

# Teaching Essay Strategies

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Writing Posters (on accompanying CD with print version; also found at <http://penningtonpublishing.com/blog/writing/writing-posters/>)

- Editing Marks
- Writing Response Diacritical Marks
- Essay Numerical Hierarchy
- Essay Writing Rules
- Limit Using “to-be” Verbs
- First and Second Person Pronouns
- Transitions
- Essay Direction Words
- Introduction Strategies
- Conclusion Strategies
- Types of Evidence for (4) and (5) Sentences
- Writing Style

# **TES** Writing Level Worksheets Sequence of Instruction

1. (3)-(4)-(4) Word Paragraph
2. (3)-(4)-(4) Word Paragraph
3. (3)-(4)-(4) Phrase Paragraph
4. (3)-(4)-(4) Phrase Paragraph, Writing Prompts
5. (3)-(4)-(4) Sentence Paragraph
6. (3)-(4)-(4) Sentence Paragraph, Use Writing Prompt Words in (3), Writing Rules
7. (3)-(4)-(4) Sentence Paragraph, Third Person
8. (3)-(4)-(4) Sentence Paragraph, No “to be” Words
9. (3)-(4)-(4) Sentence Paragraph, Two Transitions
10. (3)-(4)-(5)-(4)-(5) Sentence Paragraph
11. (4)-(5)-(3)-(4)-(5) Paragraph, Fact Evidence, Writing Direction Word: Describe
12. (4)-(5)-(4)-(5)-(3) Paragraph, Example Evidence, Writing Direction Word: Explain
13. (4)-(5)-(4)-(5) Paragraph, Statistic Evidence, Writing Direction Word: Discuss
14. (3)-(4)-(5)-(4)-(5)-(4)-(5) Paragraph, Comparison Evidence, Writing Direction Words: Compare/Contrast
15. (3)-(4)-(4)-(4)-Concluding Statement Paragraph, Quote from Authority Evidence, Writing Direction Word: Analyze
16. (3)-(4)-(4)-(5)-(4)-(5) Paragraph, Logic Evidence, Writing Direction Word: Evaluate
17. (3)-(4)-(5)-(4)-(5)-(5) Paragraph, Experience Evidence, Writing Direction Word: Justify
18. (Transition Statement)-(4)-(5)-(3)-(4)-(5) Paragraph, Counter-Argument Evidence, Writing Direction Word: Persuade
- 19-26. Additional Body Paragraph and (2) Thesis Statement
27. Definition (1) Introduction Strategy, Prepositional Phrase Sentence Openers
28. Question to be Answered (1) Introduction Strategy, Adjective Sentence Openers
29. Reference to Something Known in Common (1) Introduction Strategy, Adjective Phrase Sentence Openers
30. Quote from an Authority (1) Introduction Strategy, Adverb Sentence Openers
31. Preview of Topic Sentences (1) Introduction Strategy, Adverbial Clause Sentence Openers
32. Startling Statement (1) Introduction Strategy, Present Participial Phrase Sentence Openers
33. Background (1) Introduction Strategy, Past Participial Phrase Sentence Openers
34. Controversial Statement (1) Introduction Strategy, Past Perfect Participial Phrase Sentence Openers
35. Synthesis of Main Points (1) Introduction Strategy, Infinitive Sentence Openers
36. Generalization (1) Introduction Strategy, Infinitive Phrase Sentence Openers
37. Question for Further Study (6) Conclusion Strategy, Verb before the Subject Sentence Openers
38. Application (6) Conclusion Strategy, Direct Object Sentence Openers
39. Argument Limitations (6) Conclusion Strategy, Gerund Sentence Openers
40. Emphasis of Key Point (6) Conclusion Strategy, Gerund Phrase Sentence Openers
41. Statement of Significance (6) Conclusion Strategy, Nominative Absolute Sentence Openers
42. Summary (6) Conclusion Strategy, Noun Clause Sentence Openers

**Writing Level 8**

Name \_\_\_\_\_

**Writing Hint**

Many students over-use the “to be verbs” in their writing.



**To Be Verbs**

is      am      are      was      were      be      being      been

**To replace “to be verbs”—**

1. *Substitute a more active verb*
2. *Begin the sentence with another word from the sentence*
3. *Change one of the words in the sentence into a verb form*

Notice how the writing **Example** below uses active verbs to *show*, not just *tell* the reader.

**Writing Example**

(3) The Student Council President excited the crowd with two new ideas. (4) First, he promised a spirit day for each month. (4) Second, he announced that the cafeteria would now serve ice cream daily.

**Directions**

Write a three-sentence (3)-(4)-(4) paragraph without using any “to be” verbs to respond to the **Writing Prompt: How do people relax?** After passing this writing level, use no more than one “to be” verb in each paragraph.

**Writing Level 8 Practice**


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**Writing Level 15**

Name \_\_\_\_\_

**Directions**

Write a five-sentence (3)-(4)-(4)-(4)-(Concluding Statement) paragraph, using the **Quote from an Authority Evidence** listed below at least once in a (4) sentence, to respond to the **Writing Prompt: Analyze why cheating on tests is wrong.**

**Writing Hints**

Sometimes a writer may wish to list a series of unsupported (4) Major Detail sentences, without (5) Support Detail sentences, and then end with a concluding statement. The concluding statement serves as a summary of the (4) Major Detail sentences.

Both (4) and (5) sentences can use Quotes from an Authority as evidence. A Quote from an Authority is something said by an expert on the subject. The quote can be a direct quotation, using quotation marks to punctuate the exact words said or an indirection quotation, using no quotation marks.

State the name of the authority and source or use a citation at the end of a sentence. See how the **Writing Examples** below use this evidence for a different writing prompt. Note the different ways that the name of the authority, the source, or a citation is used.

*Analyze* means to break apart the subject and explain each part.

**Quote from an Authority Evidence Writing Examples**

(3) Topic Sentence—Fast food restaurants have gained greater popularity in recent years.

**Quote from an Authority** (4) or (5) According to the November 19, 2011 article titled “Fast Food” in Time (Hopkins 24), “More Americans are eating in fast food restaurants than ever before.”

**Quote from an Authority** (4) or (5) Although restaurant chains have always been popular, even more Americans are dining at these places more often, claims the Institute of American Restaurants in their “2011 Restaurant Trends.”

**Quote from an Authority** (4) or (5) By “recent years” this means within the last five years, explains the United States Surgeon General (Benjamin 212).

**Writing Level 15 Practice**


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## Writing Level 27

Name \_\_\_\_\_

**Directions:** Review your Writing Level 11 and 19 worksheets and copy down the (2) Thesis Statement and any two (4) or (5) sentences from the body paragraphs that have the subject-predicate-object (or complement) sentence patterns. Write a (1) **Definition Introduction Strategy** sentence and then revise the two body paragraph sentences, beginning each with a **Prepositional Phrase Sentence Opener**. Refer to the **Writing Examples** for help. When you have finished, proofread and then have your teacher correct.

### Definition Introduction Strategy

*Definition*—Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.

### Writing Examples for Definition Introduction Strategy

- (1) By greater variety, this includes temperatures and amounts of rain.  
 (1) The Western United States consists of states to the west of the Mississippi River.  
 (1) Other regions of the country are the North, East, and the South.  
 (2) Thesis Statement—The Western United States has a greater variety of climates than any other region of the country.

### Prepositional Phrase Sentence Opener

*Prepositional Phrase*—A preposition frequently describes location (above the roof), tells time (after a while), or shows a relationship (with his friend). The prepositional phrase begins with a preposition and ends with the object (a noun or pronoun) that connects to the preposition. Place a comma after a prepositional phrase sentence opener when a noun or pronoun follows.

#### Common Prepositions

*aboard, about, above, according to, across, after, against, along, among, around, as, as to, aside from, at, because of, before, behind, below, beneath, beside, between, beyond, by, despite, down, during, except, for, from, in, inside, instead of, into, in addition to, in place of, in spite of, like, near, next to, of, off, on, on account of, onto, outside, out of, over, regardless of, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without, but* when it means "except," and *past* when it means "by."

### Writing Examples for Prepositional Phrase Sentence Opener

- *Describes location*  
Behind the cabinet, he found the missing piece.
- *Tells time*  
During the game, the umpire made few mistakes.
- *Shows a relationship*  
Except for Steven, they left the party early.

# TES Writing Process Essay 4



## Step 1: Dissect the Writing Prompt

### Directions

1. Carefully read the **Writing Prompt** and the definition of the key **Essay Direction Word**.

### Writing Prompt

Both the Abominable Snowman and the Loch Ness Monster have interested curious-minded people for years. The question of whether either creature really exists is probably still unanswered. Compare and contrast the evidence for the existence of these creatures found in this blog post and magazine article excerpt.

### Essay Direction Word

*Compare* means to show how things are the same, and *contrast* means to show how things are different. If the writing prompt only mentions *compare*, you must still do both tasks.

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

### WHO, WHAT, HOW, DO

#### WHO

**Underline any words which identify the audience or the role of the writer.**

#### WHAT

**Circle any words which identify the topic, context, or purpose of the writing task.**

#### [HOW]

**Bracket any words which identify the writing format or the resource text (including title and author).**

#### DO

**Box any words which identify key writing direction words.**

Now put the **Writing Prompt** into your own words.

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## Step 2: Interact with the Resource Text

### Directions

1. Carefully read the resource text. As you read, “talk to the text” with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

### Resource Text

#### **Trust Me—They’re Real**

March 23, 2011 Mark Pennington | Investigative Blogger

#### **Margin Notes**

In my last post I examined the evidence for extra-terrestrial visits to earth. This post tackles the subject of the Yeti. The existence of the Yeti, also called the Abominable Snowman or Bigfoot, has been well-documented by scientists. As recently as May, 2011, Doctor Joseph Limon from the University of Chicago published pictures of Yeti sightings in Tibet. A picture is worth a thousand words, as is the expert testimony of the editorial board of *International Geographic*, which just last month issued an official statement that the Yeti does exist in Asia and most probably in North America as well. The “Tibetan Association for the Yeti” recently produced hair samples and two toenail clippings from this animal as proof of its existence. Sound recordings made by hikers of the Yeti’s grunting and whistling sounds are widely available on the Internet. Casts of footprints have been made and collected as evidence both in the Himalayas and in the Rockies.

#### **“Unsolved Mysteries” in *Mystery Magazine* by Mark Pennington**

The Loch Ness Monster is a legendary dinosaur-like sea serpent that lives in a deep ocean inlet (loch) in Northern Scotland. Several photographs and one short blurry movie film show a huge creature, rising out of the water. Witnesses usually claim sightings on foggy early morning or evening hours. Scientists speculate that the creature may indeed be a giant squid.

Whether real or imagined, the Loch Ness Monster is one of Scotland’s greatest tourist attractions. Tourists visit Loch Ness from all over the world, hoping to catch a glimpse of this sea creature. Some claim that they have heard strange moaning sounds when walking on the beach. Tourists often report this information to local police. Sergeant MacDowell of the Loch Ness Police Department commented, “We get one or two reports each week about these sounds.”

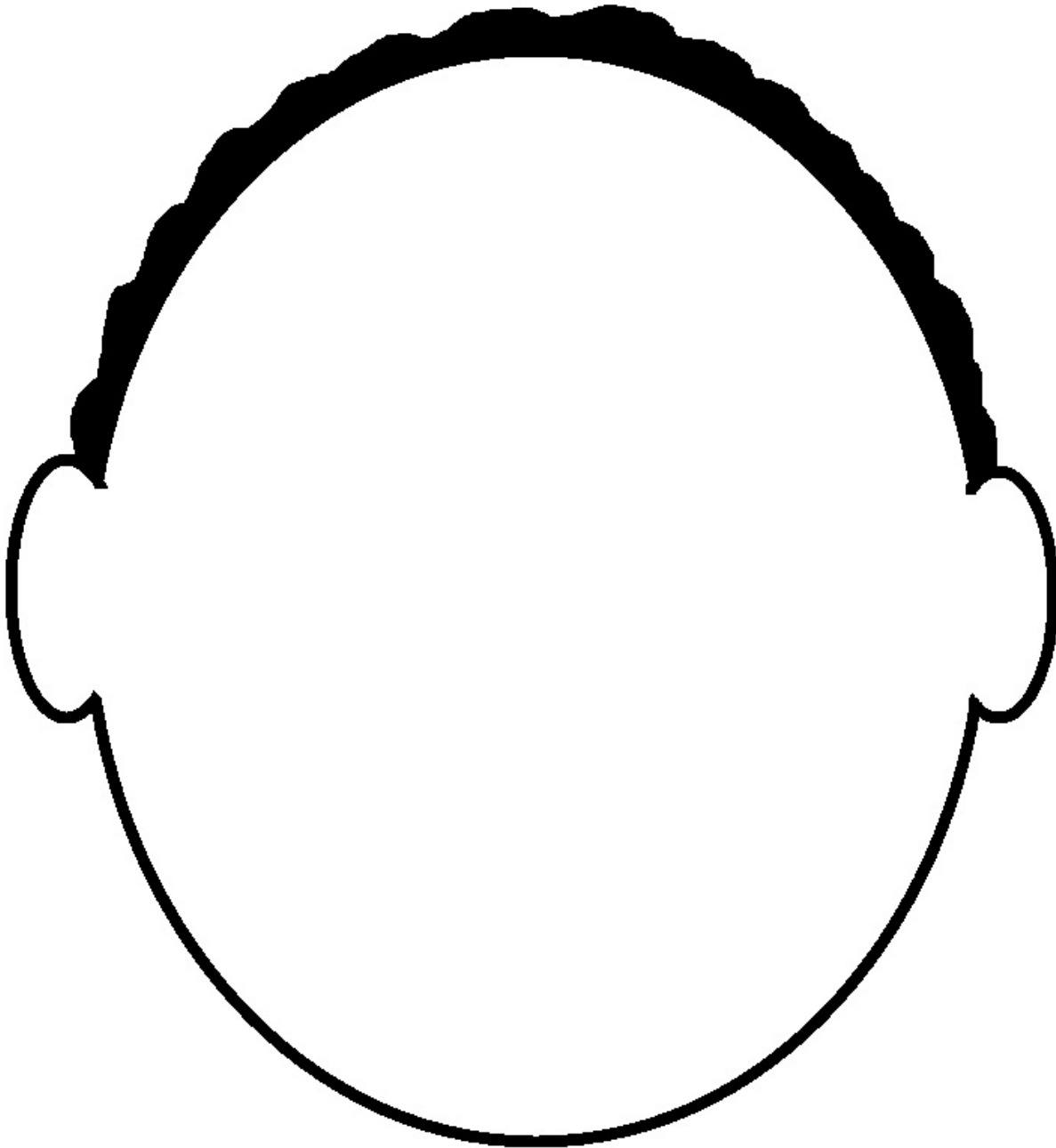


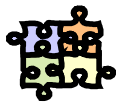


### Step 3: Brainstorm the Topic

#### Directions

Brainstorm the topic with information from your **WHO, WHAT, HOW, DO** writing prompt dissection, the **Resource Text**, and your own prior knowledge. Write words and phrases inside the **Open Mind**.





## Step 4: Plan the Body Paragraphs

### Directions

1. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to the writing format, introduce evidence, or write a split (divided) thesis.

### (2) Thesis Statement

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2. Organize the words and phrases brainstormed in the Open Mind in the appropriate boxes of the “Venn Diagram” Pre-Write. Use a variety of evidence to describe your topic.

### Types of Evidence: FE SCALE

- **F**act means something actually said or done. Use quotes for direct or indirect quotations.
- **E**xample is a subset typical of a category or group.
- **S**tatistic is a numerical figure that represents evidence gained from scientific research.
- **C**omparison means to show how the subject is like something else in a meaningful way.
- **Q**uote from an **A**uthority is something said by an expert on the subject.
- **L**ogic means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
- **E**xperience used as evidence may be a commonly known event or an event of which there is limited knowledge.

Topic 1 Difference	Topic 1 and 2 Comparison	Topic 2 Difference
Topic 1 Difference	Topic 1 and 2 Comparison	Topic 2 Difference



## Step 5: Draft

**Introduction Directions:** Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Thesis Statement**, using transition words to connect as needed.

### Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- **Q**uote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the thesis statement.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the thesis statement.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

**Body Paragraphs Directions:** Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three **(4) Major Details**, each supported by one or two **(5) Support Details**. These detail sentences must include a variety of evidence and your analysis of the evidence.

**Conclusion Directions:** Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Thesis Statement**. Do not add any additional evidence to your conclusion.

### Conclusion Strategies GQS SALES

- **G**eneralization-Sentences that make one of your specific points more general in focus.
- **Q**uestion for Further Study-Sentences that mention a related subject or question that is beyond the focus of the essay.
- **S**ynthesis of Main Points-Sentences that pull together the points proven in the essay to say something new.
- **S**tatement of **S**ignificance-Sentences that discuss the importance and relevance of the proven thesis statement.
- **A**pplication-Sentences that apply the proven thesis statement to another idea or issue.
- **A**rgument Limitations-Sentences that explain how or why your conclusions are limited.
- **E**mphasis of Key Point-Sentences that mention and add importance to one of the points of your essay.
- **S**ummary Statement-Sentences that list the main ideas and major details of the essay.



## Step 6: Respond, Revise, Edit, and Publish

### Directions

#### Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write ✓ marks for each mastered component in the **Response** ✓ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

#### Revise

Writers review the components that did not receive ✓ marks in the **Response** ✓ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a ✓ mark in the **Revision Checklist** ✓ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

#### Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart**. This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

#### Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises, with teacher guidance, and publishes the final draft.

## **WHO, WHAT, HOW, DO**

**WHO**      **Underline any words which identify the audience or the role of the writer.**

**WHAT**      **Circle any words which identify the topic, context, or purpose of the writing task.**

**[HOW]**      **Bracket any words which identify the writing format or the resource text (including title and author).**

**DO**      **Box any words which identify key writing direction words.**

### **Writing Prompt**

Both the Abominable Snowman and the Loch Ness Monster have interested curious-minded people for years. The question of whether either creature really exists is probably still unanswered. Compare and contrast the evidence for the existence of these creatures found in this blog post and magazine article excerpt.

## **TES** Step 2: Interact with the Resource Text Guided Practice

### **How to Talk to the Text**

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

### **How to Take Margin Notes**

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check  $\checkmark$  marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk \* any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark ?
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows  $\updownarrow$  in the margin to connect related ideas.

<b>Essay Recording Matrix</b>  <i>Compare and Contrast</i> Essay #4  <b>Writing Standards</b> →	<b>Introduction Paragraph</b>	<b>Body Paragraph #1</b>		<b>Body Paragraph #2</b>		<b>Conclusion Paragraph</b>	<b>Writing Style and Conventions</b>																																
	<b>Introduction Strategy (1)</b>	<b>Another Introduction Strategy (1)</b>	<b>Thesis Statement (2) clearly states the topic</b>	<b>Thesis Statement (2) clearly states the writing purpose</b>	<b>Topic Sentence (3) clearly states the main idea of the</b>	<b>Topic Sentence (3) clearly responds to the Thesis Statement</b>	<b>Major Detail #1 (4) clearly responds to the Topic Sentence (3)</b>	<b>Minor Details (5) clearly respond to the Major Detail #1 (4)</b>	<b>Major Detail #2 (4) clearly responds to the Topic Sentence (3)</b>	<b>Minor Details (5) clearly respond to the Major Detail #2 (4)</b>	<b>Variety of Evidence in the (4) and (5) Sentences</b>	<b>Quality and Relevance of Evidence in the (4) and (5)</b>	<b>Topic Sentence (3) clearly states the main idea of the</b>	<b>Topic Sentence (3) clearly responds to the Thesis Statement</b>	<b>Major Detail #1 (4) clearly responds to the Topic Sentence (3)</b>	<b>Minor Details (5) clearly respond to the Major Detail #1 (4)</b>	<b>Major Detail #2 (4) clearly responds to the Topic Sentence (3)</b>	<b>Minor Details (5) clearly respond to the Major Detail #2 (4)</b>	<b>Variety of Evidence in the (4) and (5) Sentences</b>	<b>Quality and Relevance of Evidence in the (4) and (5)</b>	<b>Thesis Restatement</b>	<b>Conclusion Strategy (6)</b>	<b>Another Conclusion Strategy (6)</b>	<b>Transitions</b>	<b>Sentence Variety</b>	<b>¶ Indents, Formatting, and Neatness</b>	<b>Third Person Active Voice</b>	<b>Word Choice</b>	<b>Formal Writing</b>	<b>Grammar and Usage</b>	<b>Punctuation</b>	<b>Spelling</b>	<b>Citations and Format</b>						
<b>Student Names</b>																																							

