete at least 1 essay per month, including at least 4 of the options below each year. All paper types must be completed at least twice within each two- year span. Each year, work should show increasing mastery, sophistication and rigor of content and topics

**For each paper:** Revise and edit your work to include an appropriate variety of sentence types, precise vocabulary, a formal and objective tone, correct use of conventions, transitions between ideas and a clear conclusion. Provide EVIDENCE of planning, revising, and editing. All final work must be produced using technology (word processing, application, multimedia). Cite at least three sources for each paper, using MLA formatting.

**Prose Analysis: (Expository Rubric)
 Theme Paper**Cite strong and thorough textual evidence to support analysis of what the text says explicitly to develop a theme over the course of the text, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Include the impact of the author’s choices such as setting, plot and character development in the development of the theme. [Student Sample 12](https://k12.thoughtfullearning.com/studentmodels/my-interpretation-joy-luck-club) [How to Write an Analysis Paper](http://www.newton.k12.in.us/hs/english/vanduyn/eng11-12ap/A%20Guide%20to%20Writing%20the%20Literary%20Analysis%20Essay.pdf) [Theme paper process](http://www.smusd.org/cms/lib3/.../1493/Literary%20Analysis%20Essay.ppt) (Minimum of 5 paragraphs) [Analysis paper Roen State Writing Lab](https://www.roanestate.edu/owl/Analysis.html)

Intro

* Identify the book, genre and author.
* Provide historical background.
* BRIEFLY summarize the book (1-2 sentences)
* Provide thesis statement about theme

Body Paragraph 1

* Development of theme explicitly example 1: Setting
* Development of theme explicitly example 2: Plot
* Development of theme explicitly example 3: Character

Body Paragraph 2

* Development of theme through inferences example 1: Setting
* Development of theme through inferences example 2: Plot
* Development of theme through inferences example 3: Character

Body Paragraph 3

* Development of theme is unclear example 1: Setting
* Development of theme is unclear example 2: Plot
* Development of theme is unclear example 3: Character

Conclusion

* Why does it matter?
* Why is this book and it’s theme important for readers?

**Point of View Analysis Paper (Expository Rubric)**Analyze a text, by discussing the differing points of view of two or more characters (or narrator). Cite strong and thorough textual evidence, addressing both what is said directly and what is inferred from symbols, motifs, satire, sarcasm, irony, or understatement. [Scroll to Page 8 of 12 in this PDF for support and instruction.](http://www.laurel.kyschools.us/userfiles/848/Classes/24211/Point%20of%20View.pdf) (Minimum of 6 paragraphs)

Intro

* Identify the book, genre and author.
* Provide historical background.
* BRIEFLY summarize each book (1-2 sentences)
* Introduce the 2 characters your paper will discuss
* Provide thesis statement

Body Paragraph 1

* Introduce point of view of **first character**
* Example 1 of this stated directly from narrator’s words or characters dialogue
* Elaborate
* Example 2 of this stated directly from narrator’s words or characters dialogue
* Elaborate
* Transition

Body Paragraph 2

* Indicate that point of view can be seen indirectly as well
* Example 1 of how point of view can be inferred from symbols, motifs, satire, sarcasm, irony, or understatement.
* Elaborate
* Example 2 of how point of view can be inferred from symbols, motifs, satire, sarcasm, irony, or understatement.
* Transition

Body Paragraph 3

* Introduce point of view of **second character**
* Example 1 of this stated directly from narrator’s words or characters dialogue
* Elaborate
* Example 2 of this stated directly from narrator’s words or characters dialogue
* Elaborate
* Transition

Body Paragraph 4

* Indicate that point of view can be seen indirectly as well
* Example 1 of how point of view can be inferred from symbols, motifs, satire, sarcasm, irony, or understatement.
* Elaborate
* Example 2 of how point of view can be inferred from symbols, motifs, satire, sarcasm, irony, or understatement.
* Transition

Conclusion

* Why does it matter?
* What will readers take into their lives from understanding the points of view of these two characters?

