Unit 2: Speak
This unit is a novel study for *Speak* by Laurie Halse Anderson. You will need to sign out a copy of the book for this unit of the course. You will have various assessments throughout this unit, and at the end of this unit is a **Common Assessment Task**, which means that all students in grade 9 at PCI will complete this assignment. This particular task is worth 5% of your final grade.

**Unit Tasks:**

* You will have unit questions to complete for the first half of the novel - 20 marks  
* You will have 4 personal journal responses to submit, one for each Marking Period (section) in the novel - 20 marks  
* You will have 2 “blogs” to submit for Miranda, one for the first half and one for the second half of the book - 10 marks  
* You will need to pick 3 chapter titles from those provided to explain. - 9 marks  
* You will need to create one visual journal from the options provided. - 10 marks

**The total value of your work in this unit is 20% of your overall mark.**

Throughout this unit, we will show you how your work will be assessed in **Assessment Breaks**. This is important, because that is how your mark is determined. If you know how you will be marked, you will know how to get a good mark!

As you work through the unit, be sure to clearly label all work with the following information:

Your name  
Grade 9 English  
Unit 2  
Assignment Name

Example: Jordan Smith, Grade 9 English, Unit 2, Journal 3
First Marking Period

Start reading First Marking Period. As you read, answer the unit questions.

Answer all questions in FULL SENTENCES on looseleaf paper. Make sure to give the chapter title before the questions, just like you see below. Each question is worth 1 mark.

**Welcome to Merryweather High:**

1. Why do you think the author named the school "Merryweather High"? Does the school live up to its name?

2. Look at the list of "clans" Melinda lists in this chapter. Is there a similar clan structure at your school? What is the purpose of "clans" in high school?

3. "The First Ten Lies They Tell You in High School" - What is your reaction to this list? Do you agree with Melinda? Why or why not?

**Assessment Break #1:**

Make sure you are getting the most out of your answers! For example an incomplete answer to #1 would look something like this:

Example 1: “The author probably just picked a name cause she had to. It’s okay. The school doesn’t really live up to the name.”

While a good answer to #1 would look something like this:

Example 2: “I think the author called it Merryweather High because it seems like a pretty boring place, so the name is ironic. It’s funny, because the school doesn’t live up to the name at all. It sounds like they live pretty far north, so the weather probably isn’t that great, and it doesn’t sound like all that friendly of a high school to go to.”

Example 1 would get a 1/2 mark based on the rubric chart below. Example 2 would get a full mark because it fully explains the reasons why the student thinks what he/she thinks. Each question is out of 1 mark, for a total of 20 marks for the unit.
Our Teachers:

4. Make a prediction as to how Melinda's relationship to Mr. Neck will change/progress later in the book.

Spotlight

5. Do you think Melinda wants to fit in at Merryweather High? Explain your opinion with examples to support it.

6. Melinda says, "Nobody really wants to hear what you have to say." As a teenager, do you agree with her? Why or why not?

Sanctuary

7. What is different about the way Melinda introduces Mr. Freeman compared to how she introduces her other teachers? What is it about Mr. Freeman that appeals to Melinda?

Home. Work.

8. Are Melinda’s parents good parents? Why or why not?

Fizz Ed

9. Have you ever had a friend or a schoolmate who is so perfect you can't stand them? Explain.

Nightmare

10. Who is IT? Why do you think he winks at Melinda when he sees her?
Personal Journal: First Marking Period

Your first personal journal is based on the chapter entitled “Friends.” This journal is worth 5 marks. Read the quote below. You will have 3 options for a journal response topic. Choose ONE. Journals should be 3/4 of a page to 1 page in length. Make sure you have fully explained your response to the topic. The better you explain it, and the deeper you go, the better your mark will be!

“I don’t want to be cool. I want to grab her by the neck and shake her and scream at her to stop treating me like dirt. She didn’t even bother to find out the truth - what kind of friend is that?”

