

Marina Village Middle School

Student/Parent Writing Toolkit



Student Name: _____

English Teacher: _____

MARINA VILLAGE WRITING RUBRIC

SIXTH THROUGH EIGHTH GRADE ENGLISH

Marina Village's language arts program is taught in an integrated manner, blending reading, writing, listening, speaking, spelling, punctuation, and grammar. As much as possible, these aspects of language will be interconnected, so as to avoid teaching skills in isolation.

Literature: Student will...

1. Read a variety of literature types, such as adolescent realism, historical fiction, fantasy, poetry, and classics.
2. Explore the literature elements of character, setting, plot, theme, and point of view.
3. Respond to literature by writing summaries, generating their own questions, finishing stories of supplying new endings, evaluating books and poems, or reporting an experience similar to one in a book.
4. Review or become familiar with such literacy terminology as simile, metaphor, personification, rhyme scheme, meter, tone, and hyperbole.

Writing: Students will...

1. Learn to write a variety of essay forms, stories, poetry, and research papers.
2. Write in response to stories and books.
3. Write business and friendly letters.
4. Keep journals to clarify thinking, to stimulate ideas for stories and essays, and to encourage fluency.
5. Engage in vocabulary building activities to enhance writing.
6. Become familiar with all phases of the writing process (prewriting, composition, revision, editing, evaluation, and publications).

Speaking and Listening:

Students will participate in both formal and informal speaking situations. Most of these will be tied in with their reading and writing. Students will take part in editing groups, which involves both listening and speaking. In addition, student participation in group or class discussions and brainstorming will utilize both of these language arts aspects.

Grammar, Punctuation, and Spelling:

As much as possible, these skills will be taught as part of the writing process, and through a newly purchased grammar series. Areas emphasized are parts of speech; punctuation and capitalization rules; use of dialogue; use of transition words; elimination of incomplete, run-on and rambling sentences; agreement and clarity in sentences.

Commonly misspelled words, commonly confused words (affect-effect), homophones, plural forms, contractions, Greek and Latin roots, and words from literature will be used as a basis for spelling and vocabulary development. In addition, teachers may use Vocabulary for Achievement, (Great Source) or Vocabulary Workshop (Sadler-Oxford).

MARINA VILLAGE WRITING RUBRIC

CONTENT, ORGANIZATION, and CONVENTIONS are emphasis areas. Lower performance in other areas should not reduce scores as significantly as lower performance in CONTENT, ORGANIZATION, and CONVENTIONS.

4. ADVANCED

- a. **Content:** A clearly focused idea that is supported with meaningful examples and detail.
- b. **Organization:** Logical progression with beginning, middle, and ending; the paper flows well with clear connections between ideas. Paragraphing is correct.
- c. **Conventions:** Errors in spelling, grammar, and punctuation are rare.
- d. **Sentence Structure:** Rich and varied sentences; paper flows smoothly from one idea to the next.
- e. **Word Choice:** Words are carefully chosen; descriptive, lively.
- f. **Voice:** Captures and holds the reader's attention; show a personal involvement with the topic.

3. PROFICIENT

- a. **Content:** A generally focused idea with moderate development; may not be especially convincing.
- b. **Organization:** Ideas presented in a logical order with paragraphing; may have weak beginning and/or ending, may have unnecessary or out of place details.
- c. **Conventions:** Errors in spelling, grammar, and punctuation may be distracting but will not cause confusion.
- d. **Sentence Structure:** May be repetitive or lack variety and smoothness.
- e. **Word Choice:** General and ordinary; may use slang or clichés.
- f. **Voice:** Shows some awareness of audience.

2. APPROACHING

- a. **Content:** Unfocused or poorly developed ideas.
- b. **Organization:** Confusing or illogical order; incorrect paragraphing; no clear beginning or ending; contains unnecessary information.
- c. **Conventions:** Frequent errors in spelling, grammar, and punctuation that confuse or slow the reader.
- d. **Sentence Structure:** Short or repetitive sentences; run-ons or fragments may cause confusion.
- e. **Word Choice:** Incorrect, repetitive, or dull word choices.
- f. **Voice:** Little awareness of audience.

