

## Assignment

Think about people who deserve status as heroes—from the past, from the present, from life, and from literature. What defines a hero? Write a multi-paragraph essay that develops your definition of heroism. Be sure to use strategies of definition (function, example, and negation) to guide your writing.

### Planning and Prewriting: Take time to make a plan for your essay.

- Which activities and texts have you collected that will help you refine and expand your definition of a hero?
- What prewriting strategies (such as free writing or graphic organizers) could help you brainstorm ideas and organize your examples?

### Drafting: Write a multi-paragraph essay that effectively organizes your ideas.

- How will you provide a hook, a bridge, and a thesis in the introduction?
- How will you use the strategies of definition (function, example, negation) in your support paragraphs?
- How will your conclusion demonstrate the significance of heroism and encourage readers to accept your definition?

### Evaluating and Revising: Create opportunities to review and revise your work.

- During the process of writing, when can you pause to share and respond with others?
- What is your plan to include suggestions and revision ideas in your draft?
- How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?

### Checking and Editing for Publication: Confirm that your final draft is ready for publication.

- How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?
- What would be an engaging title for your essay?

## Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

- Explain how the activities in this unit helped prepare you for success in the Embedded Assessment.
- Which activities were especially helpful, and why?

## My Notes

# Writing a Definition Essay

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
<b>Ideas</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>develops all three strategies of definition effectively to define a hero</li> <li>maintains a precise and original thesis</li> <li>integrates relevant supporting detail and evidence (quotes and paraphrases) with citations and commentary.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses strategies of definition (function, example, negation) to define a hero</li> <li>maintains a clear thesis</li> <li>includes adequate supporting detail and evidence (quotes and paraphrases) with citations and commentary.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses at least one strategy of definition to define a hero</li> <li>has an unclear or unfocused thesis</li> <li>includes inadequate supporting detail and evidence; may have inconsistent citations and/or weak commentary.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>does not define a hero using strategies of definition</li> <li>has no discernible thesis</li> <li>lacks supporting detail, citations, and/or commentary.</li> </ul>
<b>Structure</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>introduces the main idea with an engaging hook, bridge, and thesis</li> <li>organizes ideas into focused support that strengthens the thesis</li> <li>creates coherence with the purposeful use of a variety of transitions and topic sentences</li> <li>provides an insightful conclusion.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>introduces the topic with a relevant hook, bridge, and thesis</li> <li>organizes ideas into support paragraphs that progress logically</li> <li>creates coherence with the use of transitions and topic sentences</li> <li>provides a conclusion that follows from the ideas presented.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>includes an ineffective or partial introduction</li> <li>has unrelated, undeveloped, or formulaic support paragraphs</li> <li>uses transitions and topic sentences ineffectively or inconsistently</li> <li>provides a weak, illogical, or repetitive conclusion.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>lacks an introduction</li> <li>has minimal, absent, or flawed support paragraphs</li> <li>uses few or no transitions and topic sentences</li> <li>lacks a conclusion.</li> </ul>
<b>Use of Language</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses consistent diction and style appropriate for an academic audience</li> <li>demonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including complex sentences).</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses diction and style that is generally appropriate for an academic audience</li> <li>demonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including complex sentences).</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses diction or a style that is basic or inappropriate to an academic audience</li> <li>demonstrates partial or inconsistent command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses flawed diction</li> <li>lacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning.</li> </ul>