 **Poetry Analysis Paper (Expository Rubric)** Suggest length: 10 paragraphs.Compile an anthology of at least 5 of the works of one poet, OR an anthology of 5 poems from a variety of poets addressing ***the same theme***. Select your works with care and thoughtfulness. Explain how the themes of the various poems are connected and why the poems are important and the themes are expressed. Address both what is said directly and what is inferred from symbols, motifs, satire, sarcasm, irony, understatement, or other literary elements. [Step-by-step instructions](http://www.warrencountyschools.org/userfiles/1608/Classes/14174/Poetry%20Analysis.pdf) [How to write a poetry analysis paper](https://www.hamilton.edu/writing/writing-resources/poetry) [Sample of student notes on a poem](http://www.oregonartscommission.org/sites/default/files/publication_or_resource/resource_file/POL-Example-Poetry-Analysis.pdf) [Sample Student Essay](https://academichelp.net/samples/academics/reviews/poetry-analysis/poet-to-his-beloved.html) [Assignment with details](http://www.brighthubeducation.com/high-school-english-lessons/127754-project-based-american-poetry-lesson/) (Minimum of 3 pages)

Intro

* Identify the author(s) of the poems you have chosen.
* Explain the historical background period for the poems
* BRIEFLY summarize the theme that these poems explore (1-2 sentences)
* Provide thesis statement about theme

Body Paragraph 1: First poem

* Topic sentence: (Some variation on: ) “The first poem expresses the chosen theme using…” (choose two elements below)
 (symbols, motifs, satire, sarcasm, irony, understatement, or other literary elements.)
* Explain how the author develops the theme using first element.
* Provide quote from the poem
* Explain further.
* Explain how the author develops the theme using second element.
* Provide quote from the poem
* Explain further.

Body Paragraph 2: 2nd poem

* Topic sentence: (Some variation on: ) “The second poem expresses the chosen theme using…” (choose two elements below)
 (symbols, motifs, satire, sarcasm, irony, understatement, or other literary elements.)
* Explain how the author develops the theme using first element.
* Provide quote from the poem
* Explain further.
* Explain how the author develops the theme using second element.
* Provide quote from the poem
* Explain further.

Body Paragraph 3: 3rd poem

* Topic sentence: (Some variation on: ) “The third poem expresses the chosen theme using…” (choose two elements below)
 (symbols, motifs, satire, sarcasm, irony, understatement, or other literary elements.)
* Explain how the author develops the theme using first element.
* Provide quote from the poem
* Explain further.
* Explain how the author develops the theme using second element.
* Provide quote from the poem
* Explain further.

Body Paragraph 4: 4th poem

* Topic sentence: (Some variation on: ) “The fourth poem expresses the chosen theme using…” (choose two elements below)
 (symbols, motifs, satire, sarcasm, irony, understatement, or other literary elements.)
* Explain how the author develops the theme using first element.
* Provide quote from the poem
* Explain further.
* Explain how the author develops the theme using second element.
* Provide quote from the poem
* Explain further.

Body Paragraph 5: 5th poem

* Topic sentence: (Some variation on: ) “The fifth poem expresses the chosen theme using…” (choose two elements below)
 (symbols, motifs, satire, sarcasm, irony, understatement, or other literary elements.)
* Explain how the author develops the theme using first element.
* Provide quote from the poem
* Explain further.
* Explain how the author develops the theme using second element.
* Provide quote from the poem
* Explain further.

Conclusion

* Why does it matter?
* Why does it benefit readers to explore the theme of these poems?