1. BELOW

- a. **Content:** No main idea; sketchy development.
- b. **Organization:** Missing beginning, middle, and/or end.
- c. **Conventions:** Serious errors in spelling, grammar, and punctuation that interfere with understanding.
- d. **Sentence Structure:** Choppy incomplete sentences.
- e. **Word Choice:** Dull or unclear; words may be used incorrectly.
- f. **Voice:** No commitment to topic or audience.

0. NO SCORE

Illegible, inappropriate, too brief to score.

WRITING RUBRIC CATEGORIES

Content: Refers to the development of ideas, which need to be supported with relevant details and examples. The ideas must stay focused on the topic.

Organization: Refers to the overall structure of the ideas. A well-organized paper has a clear, logical beginning, middle, and ending, along with appropriate transitions.

Voice: The quality that makes papers fun to read. A strong voice is lively and personal with an awareness of audience. Students need to use the appropriate language for the audience as well as frame their arguments to convince the target audience.

Word choices: Rich and sophisticated word choices express ideas more effectively and help a paper to "sparkle." The use of literary devices, such as similes, metaphors, and alliteration, can be especially effective, as can precise language ("1983 azure Corvette" instead of "blue car" or "ambling" instead of "walking slowly"). Dialogue and quotations also add to a paper.

Sentence structure: Correct and effective sentence structure refers to several ideas: (1) an absence of run-on and fragmented sentences; (2) a variety of sentence lengths to enhance smoothness; (3) a variety of sentence types, beginning in diverse ways, so as to produce rich, graceful language.

Conventions: refers to spelling, punctuation, grammar, paragraphing, neatness, and the use of ink or typing, as appropriate.

Note: Too many errors in conventions and sentence structure will cause a paper that would otherwise be scored a 4 to be reduced to a 3. Multiple errors in the use of ordinary language is not considered grade-level work.

EVALUATION OF WRITING

English teachers use various methods to evaluate student writing, depending upon the assignment or circumstance.

1. Holistic evaluation is a procedure for ranking a piece of writing against a scoring guide, or rubric, which describes the features of writing and identifies various levels of quality. Each piece is judged as a whole, which means that specific errors are not noted. The writing is assigned a numerical score.
2. Primary trait scoring consists of evaluating a piece of writing on a particular feature, such as the presentation of a coherent argument, the development of characterization, or the use of sensory language. At times, one or more aspect of the holistic scale (such as organization) might be used as the primary feature by which to judge the writing.
3. Informal scales or checklists: Specific expectations (such as the use of dialogue or the inclusion of certain information) might be allotted points so as to weight characteristics of a piece of writing. The teacher would develop a checklist based upon skills or concepts emphasized during the teaching of a particular assignment.

MARINA VILLAGE ACCEPTABLE STANDARDS

Marina Village students should take pride in each and every assignment they do. The following is a list of mistakes that should be avoided. Any of these may result in a lower grade.

For Daily Assignments and Homework:

Lacks full heading: The MLA heading belongs in the upper left-hand corner.

Student's name (first and last)

Teacher's name/Period

Subject/Assignment

Date

Teacher's name is spelled incorrectly.

Paper is torn, crumpled, or folded; paper has doodles.

Writing is difficult to read.

An abundance of fragment or run-on sentences are evident.

Short answers do not restate the question.

Numerous capitalization and punctuation errors are visible.

For Final Copy Papers: All errors listed above plus:

Paragraphs are not indented.

Numerous spelling and homophone errors are noticeable.

Frequent verb usage errors are apparent.

Printing is in all capital letters.

Work is done in pencil or ink other than blue or black.

Work is not on white paper.

Corrections are messy.

EDITING CHECKLIST

ORGANIZATION

1. Do you have a beginning, middle, and ending? Check especially for the conclusion.
2. Did your first sentence or two explain the topic so that the reader would not need to see the question or prompt?
3. Check paragraphing, break up very long ones or combine shorter ones, except in the case of dialogue. (See No. 4)
4. Make sure you started a new paragraph for each new speaker when writing dialogue (conversations).
5. If you started any sentences with "yes" or "no," cross those words out and recheck No. 2 above.

FINDING ERRORS OR MISSING WORDS

Because it is difficult to find your own errors, follow one or more of these techniques:

1. Read the piece out loud to someone else so that person may listen for ideas that are unclear or passages that make no sense.
2. Slowly read the piece out loud to yourself, watching and listening for errors or omitted words. Make sure each word is read.
3. Use a ruler or piece of paper so that you reveal only one line at a time.
4. Read one sentence at a time backwards; this is especially helpful for checking spelling.
5. Ask someone else to read your paper; omitted words will show up more easily if the person reads it aloud.

