

The First Stone Comparative Essay

In the novel, the characters of Reef and Leeza are intertwined, even if they don't know it until the end.

Topic: Compare Leeza and Reef by considering how their experiences in life shaped them and how they changed each other's lives. Examine their values, goals, problems, and emotions.

Begin by creating a brainstorm of their similarities and differences, then decide which method of compare and contrast you will be using (Block or Point-by-Point). Make sure that you have enough points to compare/contrast and have proof from the text for each.

	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-100)
Knowledge <ul style="list-style-type: none">• Introduction• Body• Conclusion• Content	<ul style="list-style-type: none">• Opening paragraph has an uninspiring lead and a vague thesis statement• Unspecific arguments to thesis; lack separate ideas and analysis• Limited summary of arguments; attempts to bring closure• Demonstrates limited understanding of text	<ul style="list-style-type: none">• Opening paragraph has an adequate lead and thesis statement• 3 arguments unspecific to the thesis. Each argument has textual evidence with limited analysis• Some summary of arguments and/or closure• Demonstrates sufficient understanding of text	<ul style="list-style-type: none">• Opening paragraph has an interesting lead and good thesis statement• 3 arguments specific to the thesis. Each argument has textual evidence adequately linked and analyzed• Summarizes arguments and brings closure• Demonstrates considerable understanding of text	<ul style="list-style-type: none">• Opening paragraph has an excellent lead and clear thesis statement• 3 arguments specific to the thesis. Each argument has textual evidence linked and analyzed accordingly• Summarizes arguments and brings closure• Demonstrates thorough understanding of text
Thinking <ul style="list-style-type: none">• Processing Skills• Critical Thinking	<ul style="list-style-type: none">• Limited accurate analysis, interpretation, and synthesis of information from sources• Uses limited innovative thought	<ul style="list-style-type: none">• Some accurate analysis, interpretation, and synthesis of information from sources• Uses some innovative thought	<ul style="list-style-type: none">• Good, accurate analysis, interpretation, and synthesis of information from sources• Uses considerable innovative thought	<ul style="list-style-type: none">• Excellent, accurate analysis, interpretation, and synthesis of information from sources• Uses highly effective innovative thought

Communication <ul style="list-style-type: none"> • Expression of Ideas • Audience and Purpose • Use of Conventions 	<ul style="list-style-type: none"> • Writing is vague, with a lack of effective paragraph structure and persuasive tone • Ideas are expressed with limited logic, unclear, and limited sense of purpose and/or audience • There are frequent errors in diction, syntax, spelling, grammar, and punctuation 	<ul style="list-style-type: none"> • Writing is somewhat focused, arranged logically with some paragraph structure and persuasive tone • Ideas are expressed with some clarity, keeping in mind a sense of purpose and audience • There are some errors in diction, syntax, spelling, grammar, and punctuation 	<ul style="list-style-type: none"> • Writing is focused, arranged logically with a consistent paragraph structure and good persuasive tone • Ideas are expressed with clarity and a sense of purpose and audience • There are few errors in diction, syntax, spelling, grammar, and punctuation 	<ul style="list-style-type: none"> • Writing is focused, arranged logically with effective paragraph structure and excellent persuasive tone • Ideas are expressed logically, with clarity and a sense of purpose and audience • There are no errors in diction, syntax, spelling, grammar, and punctuation
Application <ul style="list-style-type: none"> • MLA • Outline • Connections 	<ul style="list-style-type: none"> • Written in proper MLA format with many errors (weak title, format) • Limited components of graphic organizer are complete • Connections between new information and course concepts are made with limited skill 	<ul style="list-style-type: none"> • Written in MLA format with some errors (satisfactory title) • Some components of graphic organizer complete • Connections between new information and course concepts are made with some skill 	<ul style="list-style-type: none"> • Written in MLA format with few errors (good title) • Good, accurate graphic organizer • Connections between new information and course concepts are made with considerable skill 	<ul style="list-style-type: none"> • Written in exact MLA format • Excellent, accurate graphic organizer • Connections between new information and course concepts are made with exceptional skill