**Compare and Contrast Paper (Expository Rubric)**After reading a book, play, or poem, find another performance of the work in the form of a movie, theatrical production or audio dramatization OR a work from the same period or treating the same theme or topic. Compare and contrast the presentation of the theme or topic by the two authors by addressing their use of plot, vocabulary, imagery, literary devices and tone. [Student Sample](If%20Only%20They%20Knew%20Comparison-Contrast) [How to Write a Compare and Contrast Paper](https://www.roanestate.edu/owl/Com_Con.html)
(Suggestions: Romeo and Juliet and West Side Story; Of Mice and Men (novel) and Grapes of Wrath (movie); “The Most Dangerous Game” and “The Monkey’s Paw”) (Minimum of 6 paragraphs)

Intro

* Identify the book, genre and author.
* Provide historical background.
* BRIEFLY summarize each book (1-2 sentences each)
* Provide thesis statement

Body Paragraph 1

* Plot similarities
* Provide evidence from the text
* Explain your evidence
* Plot differences
* Provide evidence from the text
* Explain your evidence

Body Paragraph 2

* Vocabulary/imagery similarities
* Provide evidence from the text
* Explain your evidence
* Vocabulary/imagery differences
* Provide evidence from the text
* Explain your evidence

Body Paragraph 3

* Tone similarities
* Provide evidence from the text
* Explain your evidence
* Tone differences
* Provide evidence from the text
* Explain your evidence

Body Paragraph 4

* Literary devices similarities
* Provide evidence from the text
* Explain your evidence
* Literary devices differences
* Provide evidence from the text
* Explain your evidence

Conclusion

* Why does it matter?
* What will readers learn from the similarities and differences of these two works?

**Argumentation/Persuasive Paper (Persuasive Rubric)**Create a paper that introduces a precise, knowledgeable claim, establishes the importance of this claim, and distinguishes the claim from alternate or opposing claims. Support the claim through at least seven paragraphs of organized and logically sequenced evidence. Explain clearly how the evidence supports your claim. Include at least one paragraph, which addresses a common counterclaim, and provide evidence to refute that claim. [Student samples](https://k12.thoughtfullearning.com/resources/studentmodels) (Minimum of 6 paragraphs) [How to Write an Argumentative Paper](https://www.roanestate.edu/owl/Argument.html)

Intro

* Grab your reader with an unusual detail; a strong fact a quote; a short story/scene a statistic or factor a strong question
* Introduce the issue by describing the current situation provide the historical, literary or current issue background; explain how this topic has become worth debating.
* State opinion as a thesis statement (which contains your 2 strongest arguments an argument from an opponent)
* Transition

Body Paragraph 1

* Topic sentence: Reason 1 (found in your thesis statement)
* Example (Explain your reason and give an example)
* Evidence #1 Introduce and Cite your evidence (Fact; statistic; Research Expert Opinion; Example)
	+ According to \_\_\_\_\_\_\_, “quote” (citation) OR \_\_\_\_\_\_\_\_suggests/explains/observes that PARAPHRASE (citation)
* Explain (how this evidence supports your point)
* Evidence #2 Introduce and Cite your evidence (Fact; statistic; Research Expert Opinion; Example)
	+ According to \_\_\_\_\_\_\_, “quote” (citation) OR \_\_\_\_\_\_\_\_suggests/explains/observes that PARAPHRASE (citation)
* Explain (how this evidence supports your point)
* Transition

Body Paragraph 2

* Topic sentence: Reason 2 (found in your thesis statement)
* Example (Explain your reason and give an example)
* Evidence #1 Introduce and Cite your evidence (Fact; statistic; Research Expert Opinion; Example)
	+ According to \_\_\_\_\_\_\_, “quote” (citation) OR \_\_\_\_\_\_\_\_suggests/explains/observes that PARAPHRASE (citation)
* Explain (how this evidence supports your point)
* Evidence #2 Introduce and Cite your evidence (Fact; statistic; Research Expert Opinion; Example)
	+ According to \_\_\_\_\_\_\_, “quote” (citation) OR \_\_\_\_\_\_\_\_suggests/explains/observes that PARAPHRASE (citation)
* Explain (how this evidence supports your point)
* Transition

Opponent Paragraph

* Topic sentence: Opponent’s argument (found in your thesis statement) (Some people believe…)
* Explain Opponent’s Evidence (They point to…)
* Reason opponent is wrong/example (Surprisingly, they are wrong….For example,)
* Evidence #1 Introduce and Cite your evidence (Fact; statistic; Research Expert Opinion; Example)
	+ According to \_\_\_\_\_\_\_, “quote” (citation) OR \_\_\_\_\_\_\_\_suggests/explains/observes that PARAPHRASE (citation)
* Explain (how this evidence supports your point)
* Evidence #2 Introduce and Cite your evidence (Fact; statistic; Research Expert Opinion; Example)
	+ According to \_\_\_\_\_\_\_, “quote” (citation) OR \_\_\_\_\_\_\_\_suggests/explains/observes that PARAPHRASE (citation)
* Explain (how this evidence supports your point)
* Explain again why the evidence supports your position rather than your opponent’s (It seems clear…obviously…)
* Transition Include the main word(s) of your opponent’s argument and main word(s) of your position

Conclusion

* State opinion as a thesis statement (which contains your 2 strongest arguments and argument from an opponent)
* Sympathize with opponent position, but defeat it. (Use the word “we” or “many”)(Use the word “evidence”)
* Encourage thought about the evidence (include the words “research’ and “experts”)
* Clincher: Review your grabber OR ask a question OR make a prediction or provide a call to action

**Research Paper (Research Rubric)**Write a paper, website or brochure to inform or explain to your audience a topic on which you have both interest and expertise. Select the most significant and relevant facts. Provide extended definitions, concrete details, quotations, formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia (when useful) to help your reader understand your topic. Choose an audience, and write using words that are a good fit with the audience’s knowledge of the topic. Use precise vocabulary, and techniques such as metaphor, simile, and analogy to help your readers better understand your topic. Make sure that your concluding paragraph follows clearly from the information you have provided and mentions its significance. [A Research Guide](http://www.aresearchguide.com/1steps.html) provides a step-by-step guidance in writing your research paper. [Student samples](https://k12.thoughtfullearning.com/resources/studentmodels) (Minimum of 15 paragraphs)

Intro

* Grabber
* Background
* Thesis
* Main Points
* Point 1
* Point 2
* Point 3
* Point 4
* Point 5

Body Paragraph 1

* Main Point 1
* Background on this point
* Detail
* Supporting evidence
* Explain how this supports point 1
* Detail
* Supporting evidence
* Explain how this supports point 1
* Link back to the thesis
* Transition

Body Paragraph 2

* Main Point 2
* Background on this point
* Detail
* Supporting evidence
* Explain how this supports point 2
* Detail
* Supporting evidence
* Explain how this supports point 2
* Link back to the thesis
* Transition

Body Paragraph 3

* Main Point 3
* Background on this point
* Detail
* Supporting evidence
* Explain how this supports point 3
* Detail
* Supporting evidence
* Explain how this supports point 3
* Link back to the thesis
* Transition

Body Paragraph 4

* Main Point 4
* Background on this point
* Detail
* Supporting evidence
* Explain how this supports point 4
* Detail
* Supporting evidence
* Explain how this supports point 4
* Link back to the thesis
* Transition

Body Paragraph 5

* Main Point 5
* Background on this point
* Detail
* Supporting evidence
* Explain how this supports point 5
* Detail
* Supporting evidence
* Explain how this supports point 5
* Link back to the thesis
* Transition

Conclusion

* Restate your thesis
* Write 4-5 sentences on ONE of the following:

 1. Ask a question relating your topic to

 the future to help your reader wonder
 about the results or consequences of
 your topic.

 OR

 2. Warn your reader of something
 based on your topic and
 challenge your reader to make a
 difference or do something

 OR

 3. Suggest what might happen if
 things continue in the current
 direction. Answer, “So what?” Why
 should the reader care about what
 you wrote?

