

"Flowers for Algernon" by Daniel Keyes

Response to Literature Essay - THEME

CCSS Genre - Explanatory/Informational Writing

100 POINTS - Due on Monday, October 17th, 2016 (11:59 pm on CANVAS)

- Outline due on October _____
- Rough Draft due on October _____
- Peer Assessments due on October _____
- Online Digital Portfolio Upload due on October _____

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In Daniel Keyes' short story, "Flowers for Algernon," various themes are explored. In a well-written, multi-paragraphed essay, state one universal theme that is explored in the story. Explain how the author is able to distinguish and explore this universal theme in the text. Use textual evidence to support your claims.

Please be sure to check off the following tasks as your work on this summative assessment.

- Create an outline for your essay
- Include a clear thesis statement that includes the universal theme statement
- Have your outline approved by Ms. Park
- Write five paragraphs
- Incorporate the Hook, Tag, Context, and Thesis Statement in your introductory paragraph
- Be sure that you have topic sentences for your three body paragraphs
- Support your chosen theme with textual evidence #TE that is NOT quote-dropped
- Properly cite the textual evidence with MLA formatting
- Include at least two examples of textual evidence in each body paragraph (concrete details)
- Include analysis of your textual evidence (commentary) that is not repetitive
- Use proper language or word choice that is scholarly and academic
- Incorporate accurate grammar and spelling conventions
- Be sure to demonstrate your ability to think critically and analyze the text
- Conclude your essay with the significance of what you wrote and why it is important. **DO NOT BE REPETITIVE.**
- Check the RUBRIC (on the back) to make sure that you are hitting all of the categories at a "4" or "5" level.
- Use proper formatting (Times New Roman, 12-point font, double-spaced, and 1-inch margins)
- Turn in your rough draft and final drafts through Canvas, but work on your drafts through Google Docs.
- Be sure to have your draft revised or edited by at least 2 peers and yourself.
- Be sure to meet with Ms. Park at least TWO times throughout the writing process.

7th/8th Grade SAUSD Writing Rubric

Informational/Explanatory (CCSS Writing #2)

Criterion	Standard Exceeded 5	Standard Met 4	Standard Nearly Met 3	Standard 2	Standard Not Met 1
<p>Focus</p> <p>CCSS -W: <ul style="list-style-type: none"> • 2a • 4 </p>	<ul style="list-style-type: none"> • Insignificantly addresses all aspects of the prompt • Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> • Competently addresses all aspects of the prompt • Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> • Superficially addresses all aspects of the prompt • Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> • Partially addresses all aspects of the prompt • Introduces superficial or flawed topic(s) in a weak thesis statement or lacks a thesis statement 	<ul style="list-style-type: none"> • Minimally addresses all aspects of the prompt • Fails to introduce a relevant topic(s) and/or lacks a thesis statement
<p>Organization/ Structure</p> <p>CCSS – W: <ul style="list-style-type: none"> • 2a • 2c • 2f • 4 </p>	<ul style="list-style-type: none"> • Skillfully orients reader to topic(s) in introduction and previews what is to follow • Thoroughly develops topic(s) with relevant body paragraphs • Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented • Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Orients reader to topic(s) in introduction and previews what is to follow • Develops topic(s) with relevant body paragraphs • Provides a conclusion that follows from and supports information or explanation presented • Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Partially orients reader to topic(s) in introduction and previews what is to follow • Superficially develops topic(s) with relevant body paragraphs • Provides a conclusion which repetitively or partially follows from and supports information or explanation presented • Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow • Inadequately develops topic(s) with minimal body paragraphs • Provides a sense of closure, but may weakly articulate significance of the topic • Uses limited or inappropriate transition/linking words, phrases, and clauses 	<ul style="list-style-type: none"> • Fails to orient reader to topic(s) in introduction or introduction is missing • Fails to develop topic(s) with body paragraphs • Provides an inadequate conclusion or omits conclusion • Uses few to no transition/linking words, phrases, or clauses • Includes little or no discernible organization of ideas
<p>Development</p> <p>CCSS -W: <ul style="list-style-type: none"> • 2 • 2b • 9 </p>	<ul style="list-style-type: none"> • Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial • Shows insightful understanding of topic or text • Effectively integrates and cites credible sources* 	<ul style="list-style-type: none"> • Develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient • Shows competent understanding of topic or text • Competently integrates and cites credible sources* 	<ul style="list-style-type: none"> • Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial • Shows superficial understanding of topic or text • Ineffectively integrates and cites sources* 	<ul style="list-style-type: none"> • Provides inadequate and/or irrelevant evidence to develop the topic • Shows limited or flawed understanding of topic or text • Incorrectly integrates/cites sources 	<ul style="list-style-type: none"> • Provides inaccurate, little, or no evidence to support topic • Shows no and/or inaccurate understanding of topic or text • Does not use or cite sources*
<p>Language</p> <p>CCSS – L:*** <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 <p>CCSS -W: <ul style="list-style-type: none"> • 4 </p> </p>	<ul style="list-style-type: none"> • Skillfully uses varied sentence structure • Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) • Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structure • Contains few, minor errors in conventions • Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses mostly correct and some varied sentence structure • Contains some errors in conventions which may cause confusion • Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses limited and/or repetitive sentence structure • Contains numerous errors in conventions which cause confusion • Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Lacks sentence mastery (e.g., fragments/run-ons) • Contains serious and pervasive errors in conventions • Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

*If applicable
 **please refer to CCSS Language Progressive Skills, by grade