GRAMMAR/USAGE

1. Check for run-on sentences. Two sentences may be handled in one of three ways:
 - a. End the first with a period and start the second with a capital.
 - b. Join the two with a comma plus a conjunction (such as and, but, or, yet).
 - c. Join the two with a semicolon.
2. Check for fragments. A fragment can often be joined to the sentence that comes before it or the one that comes after it.
3. When using pronouns (it, they, he), make sure the antecedent is clear. Consider substituting the noun to which you are referring.
4. Keep the verb tense consistent (past, present, or future).
5. Keep the voice consistent (first, second, or third person narration). Especially watch for switches from the pronoun I to you.
6. Check for any sentences starting with the word like. Usually these are fragments, which should be joined to the preceding sentence.

SPELLING

1. Circle words of which you are unsure; check the spelling either in a dictionary or with someone else who spells well.
2. Check for the correct use of homophones, such as know/no or their/there/they're.
3. Check that a lot is two words; consider replacing with much or many.

WRITER'S CHECKLIST: BEFORE BEGINNING THE PAPER

Before you start to write, you will save yourself time and trouble-and do a better job-if you ask yourself these questions:

1. **Assignment:** Do I understand exactly what the assignment is: Do I know its purpose and what I'm suppose to do?
2. **Length:** Do I know about how long the project is supposed to be? Is there a maximum or a minimum length?
3. **Importance:** Is this a very important paper, worth a lot of my time and effort? Or is it a not-so-important paper that I can do rather quickly?
4. **Audience:** Do I understand for whom I'm writing this paper? How can I satisfy my readers?
5. **Ideas and information:** Do I have enough ideas and information to write the paper? Can I easily find more information? Are there people I can talk to who will give me information for the paper? If not, should I seek another subject?
6. **Organization:** Have I thought about the best way to put my ideas together? Have I jotted down a few notes about my ideas to guide me?
7. **Getting started:** If I'm having a hard time getting started, can I simply start writing freely, in any part of the paper? Do I remember that I can always rewrite, revise, and reorganize?
8. **Due date:** Am I sure about when the paper is due and how much time I have to complete it? Have I planned so that I can get it done? Have I left enough time for editing and revising?

WRITER'S CHECKLIST: BEFORE HANDING IN THE PAPER

Let's assume you're near the end of writing an important paper. Don't make a final copy of it yet. You want to be sure you've done the best possible job of it. It will help to ask yourself these questions before writing the final draft.

1. **Purpose:** Does the paper fit the assignment and my purpose?
2. **Organization:** Are the ideas put together in good order? Does each paragraph have a main idea? Are the main ideas presented in separate paragraphs?
3. **Audience:** Is my choice of words appropriate for my readers?
4. **Selection and development:** Are there parts that need cutting or shortening? Are there parts that need to be developed?
5. **First sentences:** Does the paper start well and catch the reader's interest?
6. **Last sentence(s):** Does the paper end strongly? Does it answer all questions? Will the reader understand my conclusion?
7. **Sentence(s):** Do the sentences flow well? Are there some short ones and some long ones? Are there any fragments or run-ons?
8. **Title:** Does the title catch the reader's interest? Is it appropriate for the paper?
9. **Punctuation:** Is all the punctuation correct?
10. **Capitalization:** Have I followed the rules? Are there any unneeded capitals?
11. **Spelling:** Have I checked every word and looked up words I'm not sure of?

Having answered the preceding questions, make a final copy of your paper, then ask the last question:

12. **Readability and appearance:** Is the paper in the correct form? Is it easy to read? Is it pleasing to look at? Have I done a final, close proofreading?

PUNCTUATION AND CAPITALIZATION RULES

PUNCTUATION

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PERIODS

USE PERIODS:

1. at the ends of sentences, except question and exclamation sentences:
I am the editor.
2. after abbreviations:
N.Y. (New York) Dr. (doctor) gals.(gallons)
3. after numbers and letters that label items:
I. A. 1. a.

