

TEACHING ESSAY STRATEGIES

MARK PENNINGTON



COMMON CORE
STATE
STANDARDS



COMPREHENSIVE
ESSAY
STRATEGIES
PROGRAM



Teaching Essay Strategies

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Writing Posters

Writing Posters include key instructional elements of the *Teaching Essay Strategies* program.

- Essay Direction Words
- Essay Rules
- Introduction Strategies
- Types of Evidence
- Conclusion Strategies
- Writing Style
- Essay Numerical Hierarchy
- Limit Using “to–be” Verbs
- First and Second Person Pronouns
- Transitions
- Editing Marks
- Conventional Spelling Rules
- FANBOYS Coordinating Conjunctions
- Correlative Conjunctions
- AAAWWUBBIS Subordinate Conjunctions
- Bud is wise, but hot! AAA WWW Subordinate Conjunctions
- There, Their, They’re
- Eliminate “to be” Verbs

Essay Strategies Worksheet #8

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. **Identify** the “to be” verbs. Decide if each is needed.
2. **Substitute** with a vivid verb or with a strong linking verb. Strong Linking Verbs: appear, become, feel, grow, look, prove, remain, seem, smell, sound, stay, and taste
3. **Convert** a noun or an adjective to a vivid verb.
4. **Change** the sentence subject or the sentence opener.
5. **Combine** the sentence with the “to be” verb and another sentence.

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 mastering this worksheet, use no more than one “to be” verb in each paragraph. Write the correct sentence number (3) or (4) at the beginning of each sentence as in the **Writing Example** above.

Essay Strategies Worksheet #14

Directions

Write a seven-sentence (3)-(4)-(5)-(4)-(5)-(4)-(5), using the **Comparison Evidence** at least once in a (4) or (5) sentence to respond to the **Writing Prompt: Compare and contrast two of the most popular computer, video, or board games.** *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. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Writing Hints

A five-sentence (3)-(4)-(5)-(4)-(5) paragraph is a standard length for a body paragraph. However, sometimes it will be necessary to add on a third (4) sentence and another (5) sentence to form a seven-sentence (3)-(4)-(5)-(4)-(5)-(4)-(5) paragraph. Both (4) and (5) sentences can use comparisons as evidence. A *comparison* shows how the subject is like something else in a meaningful way. See how the **Writing Examples** below use both forms of **Comparison Evidence** to support a different (3) Topic Sentence.

Comparison Evidence Writing Examples

(3) Topic Sentence—Presidents and athletes both influence the confidence of others.

Comparison (4) or (5) Like a president can inspire Americans to unite in a common cause, a good football coach can inspire a team to pull together.

Comparison (4) or (5) Presidents can challenge Americans to succeed like quarterbacks inspire their teammates to perform up to their highest levels.

Comparison (4) or (5) A good president reminds Americans of their past triumphs; an athlete reminds teammates of their past victories.

Essay Strategies Worksheet #30

Directions: Review your Essay Strategy Worksheet # 22 and copy the (2) Thesis Statement. Write a (1) **Quote from an Authority Introduction Strategy** sentence and connect to the (2) Thesis Statement with a transition word or phrase. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #14 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with an **Adverb Sentence Opener**. Refer to the **Writing Examples** for help.

Quote from an Authority Introduction Strategy

Quote from an Authority—Sentences that quote an authority in the subject of the essay. It must list the name of the authority.

Writing Examples for Quote from an Authority

- (1) “You have the right to remain silent” are words that any child knows from watching police shows on television.
- (1) The Attorney General of the United States called the *Miranda* decision “the most important Supreme Court decision of the decade.”
- (1) Chief Justice Thurgood Marshall praised the decision because “freedom must be protected in a free country.”
- (2) Thesis Statement—The *Miranda* court decision detailed arrest procedures for police to follow.

Adverb Sentence Opener

Adverb—An adverb changes the meaning of a verb, an adjective, or another adverb. Adverbs answer these questions: How? When? Where? or What Degree? Many adverbs end in “_ly.” Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Writing Examples for Adverb Sentence Opener

- *How?*
Carefully, she moved into position.
- *When?*
Tomorrow she will learn the truth about what happened.
- *Where?*
Everywhere, the flowers were in full bloom.
- *What Degree?*
Completely, he and she agreed.

Essay Strategies Worksheet #34

Directions: Review your Essay Strategy Worksheets # 26 and copy the (2) Claim. Write a (1) **Controversial Statement Introduction Strategy** sentence and connect to the (2) Claim with a transition word or phrase. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #18 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with a **Past Perfect Participial Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Controversial Statement Introduction Strategy

Controversial Statement—Sentences that interest the reader because many might disagree with what is being said.

Writing Examples for Controversial Statement Introduction Strategy

- (1) Many misinformed doctors refuse to consider using natural treatments.
- (1) Many natural treatments have dangerous side effects.
- (1) Slowly, but surely, doctors are beginning to recognize that using drugs to control pain is not always the best treatment.
- (2) Claim—Doctors use both natural treatments and drugs to control pain.

Past Perfect Participial Phrase Sentence Opener

Past Perfect Participle—A past perfect participle combines *has*, *have*, or *had* + the base form of a verb + a *_d*, *_ed*, or *_en* ending to indicate a physical or mental action or a state of being happening or existing before the present. When used to open a sentence, the past perfect participial phrase serves as an adjective by changing the *has*, *have*, or *had* to *having* and combining with one of the following: a prepositional phrase (*Having fallen down the stairs, I...*), an object (*Having already touched the candy, no one wanted...*), or an adverb (*Having recently seen the movie, the book...*). Usually place a comma after the perfect participle when used as a sentence opener.

Writing Examples for Past Perfect Participial Phrase Sentence Opener

- *With a prepositional phrase*
Having listened to his teacher, the student stayed in at recess to clean all of the desks.
- *With an object*
Having witnessed the accident, Mr. Rich reported what happened to the police.
- *With an adverb*
Having partially completed the homework, Matt was unprepared for the test.

Essay Strategies Worksheet #42

Directions: Review your Essay Strategy Worksheets # 26 and write a Thesis Restatement from the (2) Claim. Write a transition word or phrase and connect to the (6) **Call to Action Conclusion Strategy** sentence. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #18 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with a **Noun Clause Sentence Opener**. Refer to the **Writing Examples** for help.

Call to Action Conclusion Strategy

Call to Action— Sentences that challenge the reader to take a stand, make a difference, or get involved.

Writing Examples for Call to Action Conclusion Strategy

- (2) Claim—The American Revolution became a fight for individual liberties.
- (6) When both equality and individual rights are denied, a government has become an enemy of the people and it is the duty of the people to challenge that government.
- (6) Had Thomas Jefferson lived today, he would have applied his belief that “all men are created equal” to the rights of all people, as should all patriotic citizens.
- (6) Citizens should support Thomas Jefferson’s view that the purpose of the government is to protect the rights of its citizens.

Noun Clause Sentence Opener

Noun Clause—A noun clause is a group of words with a subject and a predicate that serves as one of the following in a sentence: as the subject, as a complement, or as the object of a preposition. These words frequently begin noun clauses: *How, However, What, Whatever, When, Whenever, Where, Wherever, Which, Whichever, Who, Whoever, Whomever*. Place a comma after the noun clause when used as a sentence opener if it does not serve as the subject of the sentence.

Writing Examples for Noun Clause Sentence Opener

- *As the subject of a sentence*
What the student said was very inappropriate.
- *As a complement*
What he wanted to serve for dinner, the chef already knew.
- *As an object of the preposition*
On whichever holiday she chooses, the gift packages will arrive promptly at her door.

Eight On-Demand Diagnostic Essay Assessments

Teaching Essay Strategies includes eight on-demand essays, each aligned to the writing strand of the Common Core State Standards (CCSS). Four essays are informative/explanatory (Writing 2.0) and four essays are argumentative (Writing 1.0). Each writing task addresses all sub-points within the CCSS writing strands. These eight essays serve as diagnostic assessments to inform teachers how to plan and differentiate instruction according to students' needs. Each essay has a connected resource text and writing prompt based upon a key writing direction word.

