

INFORMATIVE/EXPLANATORY ESSAY

PART OF THE ESSAY	WHAT MUST BE INCLUDED ACCORDING TO THE ODE RUBRICS?
INTRODUCTION PARAGRAPH	<ul style="list-style-type: none"> -Contains a Thesis Statement (controlling idea) -Addresses the Task in the Prompt -Addresses the Purpose of the Essay -Sets up Logical Progression of Ideas (briefly answers the prompt and tells how the essay will be organized) -Establishes a Style Appropriate for a Formal Essay (scholarly audience) -Shows Command of MUGS (mechanics, usage, grammar, spelling) -Establishes Objective Tone
BODY PARAGRAPH	<ul style="list-style-type: none"> -Contains a Main Idea/Makes a Point/Has a Topic Sentence that Supports/Answers the Task in the Prompt -Elaborates on the Main Idea/Point/Topic Sentence (definitions, quotations, examples, details, sources, facts, etc.) to Explain, Clarify, and Extend Ideas Presented -Cites and Integrates Thorough and Relevant Evidence from the Passages (not just one passage) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence; and Connect Body Paragraph to the Thesis in the Introduction -Follows the Logical Progression Set-Up in the Introduction -Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language -Shows Command of MUGS -Maintains Objective Tone -Uses Varied Sentence Structures
BODY PARAGRAPH	<ul style="list-style-type: none"> -Contains a Main Idea/Makes a Point/Has a Topic Sentence that Supports/Answers the Task in the Prompt -Elaborates on the Main Idea/Point/Topic Sentence (definitions, quotations, examples, details, sources, facts, etc.) to Explain, Clarify, and Extend Ideas Presented -Cites and Integrates Thorough and Relevant Evidence from the Passages (not just one passage) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence; and Connect This Paragraph to the First Body Paragraph and the Thesis in the Introduction -Follows the Logical Progression Set-Up in the Introduction/First Body Paragraph -Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language -Shows Command of MUGS -Maintains Objective Tone -Uses Varied Sentence Structures
BODY PARAGRAPH (may not be needed if prompt lends itself to be answered with two body paragraphs)	<ul style="list-style-type: none"> -Contains a Main Idea/Makes a Point/Has a Topic Sentence that Supports/Answers the Task in the Prompt -Elaborates on the Main Idea/Point/Topic Sentence (definitions, quotations, examples, details, sources, facts, etc.) to Explain, Clarify, and Extend Ideas Presented -Cites and Integrates Thorough and Relevant Evidence from the Passages (not just one passage) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence; and Connect This Paragraph to the First Two Body Paragraphs and the Thesis in the Introduction -Follows the Logical Progression Set-Up in the Introduction/First & Second Body Paragraphs -Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language -Shows Command of MUGS -Maintains Objective Tone -Uses Varied Sentence Structures
CONCLUSION PARAGRAPH	<ul style="list-style-type: none"> -Contains a Restatement of the Thesis (controlling idea) -Addresses the Task in the Prompt -Addresses the Purpose of the Essay -Wraps-up the Logical Progression of Ideas in Two Ways: Reiteration/Summary of Ideas Presented & Adding Insight (tying to a whole: student's life, other writings, the future, the world, etc.) -Maintains a Style Appropriate for a Formal Essay (scholarly audience) -Shows Command of MUGS -Maintains Objective Tone

ARGUMENT ESSAY

PART OF THE ESSAY	WHAT MUST BE INCLUDED ACCORDING TO THE ODE RUBRICS?
INTRODUCTION PARAGRAPH	<ul style="list-style-type: none"> -Contains a Claim/Thesis Statement -Addresses the Task in the Prompt -Addresses the Purpose of the Essay -Sets up Logical Progression of Ideas (briefly answers the prompt and tells how the essay will be organized) -Establishes a Style Appropriate for a Formal Essay (scholarly audience) -Shows Command of MUGS (mechanics, usage, grammar, spelling) -Establishes a Formal/Dignified/Partial Tone
BODY PARAGRAPH	<ul style="list-style-type: none"> -Contains a Main Idea/Makes a Point/Has a Topic Sentence that Supports the Claim that Addresses the Prompt -Elaborates on the Main Idea/Point/Topic Sentence (definitions, quotations, examples, details, sources, facts, etc.) to Explain, Clarify, and Extend Ideas/Claim Presented -Cites and Integrates Thorough, Convincing, and Credible Evidence from the Passages (not just one) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence, and Connect Body Paragraph to the Claim in the Introduction -Follows the Logical Progression Set-Up in the Introduction -Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language -Shows Command of MUGS -Maintains Formal/Dignified/Partial Tone -Uses Varied Sentence Structures
BODY PARAGRAPH	<ul style="list-style-type: none"> -Contains a Main Idea/Makes a Point/Has a Topic Sentence that Supports the Claim that Addresses the Prompt -Elaborates on the Main Idea/Point/Topic Sentence (definitions, quotations, examples, details, sources, facts, etc.) to Explain, Clarify, and Extend Ideas/Claim Presented -Cites and Integrates Thorough, Convincing, and Credible Evidence from the Passages (not just one) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence, and Connect This Paragraph to the First Body Paragraph and the Claim in the Introduction -Follows the Logical Progression Set-Up in the Introduction -Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language -Shows Command of MUGS -Maintains Formal/Dignified/Partial Tone -Uses Varied Sentence Structures
COUNTERCLAIM (must be used on the Grade 7, Grade 8, ELA I, and ELA II tests)	<ul style="list-style-type: none"> -Contains a Counterclaim that Does Not Support the Claim -Elaborates on the Counterclaim (definitions, quotations, examples, details, sources, facts, etc.) and Overcomes Counterclaim to Explain, Clarify, and Extend Ideas Presented -Cites and Integrates Thorough, Convincing, and Credible Evidence from the Passages (not just one) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence, and Connect This Paragraph to the First Two Body Paragraphs and the Claim in the Introduction -Follows the Logical Progression Set-Up in the Introduction/First & Second Body Paragraphs -Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language -Shows Command of MUGS -Maintains Formal/Dignified/Partial Tone -Uses Varied Sentence Structures
CONCLUSION PARAGRAPH	<ul style="list-style-type: none"> -Contains a Restatement of the Claim/Thesis -Addresses the Task in the Prompt -Addresses the Purpose of the Essay -Wraps-up the Logical Progression of Ideas in Two Ways: Reiteration/Summary of Ideas Presented & Adding Insight (tying to a whole: student's life, other writings, the future, the world, etc.) -Maintains a Style Appropriate for a Formal Essay (scholarly audience) -Shows Command of MUGS -Maintains Formal/Dignified/Partial Tone