

**English 9: *Romeo and Juliet* Anchor Writing**

C.C.S.S. W.9-10.3, W.9-10.4

<p style="font-size: 48pt; text-align: center;">5</p> <p>46-50</p>	<ul style="list-style-type: none"> <li>• central idea/claim (thesis) clearly apparent in the introduction and addresses the prompt in a way that highlights the writer’s deep understanding of the play</li> <li>• consistent awareness of audience throughout essay</li> <li>• outstanding use of detailed textual evidence supports the thesis; uses appropriately formatted citations *</li> <li>• at least one direct quotation, expertly integrated into the essay, supports the thesis</li> <li>• voice is vibrant through fresh, precise, and appropriate word choice and/or style</li> <li>• nearly error-free (no run-ons or fragments)</li> <li>• intentional risks in conventions or techniques (varied sentence structure, unique take on the prompt, etc.) enhance the writing</li> <li>• follows MLA formatting guidelines with no errors</li> </ul>
<p style="font-size: 48pt; text-align: center;">4</p> <p>40-45</p>	<ul style="list-style-type: none"> <li>• central idea/claim (thesis) apparent in the introduction and addresses the prompt in a way that shows the writer understands the play</li> <li>• general awareness of audience throughout essay</li> <li>• effective use of detailed textual evidence supports the thesis; uses appropriately formatted citations *</li> <li>• at least one direct quotation, integrated seamlessly into the essay, supports the thesis</li> <li>• voice is evident through style and word choice</li> <li>• minor errors in conventions are observable, but they do not detract from the message (very few, if any, run-ons or fragments)</li> <li>• follows MLA formatting guidelines; may have a minor error or two</li> </ul>
<p style="font-size: 48pt; text-align: center;">3</p> <p>35-39</p>	<ul style="list-style-type: none"> <li>• central idea/claim (thesis) present, but is either inconsistent or shows the writer’s limited understanding of the play</li> <li>• awareness of audience may be uneven or spotty</li> <li>• textual evidence supports the thesis, but shows only the most basic understanding of the play; attempts properly formatted citations, though some may be incorrect *</li> <li>• at least one direct quotation, but it may not be relevant and/or may not be integrated into essay</li> <li>• style and word choice are mechanical and lack a strong voice</li> <li>• errors in conventions may detract from the message (few run-ons or fragments)</li> <li>• generally attempts MLA formatting guidelines, but has several errors</li> </ul>
<p style="font-size: 48pt; text-align: center;">2</p> <p>30-34</p>	<ul style="list-style-type: none"> <li>• central idea/claim (thesis) may be missing or deficient</li> <li>• there is very little awareness of audience</li> <li>• textual evidence is present, but may not support thesis or may contain inaccuracies</li> <li>• direct quotation and/or citations are missing</li> <li>• serious errors in conventions make the writing difficult to follow or understand (several fragments and/or run-ons)</li> <li>• does not follow MLA formatting guidelines</li> </ul>
<p style="font-size: 48pt; text-align: center;">1</p> <p>0-30</p>	<ul style="list-style-type: none"> <li>• central idea/claim is missing</li> <li>• there is not awareness of audience</li> <li>• textual evidence is severely lacking, irrelevant, and/or inaccurate</li> <li>• direct quotation and citations are missing</li> <li>• there may be no supporting evidence and/or no citations</li> <li>• writing has not been edited (run-ons and fragments are pervasive)</li> <li>• not considered final draft quality</li> </ul>

**\* NOTE: To cite evidence from the play, use the ACT, SCENE, and LINE numbers in parentheses.**

*Romeo expresses his disappointment at being exiled by saying to the friar, “There is no world without Verona Walls, but purgatory, torture, hell itself” (3.3.17-18).*

**The parenthetical citation (3.3.17-18) tells the reader that this information comes from act 3, scene 3, lines 17 and 18.**