Common Core State Standard Writing 2.0 *essays designed to inform the reader...*

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Writing Direction Words

1. **Examine** means to inspect the details closely and test according to a standard.
2. **Explain** means to make something clear or answers *why*.
3. **Analyze** means to break apart the subject and explain each part.
4. **Compare** means to show how things are the same, and **contrast** means to show how things are different.

Common Core State Standard Writing 1.0 *for essays designed to convince the reader...*

Write arguments to support claims with clear reasons and relevant evidence.

Writing Direction Words

5. **Evaluate** means to make a judgment after careful observation.
6. **Justify** means to give reasons, based upon established rules, to support your arguments.
7. **Persuade** means to convince the reader of your argument or claim.
8. **Argue** means to prove an opinion or theory to be correct or true.

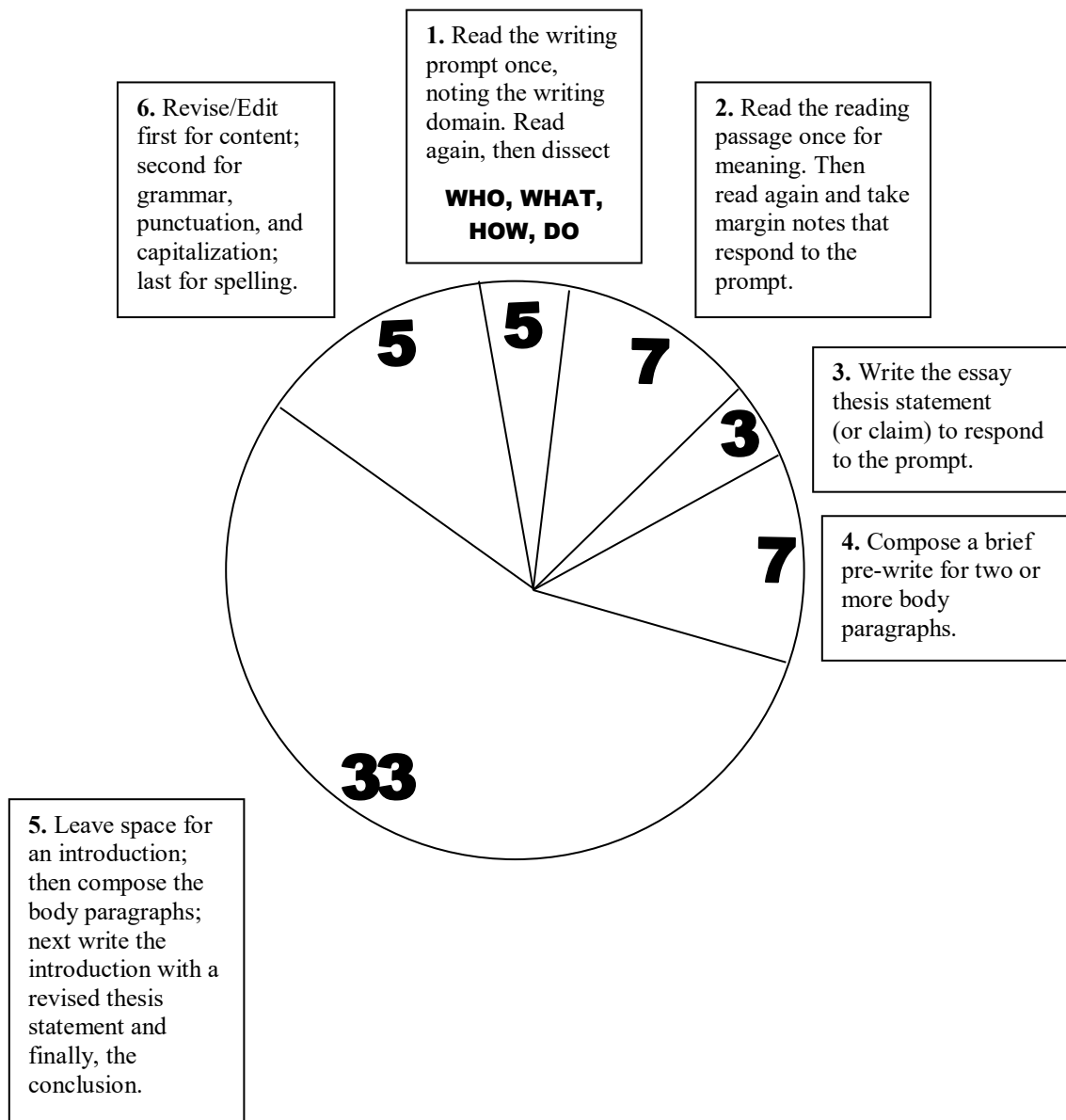
Diagnostic Essay Components

The eight on-demand **Diagnostic Essay Assessments** each share the same **Writing Prompt**, **Essay Direction Word** (introduced in Writing Level Worksheets 11-18), and connected **Resource Text** as the corresponding eight **Writing Process Essays**.

The connected **Resource Texts** reflect the “real life” resources used in the Common Core Reading Standards. Standardized tests, including state standard tests, high school exit exams, and the Advanced Placement DBQs use these types of connected reading resources.

With each of these on-demand writing formative assessments, students dissect a writing prompt, interact with the resource text, brainstorm, plan, write, revise, and edit on their own. Students are provided a **Timed Writing Pacing Guide** to help them get the whole essay finished within the allotted 60-minute test administration.

On-Demand Diagnostic Essay Assessments Pacing Guide



Writing Process Essay 5



Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

The purpose of an advertisement is to sell a product or a service. Unfortunately, some advertisements can be less than truthful about their claims. Sometimes what is *not* said is just as important as what *is* said in advertising. Consumers can often avoid falling for false advertising by carefully “reading between the lines.” *Evaluate* the claims of this advertisement.

Essay Direction Word

Evaluate means to make a judgment after careful observation.

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 and the role of the writer.