## **TES** Sentence Revisions #2

**Revision**—Start a sentence with a **prepositional phrase**.

**Definition**—A **prepositional phrase** describes location, tells time, or shows a relationship. It begins with a preposition and ends with a connecting object (a noun or pronoun).

### **Examples:**

- *Describes location*

Behind the cabinet, he found the missing piece.

- *Tells time*

During the game, the umpire made mistakes.

- *Shows a relationship*

Except for Steven, they all left the party early.

**Revise the following sentence with a prepositional phrase sentence opener:**

The rabbit escaped the farmer by going under the fence then through the cornfield.

### **Teaching Hints:**

Place a comma after a prepositional phrase sentence opener when a noun or pronoun follows.

### **Possible Answer:**

Under the fence then through the cornfield, the rabbit escaped the farmer.



# **TES** Rhetorical Stance Quick Writes #1

**Voice:** Idealistic and inspirational

**Audience:** A class of third-graders

**Purpose:** Describe the kind of world in which you hope these students will live as adults.

**Form:** A short speech

## **Student Model**

I have a dream  
that one day you will all live in a world in which wars are found  
only in the history books  
that you will see a world in which there are no more children who  
go to bed hungry  
that you will enjoy a world in which there is more laughter than  
tears.

I have a dream.

Someday soon. You will know what it's like to have children of  
your own.

Someday soon. You will understand what it's like to worry about  
their futures.

Someday soon. You will hope for a better world for your children,  
just as I hope for you.

I have a dream. Dreams can become real.

### Identifying Types of Evidence #3

Name \_\_\_\_\_

**Directions:** Identify the number of the Types of Evidence in the space provided before each sentence in the body paragraphs that follow.

#### Types of Evidence: FE SCALE

1. **F**act means something actually said or done. Use quotes for direct or indirect quotations.
2. **E**xample is a subset typical of a category or group.
3. **S**tatistic is a numerical figure that represents evidence gained from scientific research.
4. **C**omparison means to show how the subject is like something else in a meaningful way.
5. **Q**uote from an **A**uthority is something said by an expert on the subject.
6. **L**ogic means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
7. **E**xperience used as evidence may be a commonly known event or an event of which there is limited knowledge.
8. **C**ounter-**A**rgument/**R**efutation—A counter-argument states an argument against your point of view. The refutation disproves the counter-argument.

Foreign travel helps people learn about themselves. \_\_\_ In order to know who one is, one must first learn from where one came. \_\_\_ Researching one's roots places that person in the context of history, much like finding out where a single jigsaw puzzle piece fits to complete the whole puzzle. Only travel offers the complete solution to that puzzle.

\_\_\_ Doing primary research on one's family is called *genealogy*. Genealogy has become an extremely popular hobby, and researching on-scene is very rewarding. Many travelers decide to visit their ancestors' homeland on their first trip abroad. \_\_\_ Say if one's grandparents came from Scotland, the traveller might decide to begin foreign travel in that country. \_\_\_ Ric Smeeves, travel expert, comments, "Walking where your ancestors once walked gives you an up-close understanding of their geography, culture, climate, and history." \_\_\_ Finding an original marriage license, baptism record, or property deed almost brings that relative back to life. Visiting a cemetery and seeing one's ancestral name on headstones is meaningful. Meeting a distant cousin face to face adds a new dimension to one's genealogical research. Travel makes self-discovery possible.

More and more people are using travel for research. \_\_\_ Some argue that now with the vast genealogical resources of the computer, foreign travel is no longer necessary. However, seeing a copy of an original document online does not match the feeling of holding it in one's hands; watching a YouTube video clip does not produce the tastes of local cooking or smells of the ancestral town. Nothing replaces the experience of foreign travel. \_\_\_ In fact, applications for passports has increased by over 300% in the last decade alone.

## Identifying Conclusion Strategies #1

Name \_\_\_\_\_

**Directions:** Identify the number of the conclusion strategy in the space provided before each sentence in the paragraph. Also, label TR for the thesis restatement in the space provided.

### Conclusion Strategies GQS SALES

1. **G**eneralization—Sentences that make one of your specific points more general in focus.
2. **Q**uestion for Further Study—Sentences that mention a related subject or question that is beyond the focus of the essay.
3. **S**ynthesis of Main Points—Sentences that pull together the points proven in the essay to say something new.
4. Statement of **S**ignificance—Sentences that discuss the importance and relevance of the proven thesis statement.
5. **A**pplication—Sentences that apply the proven thesis statement to another idea or issue.
6. **A**rgument **L**imitations—Sentences that explain how or why your conclusions are limited.
7. **E**mphasis of Key Point—Sentences that mention and add importance to one of the points of your essay.
8. **S**ummary Statement— Sentences that list the main ideas and major details of the essay.

\_\_\_ We, therefore, the Representatives of the United States of America, appealing to the Supreme Judge of the World to help us do what is right, do, in the name, and by the authority of the good people of these Colonies, \_\_\_ solemnly publish and declare, that these United Colonies are, and have the right to be, free and independent states; that they are removed from all allegiance to the British Crown, and that all political connection between them and Great Britain, is and ought to be totally ended; \_\_\_ and that as free and independent states, they have full power to declare war, make peace, form alliances, establish trade, and to do all other acts and things which independent states have the right to do. And for the support of this declaration, relying firmly on the protection of God, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

*Adapted from the Declaration of Independence by Thomas Jefferson*

## Sentence Fragments #1

Name \_\_\_\_\_

**Definition:** A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words with no subject and verb), or a list of related words.

**Writing Hints**

Learn to recognize sentence fragments as you proofread your own writing. Often, sentence fragments are found in three grammatical constructions:

- Connected prepositional phrases  
Example: In Mexico, during the reign of the Aztecs and before Cortez.
- Adverbial phrases  
Example: Looking for someone to share her life.
- Subordinate clauses  
Example: Even though their friends had witnessed the entire accident.

**Remember: A complete sentence—**

1. tells a complete thought.
2. has both a subject and a predicate.
3. has the voice drop down at the end of a statement and the voice go up at the end of a question.

**Practice**

**Directions:** Mark “CS” if the sentence is complete or “F” if the sentence is a fragment.

- \_\_\_\_\_ 1. Because he left school early.
- \_\_\_\_\_ 2. She went to the store after finishing her homework.
- \_\_\_\_\_ 3. After losing his homework on the bus and arriving to school late.
- \_\_\_\_\_ 4. Whenever they need to know the reason for something.
- \_\_\_\_\_ 5. If they think that the government taxes too much and does not spend its money wisely.
- \_\_\_\_\_ 6. Taking tests always makes some students uncomfortable.
- \_\_\_\_\_ 7. Having left her lunch and homework at home.
- \_\_\_\_\_ 8. Unless the laws change about skateboarding.
- \_\_\_\_\_ 9. Although Tom and Jose have seen the band in concert.
- \_\_\_\_\_ 10. Even though the first person in line usually can get the best concert seats.