1. Have you ever been in Melinda’s position, where you grew apart from a close friend? Why did you grow apart? How did you feel about it? How did things work out (did you make up, or did you not) and were you happy about how things worked out in the end? Why/why not?

OR

2. Have you ever been in Rachel’s position, where you wrote off a friend without getting all the facts first? How did you feel once you realized what really happened? Were you able to patch things up? What lessons did you learn as a result?

OR

3. Do you think there is a reason why friends grow apart over the years? Is this a normal part of life, or is it possible to maintain a friendship for a lifetime? What are some of the benefits of a longtime friendship? What are some of the possible drawbacks? Do you think that Rachel and Melinda should make up, or not? Give reasons for your opinion.
Assessment Break #2

The key to doing well on your journals is to go deep! Make sure that you have explained yourself and your responses as well as you possibly can. A good journal gives the reader some insight into the mind of the writer. You can rest assured that no one but the teacher will see your journal, and it will be kept completely confidential. If you prefer, you don’t have to use names, or you can make up your own. So open up and share your thoughts!

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<tbody>
<tr>
<td>Ideas are off topic</td>
<td>Ideas are not developed adequately to explain the journal topic.</td>
<td>Ideas are clear, appropriate, and adequately developed.</td>
<td>Ideas are clear, appropriate and thoroughly developed.</td>
</tr>
<tr>
<td>Text and/or ideas are plagiarized</td>
<td>Ideas are vague</td>
<td>Ideas are well-developed and explained throughout the piece</td>
<td>Ideas are creatively/thoroughly developed</td>
</tr>
</tbody>
</table>
Second Marking Period

Start reading Second Marking Period. As you read, answer the unit questions. If you would like a reminder of how your questions will be assessed, look back at Assessment Break #1 for this unit.

Answer all questions in FULL SENTENCES on looseleaf paper. Make sure to give the chapter title before the questions, just like you see below. Each question is worth 1 mark.

Go (Fill in the Blank!)

11. What do you think is the symbolism behind the constantly-changing school mascot? (Hint: Why do schools have mascots? Why do they have team names? How does this relate to Melinda or Merryweather?)

Closet Space

12. Why do you think Melinda is choosing not to speak?

Peeled and Cored

13. Why do you think Melinda tells us about the apple orchard?

14. What is the symbolism behind Melinda finding the growing seed inside the apple during biology class?

Winter Break

15. Melinda almost tells her parents what happened over the summer. Why do you think she can’t do it?

Hard Labor

16. Why does Melinda say her dad’s job is easier than her mom’s? Why do you think she is so angry at him?

Foul

17. What is the irony of Melinda’s success in gym class?
**i*ro*ny:**

a technique of indicating, through character or plot development, an attitude opposite to that which is actually stated.

Examples of irony:

- A firefighter’s house burns down.
- A millionaire has no change to put in a parking meter.

Note: it is NOT like rain on your wedding day, or 10 000 spoons when all you need is a knife, or winning the lottery and dying the next day.

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**Coloring Outside the Lines**

18. Is Mr. Freeman a “living metaphor” of his name (free man)? Explain your response.

**Can It**

19. Why do you think IT whispers “Freshmeat” in her ear (in “Naming the Monster”) and twirls her ponytail at the lunch table?

**Dark Art**

20. Why do you think Mr. Freeman destroys his painting?
Personal Journal: Second Marking Period

Your second personal journal is based on the chapter entitled “First Amendment.” The First Amendment to the US Constitution gave the people Freedom of Speech (in other words, the freedom to say what was on their minds). This journal is worth 5 marks.

Read the quote below and respond to the journal topic that follows. Remember, journals should be 3/4 of a page to 1 page in length and make sure you have fully explained your response to the topic. The better you explain it, and the deeper you go, the better your mark will be!

“David stares at Mr. Neck, looks at the flag for a minute, then picks up his books and walks out of the room. He says a million things without saying a word. I make a note to study David Petrakis. I have never heard a more eloquent silence.”