,

COMMAS

USE COMMAS:

1. to separate two sentences joined by *and*, *but*, or *for*:
Ozzie sang merrily all morning, but Isabel just groaned.
NOTE: (1) Use no comma if the sentences are very short:
Ozzie sang and Isabel groaned.
and (2) Use no comma in a sentence with a single subject and a compound verb
Ozzie sang merrily all morning but merely groaned in the afternoon.
2. to set off phrases called appositives:
Editing, *an extremely useful skill*, should be taught in all schools.
3. to set off introductory phrases or clauses:
Between our house and yours, a high fence would help.
Because we fight so much, boxing gloves would help.
4. to set off names in direct address:
George, show me your paper.
Come here, Mugsie, and be quiet.
5. to set off certain words when they are used alone at the beginning of a sentence (listen for a pause):
No, I won't go. However, I'll send Frank. Well, he's very brave.
6. to set off interrupting expressions:
His papers, I'm glad to say, are fun to read.
Hers, on the other hand, are very dull.
7. to set off clauses that aren't necessary to the meaning of a sentence:
Our car, which we bought yesterday, clanks and bangs on hills.
Our dog, who runs away whenever she can, had six puppies.
Without the clause set off by commas, the sentences still make sense:
Our car clanks and bangs on hills.
Our dog had six puppies.

NOTE: If a clause is necessary to the meaning don't use commas:
Cars that clank and bang need repairs.
Without the clause the meaning of the sentence is completely different:
Cars need repairs.
8. to separate items in a series:
The editor inserted commas, periods, long words, too many capitals, and a lot of nonsense.

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9. to set off each item after the first one in dates and addresses:
He was born on Sunday, July 4, 1873, at noon.
Editors slave away at 6 Davis Drive, Belmont, California 94002, and also at home till late at night.
NOTE: Put no comma between state and ZIP code number.
10. in dialogue, to set off the words spoken from those that tell who spoke them:
George said, "I love you."
"Grunt, grunt," remarked the pig.
NOTE: Use no comma if a question or exclamation is spoken:
"Did you ring?" asked the butler.
"Get out!" screamed Ollie.
11. after the salutation of a friendly letter and the close in all letters:
Dear Molly, Sincerely yours,

" "

QUOTATION MARKS

USE QUOTATION MARKS:

1. to indicate spoken words:
Mike said, "We slept well."
"Do I understand," asked Jill, "that I owe ten cents?"
2. to quote words in your writing:
The point is well made by Frank Harris: "Strong men are made by opposition."
She's always saying "far out" in her conversation.
3. to make the titles of chapters, stories, or articles in books or magazines:
In Your Are the Editor, there is a section called "Writer/Editor's Handbook."
NOTE: End quotation marks usually follow other punctuation.

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EXCLAMATION MARKS

USE EXCLAMATION MARKS:

1. at the ends of exclamations-words intended to show strong emotion or emphasis:
Oh, no! The mice are eating the orchids!

:

COLONS

USE COLONS:

1. to announce that something follows:
Her feelings were many: rage, pity, revulsion, and fear.
Please bring these items: a pencil, some paper, the new handbook, and your brain.
2. after the salutation in a business letter:
Dear Sir: Dear Ms. Bligh:
3. in writing the time or to indicate chapter and verse:
7:30PM Genesis 4:12

—

HYPHENS

USE HYPHENS:

1. to divide a word at the end of a line, between syllables:
Please don't always keep talk-
ing while I'm interrupting.
2. to write out compound numbers:
twenty-six
3. after prefixes such as *all*, *ex*, and *self*:
all-American ex-husband self-employed

PUNCTUATION

C

ALWAYS CAPITALIZE:

1. the pronoun *I*:
After *I* learn to edit, *I* will edit you.
2. a name or a proper noun:
Chris Africa France Missouri
3. the names of months, days, and holidays:
April Tuesday Yom Kippur Easter
NOTE: Don't capitalize the four seasons:
spring summer fall winter
4. names of organizations or brands:
the American Red Cross Glasser Middle School
the Bell Telephone Company Ford cars Gooey Chewies
5. the names of races and nationalities, places, religions, special events and periods of history, and documents:
Caucasian, Canadian, Brazilian; Central Park, Pacific Ocean; Catholic, Baptist;
World War I, the Middle Ages; the Constitution, the Declaration of Independence
6. words used as part of a person's name and showing relationship or position:
Uncle Jim Major Fennel Senator Porter Superintendent Bask
EXCEPTIONS: my mother the principal
7. the first, last, and all important words in a title:
You Are the Editor
"What Sue Saw under the Tree"
8. in letters, the salutation and the first word of the close:
Dear Sir: Dear Minnie,
Very truly yours, Yours sincerely,
9. the names of courses (but not the names of subjects):
Advance Math I History of Civilization
EXCEPTIONS: math history
10. in dialogue, the first word spoken:
"Look at me," he said.
"Please remember," she said, "that he is a teacher."
NOTE: In general, capitalize all names.

SIX USEFUL SPELLING RULES

SP

1. ie or ei

When sound is ee, put I before e (fierce, believe) except after c (receive, ceiling). When sound is not ee, put e before I (height, weight). Here are two sentences of exception: He seized (n) either weird leisure (ei words pronounced ee), but his friend sieved the mischief (ie words not pronounced ee).

2. Words ending with silent e

Words that end with silent e (taste, hope, nerve) drop the final e before a suffix beginning with a vowel (ing, ed, ous), as in tasting, hoped, nervous. Exceptions: words that end with ce or ge when adding able or ous: noticeable, courageous. (The e keeps the c and g soft.) Also, the words ninth and truly.

3. Doubling the final consonant

When one-syllable words (hit, stop), and words accented on the last syllable (remit, occur), end with a single consonant after a single vowel, double the final consonant when you add a suffix beginning with a vowel (er, ed, ing): hitter, stopped, occurring.

NOTE: Exceptions are (1) words with two vowels before the consonant: seat, seated; (2) words ending in two consonants: result, resulting; (3) words not accented on the last syllable: opened, benefited.

4. y to I and add es, ed, er, est

When you add es, ed, er, or est to words that end with y with a consonant before it, change the y to I: cry, cries; reply, replied; silly, sillier; merry, merriest.

NOTE: (1) When there is a vowel before the y (toy, valley) merely add an s (toys, valleys) and (2) When you add ing to a word ending with y (try, study), just add it with no change (trying, studying).

5. Prefixes

When you add a prefix to a root word, just add it without changing the spelling of the prefix or the root: mis + spell = misspell; un + needed = unneeded; dis + appear = disappear; re + invest = reinvest.

6. Suffixes beginning with a consonant

When you add a suffix beginning with a consonant to a root word, just add the suffix. Don't change the spelling of the suffix or the root: govern + ment = government; lone + ly = lonely; usual + ly = usually; mean + ness = meanness.

PROOFREADING MARKS

Mark	Explanation	Example
¶	Begin a new paragraph. Indent the paragraph.	¶ The space shuttle landed safely after its five-day voyage. It glided to a smooth perfect halt.
^	Add letters, words, Or sentences.	My friend eats lunch with me evry day.
^	Add letters, words, or Sentences.	Carlton my Siames cat has a mind of his Own.
" "	Add quotation marks.	Where do you want us to put the piano? Asked the gasping movers.
⊙	Add a period.	Don't forget to put a period at the End of every statement
/	Take out words, sentences, punctuation marks, and letters	We looked at and admired the model airaplanes.
○	Change a capital letter to a small letter.	We are studying about the Louisiana Purchase in History class.
	Change a small letter to a capital letter.	The Nile river in africa is the longest river in the world.
	Reverse letters or words.	To compleet the task successfully, you must follow carefully the steps.
sp	Correct spelling	I think the water is perfectly safe to drink.

WRITING

A WRITER'S FRAMEWORK

RESEARCH REPORT

INTRODUCTION <ul style="list-style-type: none">▪ Attention-grabbing beginning▪ Thesis statement	Hook your readers' attention by contrasting what they already know about the topic with new information or a question. Your thesis statement should identify both your topic and the conclusion you have drawn about it.
BODY <ul style="list-style-type: none">▪ Subtopic 1 and elaboration▪ Subtopic 2 and elaboration and so on	<ul style="list-style-type: none">▪ Each Roman numeral in your outline will represent a subtopic. Each subtopic will be covered in its own paragraph. However, large subtopics may need more than one paragraph. To create coherence, link ideas with logical transitions such as although, but, still, yet, also, instead, when, after, and finally.▪ Provide supporting evidence for each subtopic using facts, analogies or comparisons, paraphrases, expert opinions, examples, direct quotations, and your own original ideas or conclusions.
Conclusion <ul style="list-style-type: none">▪ Related, unanswered question or final comment	To finish your report, you may want to include a related and interesting question that your research did not answer. Another way to end is by making a final statement about why your topic is important .
Works Cited List <ul style="list-style-type: none">▪ Alphabetical list of sources used	List the sources you used for your report in a Works Cited list or a bibliography (if you used only print sources). Use the correct format for each citation, based on the examples on page 678.

