# Food and Youhttp://www.ubmi.net/wp-content/uploads/2016/10/temp2.jpg

You are to write a descripitive paragraph about a restaurant and the food served. This restaurant review must reflect who you are. Do you like fast food? Your grandma’s cooking? A five star experience? Italian? Japanese? Or any distinct cultural cuisine. Using descriptive language including sensory details, construct a well written paragraph in which you review your favourite eating experience and how it reflects you.

**Criteria:**

* Approx. 300-500 words
* Use words to describe using all five senses (smell, sound, sight, taste, touch)
* A variety of strong verbs and vivid adjectives
* A logical sequence that is clear to the reader
* Well proofread, edited and checked for mechanics
* A strong hook/topic sentence

**Elements to include:**

Introduction to the restaurant: what makes it special?

Service

Food

Atmosphere

Décor

Price point

Conclusion

* As a final touch, create a **Vancouver Sun worthy headline** review of your restaurant. It must be no more than 25 characters and it will be the heading of your post.

**Once complete, you are to post on your Edublog. It must include an image of your restaurant. TAG:**FoodandyouB

**Assessment**: see rubric below

**Descriptive Paragraph rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **10 /9** | **8.5/8/7.5** | **7** | **6.5/6/5.5** |
| **Criteria met** | On Edublog with TAG: FoodandyouA (D)  Title is creative and hints at content  All content included (hook, atmosphere, price point, food, service, décor, conclusion)  Image is included and relevant | | | Not on Edublog  More content needs to be included |
| **Purpose and Meaning** | Paragraph is **powerful** and the meaning/purpose is implied but clear. **Mature subject** that is communicated creatively. | Meaning/purpose is implied but clear. Mature subject and writing. | Meaning/purpose is clear. May be explicit. Subject is interesting but may be simple. | Meaning/purpose is unclear and/or explicit. Subject may be too simple or not properly described. |
| **Tone/ Language** | Chooses words that are **clear, descriptive and accurate**. Senses are engaged and vocabulary is **sophisticated.**  Tone is consistent. | Adequately chooses words that are clear and descriptive. Senses are engaged and vocabulary is usually sophisticated. Tone is consistent. | Chooses some words that are clear and descriptive but may be simple.  Tone is uneven. | Language and tone of letter is unclear and lacks description. Simple words with little risk. |
| **Sentence Structure** | Sentences are **complete, well written and complex**.  Writing flows with minimal interruptions for clarification of ideas | Sentence structure is generally correct.  Writing flows but sentences could be more complex and varied. | Sentence structure is generally correct.  Writing does not flow due to confusing ideas OR sentences are simple. | Simple sentences and/or  confusing to read. |
| **Mechanics and  Grammar** | Mechanics and conventions are **flawless**.  Rules in academic writing are followed | Mistakes and mechanics and conventions are minimal  Rules in academic writing are followed. | Mistakes in mechanics and conventions are evident but don’t impede meaning.  Some mistakes in academic writing. | Mistakes and mechanics stall reading and impede meaning.  Mistakes in academic writing. |