David commits an act of bravery by standing up to his teacher in this scene. What was your personal reaction to this scene? Would you do the same if you were David? Have you ever witnessed something similar, where someone stood up to a bully in such a bold way? What was your reaction? If not, make a prediction about what will happen to David as a result of this scene, explaining the reasons for your prediction.

**If you need a reminder about how your journal will be assessed, look back at Assessment Break #2 for this unit."
Melinda finds it difficult to use her voice. Create a space for her where she can feel comfortable expressing what she feels and sees each day. Your blog must contain a minimum of 150 words.

Make sure to note at what point during the novel she is making her entry. You may want to use a chapter title as her blog entry title to make this clear.

Remember that you are writing as if you ARE Melinda. Instead of “she,” you will say “I.” The point of the blog is to tell what Melinda is feeling, so it is not appropriate to retell what happened in a chapter. If you only retell, you will get a zero on the blog and will have to redo it.

You may recap for the reader in a few sentences, but otherwise, it should be what you think Melinda’s reaction to that event would be, or what is going through her head. You should try to express what you think are her deepest, darkest thoughts, since she won’t really tell anyone herself!

**Assessment Break #3**

The key to writing a good blog is to write about what’s on your mind. If you were Melinda, what would be on your mind? What would be the things you wish you could tell others, but you feel like you can’t say in person? What does she think of certain people, situations, her school, her home life? These are all good places to start when thinking about what to write about in your blog. On the next page is the rubric that will be used to assess your assignment.
<table>
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<th>0 Marks</th>
<th>1-2 Marks</th>
<th>3-4 Marks</th>
<th>5 Marks</th>
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<tbody>
<tr>
<td>Does not use language effectively</td>
<td>Use language somewhat effectively and experiments somewhat with different personas for self-expression.</td>
<td>Use language effectively and experiment with different personas for self-expression.</td>
<td>Use memorable language effectively and experiment with different personas for dynamic self-expression.</td>
</tr>
<tr>
<td>Does not experiment with different personas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text is not written from Melinda’s perspective.</strong></td>
<td><strong>Ideas are vague and not fully developed; student does not explore Melinda’s thoughts and feelings.</strong></td>
<td><strong>Ideas are developed; student explores Melinda’s thoughts and feelings.</strong></td>
<td><strong>Ideas are thoroughly developed; student fully explores Melinda’s thoughts and feelings with insight.</strong></td>
</tr>
<tr>
<td><strong>Text and/or ideas are plagiarized.</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Text is written from own perspective, not Melinda’s</strong></td>
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<tr>
<td><strong>Text is summarizing events from the story rather than examining how Melinda feels about those events.</strong></td>
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**Third Marking Period**

You are now halfway through the book. You should be finished your unit questions for the first half of the book at this point. If you are not, you should go back and finish answering them now while things are still fresh in your mind.

For the third and fourth marking periods, you will have one personal journal each. You also have one of Melinda’s blogs for the second half of the novel.

You may want to take a look ahead at the visual journal options at this point so that you can start thinking about which option you will do when you have finished reading the book. You may also wish to think about which of the chapter titles on the list you will choose to explain.
Personal Journal: Third Marking Period

Your third personal journal is based on a chapter of your own choosing. You may choose a chapter that has a similar event to something you have gone through, one that you think is significant to the novel, or even symbolism (think plants/trees). **This journal is worth 5 marks.** Make sure your journal is long enough and goes deep enough to get at the important connections to your life and the novel, or the human experience (what everyone goes through growing up and living life).

If you need a reminder of how personal journals are assessed, feel free to look back at Assessment Break #2 in this unit.