Writing 1.0 Students write clear and coherent essays. Essays contain formal introductions, supporting evidence, and conclusions. **1.1** Create compositions that end with a clear and well-supported conclusion. **1.2** Establish coherence through effective transitions. **2.0** Student writing demonstrates the drafting strategies outlined in Writing Standard 1.0.

TAKE NOTES

Make a Note of It Once you have found sources, it is time to take notes. Most of your notes will be **paraphrases** (restatements of all the ideas in your own words) or **summaries** (brief restatements of only the most important points) of information from your sources. If a source states an idea particularly well, you may want to note a **direct quotation**—the writer's exact words inside quotation marks. For all notes, make sure you properly credit your sources. Also include in your notes **opinions from experts** and analogies (or **comparisons** to more-familiar topics or situations).

Take notes from a variety of sources, including those with different **perspectives**, or opinions, on your topic. By reading sources with different opinions, you get the most complete picture of your subject. For example, if you are researching a former United States president, make sure that you read articles written by his supporters and his critics to get a balanced view of your subject.

To make your note cards, use the following guidelines.

- **Take thorough notes.** Write down facts, statistics, examples, comparisons, and quotations that help answer your research question.

Your notes will provide the elaboration you need in each paragraph of your report. Instead of just saying "the 761st Tank Battalion performed admirably in World War II," for example, good notes should provide details about the battalion's accomplishments. How can you decide whether something is important enough to write down? Ask yourself these questions. If you can answer yes to both of them, make a note of the information.

1. Does the information relate to my research question?
2. Will the information interest my audience or give them a clear understanding of my topic?

TIP As you find information, you may notice that you have additional questions about your topic. If the questions relate to your guiding research question, it is fine to go back and do more research until these questions are answered.

- Label each note card with its source number. Also, note the page where you found the information in case you need to find it again.
- Label each card with a category that tells the type of information it provides. When you find other information about the same part of your topic, you will give it the same category label. Your categories will depend on your topic. For example, the student researching the 761st Tank Battalion used these categories: Background, Training, Early Battles, and Later Battles. As you research, you may discover additional categories of information.

Here is a sample note card.

Category label - Later Battles

1

Source number

Summarized notes from source { The 761st Battalion participated in the Battle of the Bulge.
They fought to secure a town called Tillet. They won the
Battle after 5 days of heavy fighting. The Germans retreated.

Page number(s)

Pages 51-57

REVISING

Evaluate and Revise Content, Organization, and Style

Take Another Look When you evaluate your own report or a peer's, you should read it at least twice. During the first reading, focus on what is in the report—the content—and how that information is organized. The second time, read each sentence and evaluate its style, using the Focus on Word Choice on page 693.

- **First Reading: Content and Organization** Use the chart below to help you evaluate to help you evaluate and revise the content and organization of your report.

RESEARCH REPORT: CONTENT AND ORGANIZATION GUIDELINES		
Evaluation Questions	Tips	Revision Techniques
1. Does the introduction contain a clear thesis statement that identifies both the topic and writer's most important conclusion?	Put a star next to the statement that tells readers the report's topic and thesis.	Add a thesis statement or add the main point about the topic to the thesis statement.
2. Does each body paragraph explain no more than one subtopic from your outline?	Label the margin of each body paragraph with the subtopic it explains.	If necessary, delete unrelated ideas or rearrange the information into separate body paragraphs. To create coherence, link ideas with logical transitions.
3. Does each paragraph include facts, statistics, examples, direct quotations, or conclusions that elaborate on the subtopic?	Highlight the facts and explanations in each paragraph.	Elaborate paragraphs that need support with facts and explanations from research notes.
4. Is there an unanswered question or final comment in the conclusion?	Put a check mark next to the question or final statement.	Add a question or final statement or revise the statement or question to make it clearer.
5. Does the Works Cited list include at least three sources?	Number the sources listed in the Works Cited list.	If needed, add sources to the Works Cited list, and add information from those sources to the report.