WHAT

Circle any words which identify the topic and format of the writing task.

[HOW]

Bracket any words which identify the context, author(s), and source(s).

DO

Box any words which identify key writing direction words.

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



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

“New Height” Advertisement in 1960s Comic Books

Margin Notes

GROW MAN GROW! (Ladies too!)

Could you use a few more inches in height?
Are you fed up with being called “shorty”, “Little Man” or even “Hey you down there”.

NOW for the first time on the North American continent we present NEW HEIGHT, a complete, illustrated step-by-step course showing how you can actually increase your height from two to six inches in a few short weeks.

No gadgets, strenuous exercise, appliances, drugs or elevators - NEW HEIGHT is based on a Swiss/English Scientific method which reactivates the whole body. Here's PROOF:

“Before taking your NEW HEIGHT course I was two inches shorter than my girlfriend, now five weeks later I am an inch taller. She is thrilled.”

NEW HEIGHT is effective for either sex, completely safe and what's more every course comes with a written guarantee that you will actually grow inches taller, or your money cheerfully refunded.

You have nothing to lose . . . but your shortness!

Spend a few minutes a day in the privacy of your own room, following our step-by-step instructions and in only a few short weeks you will be amazed at your increase in height.

Listen to what ‘RT’ of Toronto had to say about our secret method:

“At 43 years of age I have gained 3” in height. My ambition is to keep going until I reach the six feet mark.”

“Your NEW HEIGHT course is worth ten times your cost. My life has changed since I gained 4½”. ‘GE’ New York, N.Y.

“I gained a full inch the first 4 days” says JFG of LA, Calif. “I have no hesitation in recommending NEW HEIGHT to anyone who wants to be taller”.

Whether it be social success, love, sports, jobs or pleasure, the tall man always seems to get there first.

ACT NOW! If you are worried about being short, act NOW for a new you! Tall up instantly and permanently with our fully guaranteed NEW HEIGHT method. Don't hesitate another minute. Gain height. Be Taller NOW!

Our course is priced at only \$7.98, a modest sum in return for the happiness added tallness can bring you.

Order now and we will rush our complete NEW HEIGHT secrets in plain wrapper by first return post.

height gain · guaranteed!

BE TALLER!

YOU BETTER BELIEVE IT!