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Fourth Marking Period

This is your final section of the book. There is one personal journal and one blog for Melinda (if you haven’t done one already) to complete for this section of the book. You will find these assignments on the following pages.
Personal Journal: Fourth Marking Period

Your final personal journal is based on the chapter “Advice From a Smart Mouth.” Read the passage below and respond to the topics that follow. **This journal is worth 5 marks.** Make sure your journal is long enough and goes deep enough to get at the important connections to your life and the novel, or the human experience (what everyone goes through growing up and living life).

“You can’t speak up for your right to be silent. That’s letting the bad guys win. If the suffragettes did that, women wouldn’t be able to vote yet...don’t expect to make a difference unless you speak up for yourself.”

Reflect on David’s statements here. Do you agree or disagree with him? Why? Relate the concept of “don’t expect to make a difference unless you speak up” to other books you’ve read, movies you’ve seen, your life, and/or the world - in what cases is this true or untrue? Why must Melinda speak up? What do you think will change if she does speak up?
Melinda’s Blog: 3rd and 4th Marking Period

For your final blog, remember that you are writing as if you ARE Melinda. Instead of “she,” say “I.” The point of the blog is to tell what Melinda is feeling, so it is not appropriate to retell what happened in a chapter. If you only retell, you will get a zero on the blog and will have to redo it.

You may recap for the reader in a few sentences, but otherwise, it should be what you think Melinda’s reaction to that event would be, or what is going through her head. You should try to express what you think are her deepest, darkest thoughts, since she won’t really tell anyone herself!

Your blog must contain a minimum of 150 words. Make sure to note at what point during the novel she is making her entry. You may want to use a chapter title as her blog entry title to make this clear.

If you need a recap on how your blog will be assessed, look back at Assessment Break #3 for this unit.
Chapter Titles

The author has given each of the short chapters in the book its own name. These chapter titles are interesting, important, and clever and they usually have a double meaning. Choose 3 chapter titles from those listed below and explain the title’s significance to what happens in the chapter, and why the chapter was given its name. DO NOT simply provide a summary of the chapter - I’ve read the book!! Each explanation should be a short paragraph (NOT only 1 or 2 sentences). Please give the page number for where the chapter starts.

For each chapter title you explain, you may want to consider answering whichever of the following questions that apply:

1. Consider the title of this chapter. Why do you think this section was titled as such?
2. What significance (if any) do you think it will have for the rest of the story?
3. What is the double meaning behind the chapter title?
Chapter Titles to Choose From:

1. SANCTUARY (p 9)
   - sanc*tu*ar*y
     1. a sacred or holy place
     2. a place of refuge or safety

2. FOUL (p 74)
   - foul
     1. something offensive (ex - a foul odour)
     2. sports: to make a foul play (one that is not allowed)

3. CAN IT (p 88)
4. CUTTING OUT HEARTS (p 107)
5. GERMINATION (p 125)
   - ger*min*a*tion
     1. to begin to grow or develop
     2. to develop into a plant or individual, as a seed, spore, or bulb.

6. CHAT ROOM (p 184)
7. PRUNING (186)
   - prun*ing
     1. cutting off twigs, branches or roots
     2. to get rid of anything unnecessary or undesirable

8. FINAL CUT (196)
Assessment Break #4

In order to do well on this assignment, you’ll want to make sure that you have explained the deeper meaning behind each of your 3 chapter titles well enough. If you only have a few sentences, you will not do well, because you will not have explained the meaning well enough. However, if you have a short paragraph, you are more likely to have done well because you have probably explained the meaning more fully. Each chapter title is worth 3 marks, for a total of 9 marks.