**Explain and Evaluate a student example Historical Document Paper (Persuasive Rubric)**Choose an important U.S. text such as a U.S. Supreme Court Case majority opinion and dissent, a presidential address or a founding document. Carefully explain and analyze the reasoning in the document. Summarize the arguments made by the author in your own words, to make them clear to your reader. Provide the historical context as evidence to help your reader understand the purpose or goal the author had in mind when he wrote the text. Explain the underlying beliefs (premises) upon which the author builds his argument. Conclude by explaining why this document is still important today. (Minimum of 8 paragraphs) [How to write a historical document analysis paper](http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtoanalyzeanhistoricaldocument.html) [Historical research links](http://www.bcps.org/offices/lis/researchcourse/history_research.html)

[Sample analysis](http://novaonline.nvcc.edu/eli/evans/resources/document.html)

Introduce the Document

* Author
* Type of document
* Time frame and historical context
* Place, effect of geography on the document
* Audience
* Purpose and goal of author in writing the document

Body Paragraph 1

* Present the main argument/theme #1 of the document
* Explain the reasoning behind argument/theme #1
* Explain the underlying beliefs (premises) behind argument/theme #1

Body Paragraph 2

* Present the main argument/theme #2 of the document
* Explain the reasoning behind argument/theme #2
* Explain the underlying beliefs (premises) behind argument/theme #2

Body Paragraph 3

* Present the main argument/theme #3 of the document
* Explain the reasoning behind argument/theme #3
* Explain the underlying beliefs (premises) behind argument/theme #3

Body Paragraph 4

* How this document helps the reader understand the society/events/issues described
* Detail
* Elaboration
* Detail
* Elaboration

Body Paragraph 5

* Is the document consistent or are there contradictions in information or reasoning?
* Elaborate
* Define allusions the author makes
* Elaborate

Body Paragraph 6

* Tell if the document credible (believable) and accurate?
* Elaborate
* Is the document corroborated by other sources?
* Elaborate
* Are important facts ignored?
* Elaborate

Body Paragraph 6

* Restate core thesis of the document/author
* Summarize you evaluation of the document
* Influence of the document: short term
* Influence of the document: long term
* Influence today

**Personal Narrative (Narrative Rubric)**Select an experience in your life *that has changed you* and can be told in the manner of an engaging story. Write a narrative of at least ten paragraphs, to develop this experience using well-chosen details, and well-structured event sequences. Begin your narrative by setting out a problem, situation, or observation and explain its significance, establish a point of view, and introduce the narrator and/or characters. Create a smooth progression of experiences or events, using narrative techniques, such as dialogue, description, and reflection to develop both the event(s), and/or character(s). Use precise words and details and sensory language to convey a vivid picture of the experience. Provide a conclusion that follows from and reflects on what you learned or changed as a result of this experience. Consider choosing a college entrance essay prompt. [Student samples](https://k12.thoughtfullearning.com/resources/studentmodels) [500 Prompts](http://learning.blogs.nytimes.com/2014/11/13/500-prompts-for-narrative-and-personal-writing/?_r=0) [How to write a Narrative Paper](https://www.roanestate.edu/owl/Describe.html) (Minimum of 8 paragraphs)

Intro

* Grabber/hook: quote; action scene; question; interesting fact
* Provide background information.
* Describe characters/setting
* Provide thesis statement: a foreshadowing of what was learned

Body Paragraph 1

* Beginning action
* Experiences described with vivid word choice
* Detail 1
* Detail 2
* Detail 3

Body Paragraph 2

* Rising action
* Experiences described with vivid word choice
* Detail 1
* Detail 2
* Detail 3

Body Paragraph 3

* Climax/conflict
* Experiences described with vivid word choice
* Detail 1
* Detail 2
* Detail 3

Body Paragraph 4

* Conflict resolution
* Experiences described with vivid word choice
* Detail 1
* Detail 2
* Detail 3

Conclusion

* Why does it matter?
* What is the moral fo the story/how have you changed