PRICED AT ONLY \$7.98

MAIL NO-RISK COUPON

NEW HEIGHT Dept MC3
PO Box 146 Brampton, Ont, Canada
You bet I want to be taller!
Rush complete course NEW HEIGHT to me under plain wrapper. I understand there is full money return if I don't gain inches in height. Enclosed \$7.98 (money order / cash / check (allow 3 weeks on checks for bank clearance))

Name.....
#1 EASE PRINT
Address.....
Age Height increase desired in.

MAIL THIS COUPON TODAY

Medically approved by doctors, hospitals and clinics throughout the U.S.

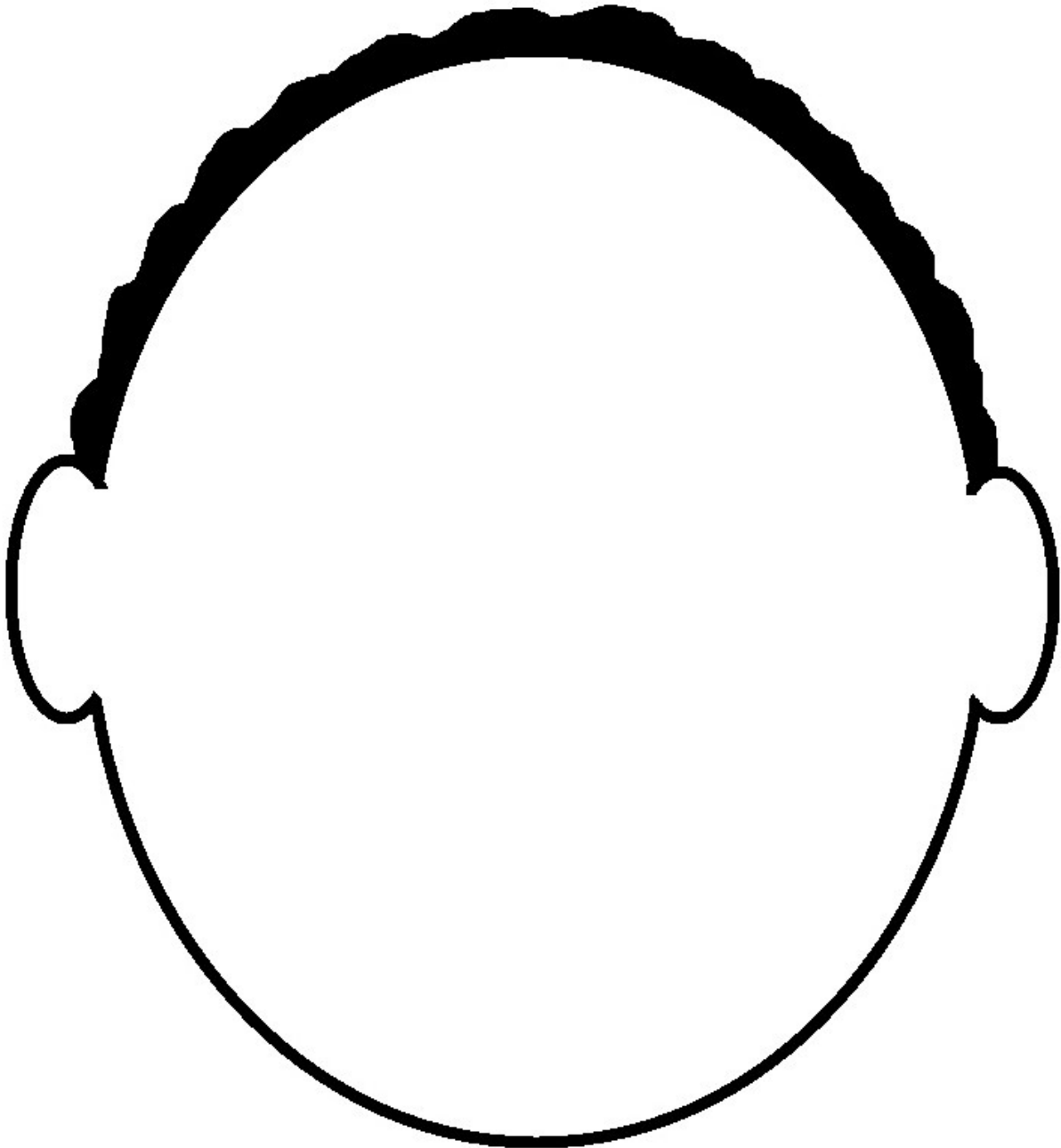
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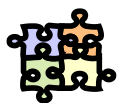


Step 3: Brainstorm the Topic

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

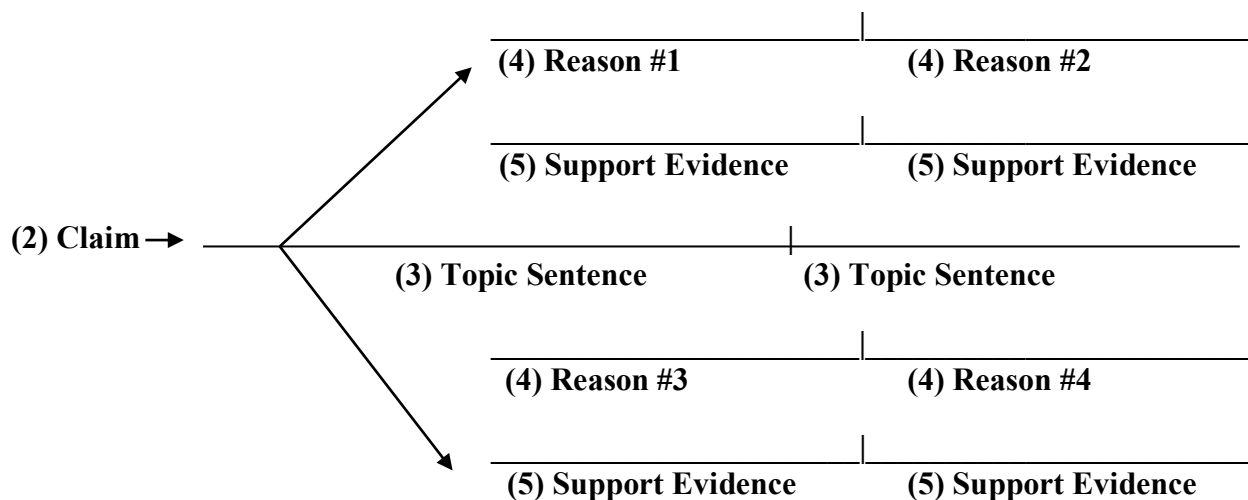
1. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Claim**. Don't refer to the writing format, introduce evidence, or write a split (divided) claim.

(2) Claim

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

Types of Evidence: FE SCALE CC

- **Fact** means something actually said or done. Use quotes for direct or indirect quotations.
- **Example** is a subset typical of a category or group.
- **Statistic** is a numerical figure that represents evidence gained from scientific research.
- **Comparison** means to show how the subject is like something else in a meaningful way.
- **Quote from an Authority** is something said by an expert on the subject.
- **Logic** means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
- **Experience** used as evidence may be a commonly known event or an event of which there is limited knowledge.
- **Counterclaim/ Counterargument**—A counterclaim states an argument against your point of view. The counterargument disproves the counterclaim.





Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Claim**, 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 claim.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the claim.
- **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) Reasons**, each supported by one or two sentences that offer **(5) Support Evidence**. These support evidence sentences should include a variety of 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) Claim**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SALE SC

- **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**tatement of **S**ignificance-Sentences that discuss the importance and relevance of the proven claim.
- **A**pplication-Sentences that apply the proven claim to another idea or issue.
- **A**rgument **L**imitations-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.
- **C**all to Action- Sentences that challenge the reader to take a stand, make a difference, or get involved.



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.

Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO

Underline any words which identify the audience and the role of the writer.

WHAT

Circle any words which identify the topic and format of the writing task.

[HOW]

Bracket any words which identify the context, author(s), and source(s).

DO

Box any words which identify key writing direction words.

Writing Prompt

The purpose of an advertisement is to sell a product or a service. Unfortunately, some advertisements can be less than truthful about their claims. Sometimes what is *not* said is just as important as what *is* said in advertising.

Consumers can often avoid falling for false advertising by carefully “reading between the lines.” *Evaluate* the claims of this advertisement.