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<tbody>
<tr>
<td>Does not use textual cues and prominent organizational patterns within texts to construct and confirm meaning and interpret texts.</td>
<td>Use limited textual cues and prominent organizational patterns within texts to construct and confirm limited meaning and limited interpretation of texts.</td>
<td>Use textual cues and prominent organizational patterns within texts to construct and confirm meaning and interpret texts.</td>
<td>Use textual cues and prominent organizational patterns within texts to construct and confirm sophisticated meaning and sophisticated interpretation of texts.</td>
</tr>
<tr>
<td>Student does not explain meaning and/or symbolism of the chapter title.</td>
<td>Student offers a limited explanation of meaning and/or symbolism of the chapter title, leaving major details out.</td>
<td>Student explains meaning and/or symbolism but may leave minor details out.</td>
<td>Student has fully explained the meaning and/or symbolism of the chapter title, leaving no details out.</td>
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</table>
Visual Journal

For this assignment, you will choose 1 item from the list below to create a visual journal for Melinda. A “visual journal” is a powerful way to move beyond words in your daily writing practice. It forces you to think of ways to represent Melinda’s struggle besides just “telling” (or “speaking”). Each entry should be some sort of illustration (ie. a drawing, computer-manipulated image, collage, photograph, etc). Visual journals will be marked based on effort and creativity (NOT artistry), as well as on depth of thought in terms of connecting ideas behind each journal topic. The final product MUST BE YOUR OWN WORK (for ex. - not cut & paste from Google Images).

Options for Visual Journal:

1. Pick ONE of the following sayings and create some sort of visual representation:
   a. What doesn’t kill you makes you stronger.
   b. Only the strong survive.
   c. There is strength in numbers.

2. Choose one of the characters in Melinda’s life (Mom, Dad, Heather from Ohio, The Marthas, Rachelle, Nicole, Mr. Neck, Hairwoman, Principal Principal, Mr. Freeman, IT, David Petrakis) and create a visual journal entry depicting that character.

3. Melinda calls IT “the wolf” and she is “the bunny.” Create a visual journal to portray this dynamic.

4. Melinda often describes her “burrow,” the janitor’s closet where she hides from the world. Create a scrapbook entry with pieces of Melinda’s closet: the chair, the dusty shelves, etc.

5. “My tree is definitely breathing; little shallow breaths like it just shot up through the ground this morning... The bark is rough... One of the lower branches is sick. If this tree really lives someplace, that branch better drop soon, so it doesn’t kill the whole thing. Roots knob out of the ground and the crown reaches for the sun, tall and healthy. The new growth is the best part.” (p 196).

   Melinda’s tree is two things simultaneously: half her tree is rotting, and the other half is blossoming and blooming (a sign of her rebirth). Create an illustration that shows Melinda’s tree in this condition: half alive, half dead.
Assessment Break #5

For this assignment, it is important to remember that you are not being marked on the artistry of your piece, but rather how well you represent the ideas in the item you choose. It is your ideas that go into your illustration/visual that will be assessed, rather than how good of an artist you are. This item is worth 10 marks, so make sure to put a lot of effort into it! All values will be doubled to arrive at 10 marks.

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<tr>
<td>Does not generate or select ideas for visual texts</td>
<td>Use limited techniques to generate and select ideas for visual texts.</td>
<td>Use a variety of techniques to generate and select ideas for visual texts.</td>
<td>Use sophisticated techniques to generate and select ideas for visual texts.</td>
</tr>
<tr>
<td>Visual plagiarized</td>
<td>Techniques for generating/selecting ideas are vague or unfocused</td>
<td>Ideas are clearly and effectively communicated</td>
<td>Ideas are creatively developed and communicated</td>
</tr>
<tr>
<td>Visual does not communicate an idea</td>
<td>Visual may have excessive amounts of white space</td>
<td>Visual takes up most of the page</td>
<td>Visual is a polished final product</td>
</tr>
<tr>
<td></td>
<td>Visual does not look polished</td>
<td>Visual reflects novel content</td>
<td>Visual reflects an insightful interpretation of novel content</td>
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<tr>
<td></td>
<td></td>
<td>It is evident that effort has gone into the presentation of the visual (neat, tidy, thoughtful)</td>
<td>It is evident a significant amount of effort has gone into the presentation of the visual (neat, tidy, thoughtful, expressive)</td>
</tr>
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</table>
Common Assessment Task #1: 
Character Essay

In this assignment, you will write a 5-paragraph essay about the character of Melinda from *Speak*. Before you start though, it is important to know how to write a 5-paragraph essay, and to create an outline for your own essay.

