Junior English

**Precis**

Please read the essay and then write your precis using the structure below. When you have finished, upload your paragraph to Schoology.

**Section One: Introduce writer, text & central claim**

Template**:**

Name the writer and his/her credentials, type of work, title, and the major assertion/claim.

**Section Two: Explain how the writer develops or advances the argument**

Template:

S/he (supports or develops) his/her claim by first\_\_\_, then\_\_\_and finally\_\_\_\_\_.

**Section Three: State the author’s purpose of the text any why**

Template:

\_\_\_\_ purpose is to (persuade, criticize, explain, inform, describe, prove, warn, etc.) in order to (accomplish what?).

**Section Four: Describe the tone & intended audience**

Template:

S/he (adopts, establishes, creates, etc.) a(n) (type of tone) tone for (intended audience).

**Precis Scoring Guide**

**Sentence One: Introduce writer, text & central claim**

* The sentence correctly and precisely names the author’s name and credentials and title of the work. The list is followed by a “that” clause which accurately captures the author’s thesis.
* The sentence correctly names most of the following: author’s name and credentials and title of the work. The list is followed by a “that” clause that somewhat accurately captures the author’s thesis.
* The sentence includes the author’s name and credentials and title of the work, but needs to be more precise. The list is followed by a “that” clause, but inaccurately names the writer’s claim.
* The sentence does not address the author’s name and title of the piece. Does not include a “that” clause with the author’s thesis.

**Sentence Two: Explain how the writer develops or advances the argument**

* The sentence clearly and accurately states how the author develops his/her claim and names the strategies in chronological order. The sentence(s) shows an understanding of how the writer builds the claim overall.
* The sentence states how the author develops his/her claim and names the strategies in chronological order, but may miss the how s/he develops the claim overall.
* The sentence attempts to name how author develops his/her claim and begins to name strategies, but misses how the author supports the thesis overall. May list specific examples or focus on only one part of the article rather than the entire piece. May not list strategies in chronological order.
* The sentence does not include strategies that the author uses to support the thesis.

**Sentence Three: State the author’s purpose of the text & why s/he is writing**

* The sentence clearly and accurately names the author’s purpose and demonstrates a thorough understanding of what the author wants readers to understand.
* The sentence names the author’s purpose, but it may be incomplete. The sentence demonstrates some understanding of what the author wants readers to understand.
* The sentence is unclear in naming the author’s purpose and what the author wants readers to understand.
* The sentence does not identify the author’s purpose.

**Sentence Four: Describe the tone & intended audience**

* The sentence clearly and accurately identifies the audience and tone and shows the author’s relationship with the topic.
* The sentence identifies general characteristics of the audience. The sentence identifies a tone but it is a bit vague. The sentence needs to be more precise in naming tone and audience and showing the author’s relationship with the topic.
* The sentence is unclear or inaccurate in naming the audience. The sentence is unclear or inaccurate in naming the tone and does not show the author’s relationship with the topic.
* The sentence does not address audience or tone.

**Language & mechanics**

* Minimal mechanical errors and they do not distract (grammar, spelling, usage, punctuation, etc.)
* Few distracting mechanical errors (grammar, spelling, usage, punctuation, etc.)
* Several mechanical errors (grammar, spelling, usage, punctuation, etc.) that begin to distract from the meaning
* Many mechanical errors (grammar, spelling, usage, punctuation, etc.) that distract from the meaning