Writing 1.6 Revise writing for appropriate organization and transitions between paragraphs, passages, and ideas.

A WRITER'S MODEL

The final draft below closely follows the framework for a research report and the MLA guidelines for correct research paper format.

The Brave Soldiers of the 761st

World War II brings many heroic images to mind. People may think of Rosie the Riveter or the Iwo Jima statue of six Marines. One lesser-known story, though, is the heroism of African American soldiers in World War II. The 761st Tank Battalion proved that African Americans could serve their country with excellence and bravery.

When the war began in the late 1930s, African Americans made up only a small part of the army. The armed forces were segregated, or separated, by race. Black soldiers and white soldiers trained and lived separately. African American leaders began pressuring government officials to change the unfair system. In 1940, the U.S. Congress passed the Selective Training and Service Act. The act included the words, "there shall be no discrimination against any person on account of race or color" (qdt. In Pfeifer 13-14). The act led to the creation of black combat units, including the 761st Tank Battalion (Pfeifer22).

In 1942, the 761st Tank Battalion was formed at Camp Claiborne, Louisiana (African Americans). The battalion had 27 officers, all of them white, and 313 enlisted men. Within a year a group of black officers, which included the baseball player Jackie Robinson, was assigned to the battalion (Pfeifer 22,25). Conditions at Camp Claiborne were difficult for the soldiers. Their housing was in a swampy area near the sewage treatment

INTRODUCTION
Attention grabbing
beginning

Thesis statement

BODY
Subtopic 1:
Background

Facts

Direct quotation

Subtopic 2:
Training

Statistic

TIP
The Writer's Model includes examples of parenthetical citations. In parentheses following the information, the writer lists the author's last name and the page number where he found the information.

plant (Pfeifer 24). Worst of all, African American soldiers had fewer rights than some German prisoners held at the camp (Pfeifer 30-31). Despite these injustices, the 761st Tank Battalion worked hard to earn a reputation for excellence. In maneuvers, military exercises designed to resemble real combat situations, the soldiers of the 761st proved their readiness for battle (Pfeifer 29).

Expert opinion

In October 1944, the battalion joined General George S. Patton's Third Army in Europe. According to writer Catherine Reef, Patton told the soldiers, "I would never have asked for you if you weren't good. I have nothing but the best in my Army" (51). In their first battle, the 761st Tank Battalion had to cut off German escape and supply routes to Metz, France. At the town of Morville, they encountered heavy gunfire and mines. Although the Germans knocked out seven tanks, the men of the 761st prevented worse losses (Pfeifer 42-45).

Subtopic 3:
Early battles

Fact

Direct quotation

Statistic

In December, the 761st Tank Battalion went to Belgium to join the Battle of the Bulge, the largest land battle of the war. The 761st fought a fierce battle for a little town called Tillet. After five days the Germans retreated (Pfeifer 51-57). The battalion pressed on through the Netherlands, France, and Germany, fighting battles along the way. One of their last accomplishments during the war was breaking through the Siegfried Line. This line protected the German border with bunkers and concrete and steel antitank structures. Finally, the 761st Tank Battalion met

Subtopic 4:
Later battles

Facts

up with their Russian allies at the Enns River (African Americans). Two days later, the war in Europe was over.

The soldiers of the 761st Tank Battalion battled discrimination and inequality to serve their country. In 1978, President Carter awarded them a Presidential Unit Citation for their courageous deeds (Pfeifer 10-11). The 761st Tank Battalion, one of the first African American combat units, set an example of heroism for all Americans.

CONCLUSION
Final comment

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Interview or guest speaker	Speaker. Personal interview/Telephone interview/Guest speaker. Date. McConnell, E.G. Guest speaker. 15 Aug. 2003.
Television or radio program	"Title of Episode." <u>Title of Program</u> . Network. Station Call Letters, City. Date of broadcast. "Belated Honor." <u>In Depth</u> . PBS. KUSD, Vermillion. Nov. 2003.
Movie or video recording	<u>Title</u> . Name of Director (Dir.) or Producer (Pro.). Name of Distributor, year released. <u>African Americans in WWII: A Legacy of Patriotism and Valor</u> . Pro. Department of Defense. OnDeck Home Entertainment, 1998.
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