**The 5-Paragraph Essay:**

What is a 5-paragraph essay? It is an essay that has 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.

**The Introduction:**

An introduction must have the following components:

* A thesis.
* Three main points to support your thesis (these happen to be stated right in your thesis in this case).
* In the case of an essay about a book, like this one, you must state the book title (*Speak*), and in this case the character name (Melinda Sordino). You do not need to retell the story, but perhaps provide some background information (such as the fact that Melinda is entering high school, and seems to have lost all her friends over the summer due to an incident that we don’t know about when we first start reading).

the*sis

The topic you will be focusing on in your essay, in the form of a statement. In this case, your thesis will be:

“In the novel *Speak*, the main character Melinda Sordino is very complicated. Three of her main personality traits are ____________, ____________, and ________________.”

(You fill in the blanks).
3 Body Paragraphs

Your three body paragraph will be where you explain about the character of Melinda. Each paragraph will explain one of the three personality traits you identified in your thesis. Make sure to include lots of examples that show these traits from the book! Try to come up with at least 3 supporting points for your topic in each body paragraph, as you see in the example on the following pages.

Conclusion

Your conclusion will wrap up what you have already said in your essay. You should restate your thesis in different wording, and restate your three main points. It is also a good idea to leave the reader with a question or some insight into the character. Just make sure it is not a question that goes against what you’ve been saying in your essay!

Sample 5-Paragraph Essay

Read the sample essay on the following page. It is an excellent example of how to write a 5-paragraph essay. Following the sample essay, there is a lesson explaining where you can find all the components of 5-paragraph essays that we have discussed here. Try to mimic the format of this essay as much as possible when writing your essay on Melinda.
## Essay Sample

### The Hazards of Moviegoing

**By John Langan**  
**From College Writing Skills with Readings**

| **Introductory paragraph (Thesis)** | I am a movie fanatic. When friends want to know what picture won the Oscar in 1980 or who played the police chief in Jaws, they ask me. My friends, though, have stopped asking me if I want to go out to the movies. **The problems in getting to the theater, the theater itself, and the behavior of some patrons are all reasons why I often wait for a movie to show up on TV.** |
| **First supporting paragraph** | First of all, just getting to the theater presents difficulties. Leaving a home equipped with a TV and a video recorder isn't an attractive idea on a humid, cold, or rainy night. Even if the weather cooperates, there is still a thirty-minute drive to the theater down a congested highway, followed by the hassle of looking for a parking space. And then there are the lines. After hooking yourself to the end of a human chain, you worry about whether there will be enough tickets, whether you will get seats together, and whether many people will sneak into the line ahead of you. |
Once you have made it to the box office and gotten your tickets, you are confronted with the problems of the theater itself. If you are in one of the run-down older theaters, you must adjust to the musty smell of seldom-cleaned carpets. Escaped springs lurk in the faded plush or cracked leather seats, and half the seats you sit in seem loose or tilted so that you sit at a strange angle. The newer twin and quad theaters offer their own problems. Sitting in an area only one-quarter the size of a regular theater, moviegoers often have to put up with the sound of the movie next door. This is especially jarring when the other movie involves racing cars or a karate war and you are trying to enjoy a quiet love story. And whether the theater is old or new, it will have floors that seem to be coated with rubber cement. By the end of a movie, shoes almost have to be pried off the floor because they have become sealed to a deadly compound of spilled soda, hardening bubble gum, and crushed Ju-Jubes.

