

Draft due:  
Final due:

Name \_\_\_\_\_  
Period \_\_\_\_\_

# THE KITE RUNNER

## WRITING ABOUT A SIGNIFICANT PASSAGE CHART

Directions: Choose a passage 50-100 words from the novel and complete the chart below.

WRITE YOUR PASSAGE HERE AND UNDERLINE *EIGHT* KEY WORDS or PHRASES  
(you will use these words and phrases for the box labeled "LIST THE KEY WORDS AND PHRASES")

(\*You must include the context of your passage from the book in your thesis statement.)

### 1 WHAT IS THE CONTEXT-PLOT AND/OR CHARACTERS-OF THE PASSAGE?

(\*Make sure to provide lead-in context for your thesis statement. IE, who's talking, what's happening in the book...)

### WHAT IS YOUR INITIAL REACTION TO THIS PASSAGE?

(\*BRAINSTORMING SECTION)

### 4 WHAT ARE YOUR CONCLUDING THOUGHTS ABOUT THIS PASSAGE?

(\*ADAPT THIS SECTION INTO YOUR CONCLUDING SENTENCE)

### 3 LIST THE KEY WORDS AND PHRASES? (make sure you use quotation marks) (\*THIS IS YOUR CD SECTION-THE QUOTE)

### WHAT IS THE SIGNIFICANCE OF THESE KEY WORDS AND/OR PHRASES-REPETITION, UNUSUAL WORD CHOICE OR ORDER, LITERARY DEVICES?

(\* This section will be your CMs- your analysis)

### 2 WHAT COULD BE A POSSIBLE THEME? WHY?

(\*introduce your theme in your thesis statement! You will repeat your theme in the concluding sentence.)

(\*From your list above, choose your 3 *strongest points* of key words evidence. You will ONLY use those 3 in your essay. Be sure to include solid CM analysis of your CD evidence.)

### One-Paragraph Essay

Sentence #	Name	Purpose/Content
1	<b>Thesis/Topic</b>	<ul style="list-style-type: none"> <li>Contains topic (literary work) and opinions on the topic.</li> <li>State author and title of the topic.</li> <li>Focus of entire paragraph.</li> <li>Proves the topic.</li> </ul>
<b>Chunk #1</b>		
2	<b>Body Point #1</b>	The most important point directly to prove the thesis.
3	<b>Concrete Detail</b>	Quotation or example to prove BP #1 and thus the thesis.
4-5	<b>Commentary</b>	Two or more sentences that analyze how the quote or example proves BP #1 and thus the thesis.
<b>Chunk #2</b>		
6	<b>Body Point #2</b>	The second point to prove the thesis. Begin the sentence with a transition.
7	<b>Concrete Detail</b>	Quotation or example to prove BP #2 and thus the thesis.
8-9	<b>Commentary</b>	Two or more sentences that analyze how the quote or example proves BP #2 and thus the thesis.
<b>Chunk #3</b>		
10	<b>Body Point #3</b>	The third point to prove the thesis. Begin the sentence with a transition.
11	<b>Concrete Detail</b>	Quotation or example to prove BP #3 and thus the thesis.
12-13	<b>Commentary</b>	Two or more sentences that analyze how the quote or example proves PB #3 and thus the thesis.
<b>Final</b>		
14	<b>Conclusion</b>	Restates the thesis and summarizes the body paragraph.

# **One-Paragraph Essay Shaping Chart**

Title of Essay: \_\_\_\_\_

		Sentence #	Name	Purpose/Content
<div> <div></div> <div>Chunk #1</div> </div>		1	<b>Thesis/Topic</b>	
		2	<b>Body Point #1</b>	
		3	<b>Concrete Detail</b>	
		4	<b>Commentary #1</b>	
		5	<b>Commentary #2</b>	
<div> <div></div> <div>Chunk #2</div> </div>		6	<b>Body Point #2</b>	
		7	<b>Concrete Detail</b>	
		8	<b>Commentary #1</b>	
		9	<b>Commentary #2</b>	
<div> <div></div> <div>Chunk #3</div> </div>		10	<b>Body Point #3</b>	
		11	<b>Concrete Detail</b>	
		12	<b>Commentary #1</b>	
		13	<b>Commentary #2</b>	
		14	<b>Conclusion</b>	

English 4~ Mrs. Bly  
In-class *The Kite Runner* Essay Rubric

Name of Student \_\_\_\_\_

Final Grade: \_\_\_\_\_

**Thesis:**

- Thesis is unique.
- Thesis is convincing and well-stated.
- Includes a persuasive main argument that responds to the prompt.
- Thesis outlines main points
- Thesis theme/motif and 3 points

\_\_\_\_\_/5 pts  
\_\_\_\_\_/1pt  
\_\_\_\_\_/1pt  
\_\_\_\_\_/1pt  
\_\_\_\_\_/1pt  
\_\_\_\_\_/1pt

**Use of evidence to support thesis:**

- THREE CDs
- Minimum number of quotations
- CDs are appropriate, and prove thesis
- At least one CD includes key word analysis
- MLA format line numbers for each CD = “..be good again” (2).

\_\_\_\_\_/5 pts

**Organization:**

- Thesis at the beginning
- 3 “chunks” using correct writing format
- “Chunks” are in the order of the thesis
- Text organization flows sensibly and smoothly, using transitions
- Appropriate conclusion

\_\_\_\_\_/5 pts

**Analysis and Depth of Thought:CHUNK #1**

- 1-2 sentences of CM per CD
- CM shows HOW the CD proves the thesis (NOT plot summary)
- CM is specific and analytical
- CM shows complexity of thought
- CM shows a correct understanding of the text

\_\_\_\_\_/ 5 pts

**Analysis and Depth of Thought:CHUNK #2**

- 1-2 sentences of CM per CD
- CM shows HOW the CD proves the thesis (NOT plot summary)
- CM is specific and analytical
- CM shows complexity of thought
- CM shows a correct understanding of the text

\_\_\_\_\_/ 5 pts

**Analysis and Depth of Thought:CHUNK #3**

- 1-2 sentences of CM per CD
- CM shows HOW the CD proves the thesis (NOT plot summary)
- CM is specific and analytical
- CM shows complexity of thought
- CM shows a correct understanding of the text

\_\_\_\_\_/ 5 pts

**Word Choice and Syntax:**

- Uses sophisticated word choice (vocabulary words)
- Avoids clichés, avoids repetition of words
- No first or second person or other “no-no” words
- Variety of sentence structure
- Sentences show fluency of language

\_\_\_\_\_/5 pts

**MLA format & quotation integration:**

- Double-spaced
- Correct heading in the top left-hand corner
- Line numbers in correct MLA format “..be good again” (2).
- Context and lead-ins for each quotation
- Integrated quotations smoothly and logically

\_\_\_\_\_/5 pts

**Mechanics:**

- Thesis phrases are parallel in structure
- Proofread for spelling errors
- Proofread for grammatical errors (punctuation, capitals, subject-verb, etc.)
- Proofread for awkward phrasing, run-ons, and fragments
- Uses active voice instead of passive voice and uses action verbs

\_\_\_\_\_/5 pts

Total Score: \_\_\_\_\_/45 pts

Comments: