

Name: _____

Period: _____

Prompt #: _____

Rhetorical Analysis Essay: Informative Writing

W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

AZCCR Standards	4 – Exceeds the Standard	3 – Meets the Standard	2 – Approaches the Standard	1 – Below the Standard
Introduction: Rhetorical Précis W.2.a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions... <u>20 points for this section:</u> 18-20 = A 16-17 = B 14-15 = C 12-13 = D	First part of the sentence clearly states the author/speaker, credibility, title of work and date in parenthesis. A strong rhetorically accurate verb is used before the word “that” and ends with the author’s main claim that is clearly written Obvious thesis statement that begins with a clear explanation using the noun form of the rhetorical verb correctly from sentence one. Uses correct and clear rhetorical verbs for each thesis section (3 parts) along with specific explanation of the claim and the rhetorical device being used. A clearly written statement of the author’s overall purpose followed by a strong “in order to” statement followed by the intended effect of the author/speaker A clearly written description of the tone the author/speaker uses along with the specific intended audience and relationship with the audience as well as type of speech (formal/informal)	Most parts are included in the correct order and a fair “that” phrase is used with a rhetorically accurate verb. The main claim is written and may or may not be clear. Thesis statement is present but may not be a clear explanation of the intended purpose. The noun form of the verb from sentence one may or may not be used correctly. There is a three-part thesis that includes each required element, but not all are written clearly with strong and correct verbs In order to statement is present and states the purpose Author’s tone, audience, and relationship with the audience are present but are not strongly written	Some mandatory parts are included in the first portion of the sentence The rhetorical verb, “that” clause, and main claim may or may not be present and/or may or may not be clear Thesis statement lacks a clear and strong explanation of the intended purpose. The noun form of the verb is not present or is not clear. There are some missing components to the three-part thesis In order to statement may or may not be clearly written and may or may not have a clear purpose Not all elements of the sentence are present or may not be clear	Many elements of the first sentence are not present and/or written in a confusing way. There is not a clear thesis statement and there are missing parts to the three-part thesis In order to statement does not have a clear purpose and is not clearly written All elements of the sentence are not present or are not clear
Body Paragraphs/In-text citations W.2.b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W.2.c – Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.2.d – Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.2.e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.8 - Gather relevant information from multiple authoritative print; assess the usefulness of each source in answering the research question; integrate information into the text selectively to	Effectively analyzes how Zusak uses rhetorical strategies to present the claim/message to the audience. Clearly develops analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. Demonstrates a consistent ability to control a wide range of the elements of effective writing flawlessly. Uses in-text citations perfectly Topic Sentences are clear and present throughout, tie directly into the thesis, and include transitional statements <i>Transitions</i> skillfully create cohesion and clarify relationships within or between paragraphs and sections	Analyzes how Zusak uses rhetorical strategies to present the claim/message to the audience. Develops analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear. Uses in-text citations mostly correctly. Topic Sentences are present throughout, somewhat tie into the thesis and include transitional statements most of the time <i>Transitions</i> create cohesion and clarify relationships within or between paragraphs and sections	Analyzes how Zusak uses rhetorical strategies to present the message/claim to the audience. May misunderstand the passage, misrepresent the strategies Zusak uses, or analyzes these strategies inaccurately. Evidence/explanations used may be inappropriate, insufficient, or less convincing. The prose generally conveys the ideas but may be less consistent in controlling the elements of effective writing. Uses in-text citations Topic Sentences present throughout most of the paper <i>Transitions</i> inconsistently create cohesion and clarify relationships within or between paragraphs and sections	Demonstrates little success in analyzing how Zusak uses rhetorical strategies to present the message/claim to the audience. May misread the passage, fail to analyze the strategies used, or substitute a simpler task by responding with unrelated, inaccurate or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, a lack of development or organization, or a lack of control. Fails to correctly use in-text citations Topic Sentences are not present or are weak <i>Transitions</i> are very limited

<p>maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>30 points for this section:</p> <p>27-30 = A</p> <p>24-26 = B</p> <p>21-23 = C</p> <p>18-20 = D</p>				
<p>Conclusion:</p> <p>W.2.f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>20 points for this section:</p> <p>18-20 = A</p> <p>16-17 = B</p> <p>14-15 = C</p> <p>12-13 = D</p>	<p>Begins with higher-level transitional statement followed by a restatement of the thesis that digs deeper into the overall intended meaning of the text</p> <p>Reflection on main ideas in body paragraphs that clearly states significance of each and how they directly link to Zusak's claim/thesis</p> <p>Clearly written statement explaining if these were effective using strong vocabulary</p> <p>Powerful clincher.</p>	<p>Begins with transition statement followed by a restatement of the thesis that explains the overall intended meaning of the text and does not just restate the main thesis in the introductory paragraph</p> <p>Summary of main ideas in the body paragraphs and significance of each/how these relate to Zusak's claim/thesis</p> <p>Statement explaining if devices were effective</p> <p>Strong clincher</p>	<p>Restatement of the thesis from introductory paragraph with simple transition that explains the meaning of the text</p> <p>Summary of main ideas</p> <p>Explanation of devices used</p> <p>Clincher present</p>	<p>May or may not restate thesis statement</p> <p>Alludes to main ideas discussed in body paragraphs or not at all</p> <p>Last statement is not a clincher</p>
<p>Language and Style:</p> <p>W.2.d. – Use precise language and domain-specific vocabulary...</p> <p>W.2.e – Establish and maintain a formal style and objective tone (<i>while attending to the norms and conventions of the discipline in which they are writing</i>)</p> <p>10 points total for this section:</p> <p>9-10 = A</p> <p>8 = B</p> <p>7 = C</p> <p>6 = D</p>	<p>Eloquently uses an <i>objective tone</i> and a <i>formal, precise style</i> that is a pleasure to read.</p> <p>Correctly written Works Cited page with perfect format</p> <p>There are NO errors in <i>conventions</i> (R.I.P words, grammar, punctuation, spelling, no contractions, capitalization, etc.)</p>	<p>Uses an <i>objective tone</i> and/or a <i>formal, precise style</i> that is easy to read.</p> <p>Correctly written Works Cited page in the correct format</p> <p>Contains few errors in <i>conventions</i> (little to no use of R.I.P words, grammar, punctuation, spelling, contractions, capitalization, etc.)</p>	<p>Inconsistently uses an <i>objective tone</i> and/or a <i>formal, precise style</i> that is easy to read.</p> <p>Works Cited page is present and mostly correct in format</p> <p>Contains some errors in <i>conventions</i> which may cause minor confusion and uses some R.I.P. words</p>	<p>Rarely uses a <i>formal</i> and <i>objective tone</i> and/or a <i>formal, precise style</i> that is easy to read.</p> <p>Works Cited page is not present or is present and does not use the correct format</p> <p>Numerous errors in <i>conventions</i> causing confusion and uses R.I.P. words</p>

Overall Grade _____/80 = _____%