Some of the patrons are even more of a problem than the theater itself. Little kids race up and down the aisles, usually in giggling packs. Teenagers try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious noises. Adults act as if they were at home in their own living rooms and comment loudly on the ages of the stars or why movies aren't as good anymore. And people of all ages crinkle candy wrappers, stick gum on their seats, and drop popcorn tubs or cups of crushed ice and soda on the floor. They also cough and burp, squirm endlessly in their seats, file out for repeated trips to the rest rooms or concession stand, and elbow you out of the armrest on either side of your seat.
Concluding paragraph

After arriving home from the movies one night, I decided that I was not going to be a moviegoer anymore. I was tired of the problems involved in getting to the movies and dealing with the theater itself and some of the patrons. The next day I arranged to have cable TV service installed in my home. I may now see movies a bit later than other people, but I'll be more relaxed watching box office hits in the comfort of my own living room.

Title: The Hazards of Moviegoing

I. Introduction
   A. Introductory statement
   B. Thesis statement: I like watching movies but I prefer watching them at home.

II. Body
   A. First Supporting Idea (Topic Sentence): just getting to the theater presents difficulties
      1. bad weather
      2. long drive and limited parking space
      3. long waiting to buy ticket
   B. Second Supporting Idea (Topic Sentence): facing the problems of the theater itself
      1. old theater's problems such as smelly carpet, worn-out seat, etc
      2. new theater's problems such as smaller size, noise from next movie theater, etc
      3. both floors will be rubber-like dirty at the end of the movie
   C. Third Supporting Idea (Topic Sentence): Some of the patrons are annoying
      1. bad behavior such as running, talking loud, etc
      2. human noise and disturbance

III. Conclusion
   A. Closing statement
   B. Restate thesis: I prefer to watch movies at home where it is comfortable, clean and safe.
Examine the 5-Paragraph Essay Sample

If you look closely at the sample and In Relation to “The Hazards of Moviegoing,” you will notice that the writer mentions his 3 main points in the introductory paragraph. You will also notice that he touches on these points once again, very briefly, in his conclusion. For each body paragraph, he introduces the topic in a topic sentence, and then gives several reasons to support this point. Try to do the same in your own essay.

Top Tips for Essay Writing:

* Use the essay outline on the following page. It is an excellent resource for helping you organize your thoughts BEFORE you start writing. Copy out a similar outline on a piece of looseleaf to start planning what you will write.

* Remember to mention the book title and character name in your introduction.

* Stay on topic!! There is nothing worse than reading an essay where the writer rambles on pointlessly. If it doesn’t prove your thesis, don’t include it!

* Don’t just retell. Your teacher has read the book - you don’t need to tell him or her what happened. While you DO need to talk about events from the book to prove your thesis and support your paragraph, you DON’T need to explain the plot at length.

* Put thought into your title. A title is not “Essay” or “Speak” or “Speak Essay,” just like movies are not called “Movie” or “Action Movie.” Pick something that is more specific to your thesis. See if you can come up with a clever title.

* Look at the final Assessment Break for this unit to see how your essay will be marked. It is important that you do well, because this essay is worth 5% of your final mark!
Title: _____________________________________________________

I. Introduction
   A. Introductory statement
   B. Thesis statement: __________________________________

II. Body
   A. First Character Trait (Topic Sentence):

   ______________________

   1. ____________________
   2. ____________________
   3. ____________________

   B. Second Character Trait (Topic Sentence):

   ______________________

   1. ____________________
   2. ____________________
   3. ____________________

   C.

   D. Third Character Trait (Topic Sentence):

   ______________________

   1. ____________________
   2. ____________________
   3. ____________________

III. Conclusion
   A. Closing statement
   B. Restate thesis: _____________________________________
Assessment Break #6

This Assessment Break will look at how your Common Assessment Essay is marked. As mentioned earlier, a Common Assessment Task is one that every student at PCI will do. **This particular task counts as 5% of your final mark**, so it is important that you do well. Make certain that you have looked over the Top Tips for Essay Writing in this unit. Also ensure that you have explained each body paragraph as well as you possibly can. The explanation of your ideas is where you get most of your marks from in an essay! Lastly, make sure you have a title and that if you type it, you print it in a 12 point, regular font. Fancy fonts are not appropriate for essay writing - save it for a more creative assignment, like your visual journal.

