

HOW to Write a Descriptive Paragraph

Purpose of the Paragraph – Descriptive writing gives factual information about a specific topic

Characteristics of the Paragraph–

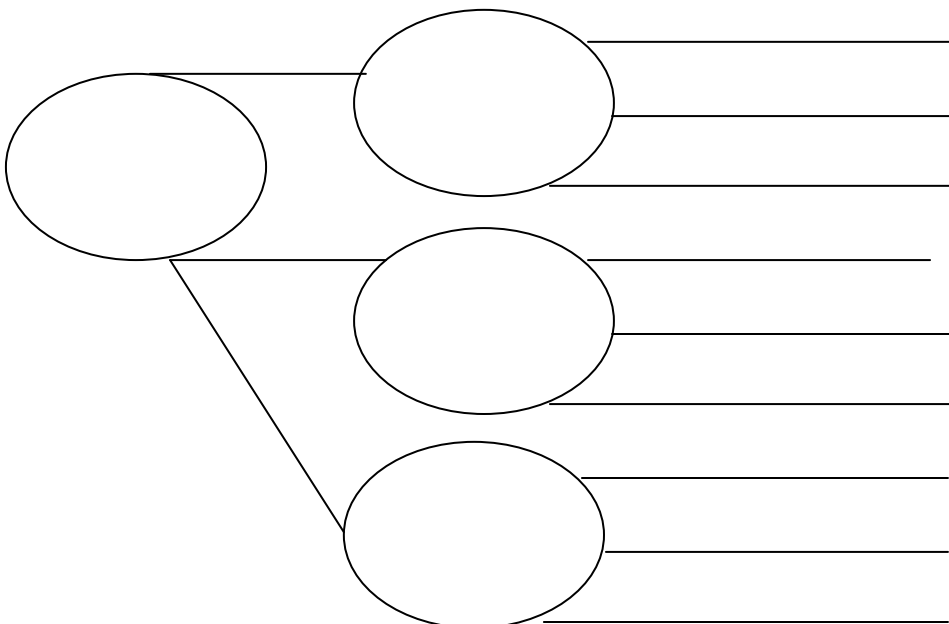
- Topic is clearly defined and appropriately narrowed
- Information is logically organized
- The present tense is generally used
- The 3rd person perspective is used in factual descriptive writing
- Forms of description include sensory observations, classifications, comparisons, contrasts, generalizations, examples, and patterns.
- Charts, tables, graphs, and illustrations may be used to enhance the message
- Information is gathered from personal experiences and source materials

Organization of the Paragraph

- Introduction establishes audience interest
- Relevant details clarify main ideas
- Conclusion summarizes or adds an unusual detail

Planning the Paragraph

- Use a Multi-Level Web – it looks like this



The Following Rubric will be used to grade Descriptive Writing Assignments:

1. Planning & Composition

The writer uses.....	Score
A. Fewer than 4 sentences (stop this section)	0
B. Appropriate plan (Web or Outline)	1
C. Introduction establishes (defines) the topic	1
D. Four or more detail sentences support the topic	1
E. Additional sentence(s) of description (may include sentences of definition or comparison)	1
F. Additional detail sentence(s) include specific example or non example	1
G. Additional detail sentence(s) include past tense historical accounts	1
H. Conclusion restates or summarizes the topic	1

Section 1. Earned Score (**add 1B, 1C, 1D, 1E, 1F, 1G, and 1H**) _____

2. Vocabulary Usage

The writer uses.....	Score
A. No description present (stop this section)	0
B. Vocabulary includes simple, common descriptions (cool, nice, fun, common size or color words)	0
C. Noun modifiers include sensory or specific descriptive words (more than 1 example)	1
D. Multiple noun modifiers used to describe some aspects of topic (American foreign policy; exclude really and very)	1
E. Vocabulary includes technical vocabulary (two examples)	1
F. Phrases reflecting depth of knowledge (two examples)	1

Section 2. Earned Score (**add 2C, 2D, 2E, and 2F**) _____

3. Sentence Structure

The writer uses.....	Score
A. More incomplete than complete sentences (stop this section)	0
B. Simple sentence structure <i>It has brown fur</i>	1
C. Simple sentence structure with compound in the predicate. <i>There was disagreement between the large states and the small states.</i>	1
D. Compound sentence	1
E. Complex sentence	1

Section 3. Earned Score (**add 3B, 3C, 3D, and 3E**) _____

4. Mechanics and Conventions

A. Poor mechanics or handwriting interrupt meaning (unable to read, stop this section)	0
B. Maintains perspective throughout	1
C. Maintains tense throughout	1
D. Sentences capitalized with correct end punctuation throughout	1
E. Proper nouns punctuated correctly; no "stray" capital letters	1
F. Correct use of commas	1
G. Correct use of higher level punctuation (semicolon, colon, dash, etc.)	1
H. Subject verb agreement throughout	1
I. Appropriate noun forms throughout (singular, plural, and possessive)	1
J. Appropriate verb forms throughout (irregular verbs)	1
K. Appropriate pronouns throughout	1

Section 4. Earned Score (**add 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, and 4K**) _____

5. Content

The writer uses.....

Score

A. Fails to address the prompt or answer the assignment (stop this section)	0
B.	15
C.	15
D.	15
E.	15
F.	15

Section 5. Earned Score (**add** 5B, 5C, 5D, 5E, and 5F)

RAW SCORE: _____
(total all sections 1 – 5)

Divide Raw Score by 25 = proficiency level