Each section below is out of 4 marks, and each section will count equally.

### Ideas

<table>
<thead>
<tr>
<th>0 Marks</th>
<th>1 Marks</th>
<th>2 Marks</th>
<th>3 Marks</th>
<th>4 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not write essay.</td>
<td>Main idea is weakly developed.</td>
<td>Details in the body paragraphs weakly support topic sentences or paragraphs.</td>
<td>Each body paragraph sufficiently and relevantly supports thesis.</td>
<td>Thesis stays on topic in each body paragraph.</td>
</tr>
<tr>
<td>Essay is plagiarized.</td>
<td>No topic sentences in body paragraphs.</td>
<td>Each body paragraph sufficiently and relevantly supports thesis.</td>
<td>Each body paragraph is very well developed with a strong topic sentence and creative and distinguished supporting details.</td>
<td>Each body paragraph is very well developed with a strong topic sentence and creative and distinguished supporting details.</td>
</tr>
<tr>
<td>Insufficient writing in each paragraph.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Self-Directed Learning

### Organization

<table>
<thead>
<tr>
<th>0 Marks</th>
<th>1 Marks</th>
<th>2 Marks</th>
<th>3 Marks</th>
<th>4 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not write essay.</td>
<td>Essay is more or less than 5 paragraphs.</td>
<td>Essay is 5 paragraphs.</td>
<td>Essay is 5 paragraphs.</td>
<td>Organization of essay is logical &amp; creative within 5 paragraphs.</td>
</tr>
<tr>
<td>Essay is plagiarized.</td>
<td>Paragraphs have no clear beginning, middle or ending.</td>
<td>Attempts to give a beginning, middle and end with use of transitions in each paragraph.</td>
<td>Body paragraphs demonstrate a strong beginning, middle and ending.</td>
<td>Paragraphs have a well linked beginning, middle and end.</td>
</tr>
<tr>
<td></td>
<td>No use of transitions.</td>
<td></td>
<td>Clear use of transitions between paragraphs and within them.</td>
<td>Excellent use of transitions within paragraphs and linking paragraphs.</td>
</tr>
</tbody>
</table>

### Style/Language Use

<table>
<thead>
<tr>
<th>0 Marks</th>
<th>1 Marks</th>
<th>2 Marks</th>
<th>3 Marks</th>
<th>4 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not write essay.</td>
<td>No distinguished voice.</td>
<td>Voice is recognizable, but weak and not consistent.</td>
<td>Voice is evident and consistent.</td>
<td>Voice is clear, coherent and sustained.</td>
</tr>
<tr>
<td>Essay is plagiarized.</td>
<td>Vocabulary is simple but sufficient to convey basic ideas.</td>
<td>Attempting to use creative and appropriate vocabulary.</td>
<td>Vocabulary is appropriate to the purpose of the writing.</td>
<td>Vocabulary is varied and appropriate for intended audience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Effective use of some sentence variety.</td>
<td>Sentence variety is evident.</td>
</tr>
</tbody>
</table>

### Mechanics

<table>
<thead>
<tr>
<th>0 Marks</th>
<th>1 Marks</th>
<th>2 Marks</th>
<th>3 Marks</th>
<th>4 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not write essay.</td>
<td>No editing apparent.</td>
<td>Errors in spelling and mechanics distract the reader.</td>
<td>Writing has been well edited.</td>
<td>Writing is virtually free of conventional spelling and mechanical errors.</td>
</tr>
<tr>
<td>Essay is plagiarized.</td>
<td>Content is lost as a result of many spelling &amp; mechanical errors.</td>
<td></td>
<td>Occasional spelling &amp; mechanical errors do not distract the reader.</td>
<td></td>
</tr>
</tbody>
</table>