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 √ 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 ↑↓ in the margin to connect related ideas.

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writing Standards		Analytical Rubric Writing Process Essay 5 Essay Direction Word: <i>Evaluate</i>				
Writer _____ Response Partner _____		Diagnostic Assessment 1-5	Response ✓	Revision Checklist ✓	Formative Assessment 1-5	Summative Assessment 1-5
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) The Claim clearly states the judgment about the advertisement						
→ (2) The Claim clearly states the writer's point of view: to <i>evaluate</i>						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #1 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #1						
→ (4) Reason #2 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #2						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #3 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #3						
→ (4) Reason #4 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #4						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Claim						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Is the judgment about the advertisement consistent throughout the essay?						
→ Transitions						
→ Sentence Variety						
→ ¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						
Totals →						

Sentence Revisions #3

Revision—Delete unnecessary **introductory words** at the starts of sentences.

Definition—**Introductory words** are words or phrases that open sentences. At the beginning of a sentence, “It + to be verb” (*It is said that...*) or “There + to be verb” (*There are four friends who...*) are unnecessary introductory words.

Examples:

It is the teacher who assigns grades.

This sentence can be better revised as...

The teacher assigns grades.

Revise the following sentence:

There was shouting which woke everyone, so they went outside to investigate.

Teaching Hints:

The “It + to be verb” or “There + to be verb” introductory words are usually followed by a noun or pronoun and a relative clause beginning with *that*, *which*, or *who*. The “to-be” verbs include *is*, *am*, *are*, *was*, *were*, *be*, *being*, and *been*. Eliminate these introductory words by making the noun or pronoun the subject of the sentence, and delete the relative pronoun.

Possible Answer:

The shouting woke everyone, so they went outside to investigate.

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.

Grammatical Sentence Openers

- **Prepositional Phrase**

Start with a phrase beginning with one of these common prepositions:

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

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

Example: *Behind the cabinet,* he found the missing watch

- **Adjective**

Start with a word or phrase that describes a proper noun, common noun, or pronoun with How Many? Which One? or What Kind? Place a comma after an adjective or adjective phrase sentence opener.

Examples:

Angry, the neighbor refused to leave. *Happy as always,* the child played in the park.

- **Adverb**

Start with a word that answers these questions: How? When? Where? or What Degree? Many adverbs end in *ly*. Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Examples: *Everywhere,* the flowers were blooming; *quickly,* the winter turned to spring.

- **Adverbial Clause**

Start a dependent clause (a noun and verb that does not express a complete thought) with one of the following subordinating conjunctions:

after, although, as, as if, as long as, as much as, as soon as, as though, because, before, even if, even though, how, if, in order that, once, since, so that, than, that, though, unless, until, when, whenever, where, wherever, whether, or while.

Place a comma after an adverbial clause that begins a sentence.

Example:

Although better known for its winter activities, Lake Tahoe offers much during the summer.

- ***__ed, __d, __t, or __en* Participial Verb Forms**

Start with a *__ed, __d, __t, or __en* verb, acting as an adjective, and/or add additional words to form a participial phrase. Usually place a comma after the sentence opener.

Examples:

Frightened, I sat up straight in my bed. *Told to stop,* the child finally did so.

Burnt to a crisp, the toast was horrible. *Taken quickly,* the pill did not dissolve for minutes.

- ***To + Verb***

Start with *To* and then add the base form of a verb. Add related words to create a phrase.

Examples: *To win* one must never accept defeat. *To earn enough money,* she went to college.

Conventional Spelling Rules

1. The *i* before *e* Rule

Usually spell *i* before *e* (*believe*), but spell *e* before *i* after a *c* (*receive*) and when the letters are pronounced as a long /a/ sound (*neighbor*).

2. The Final *y* Rule

Keep the *y* when adding an ending if the word ends in a vowel, then a *y* (*delay-delayed*), or if the ending begins with an *i* (*copy-copying*). Change the *y* to *i* when adding an ending if the word ends in a consonant, then a *y* (*pretty-prettiest*).

3. The Silent *e* Rule

Drop the *e* (*have-having*) at the end of a syllable if the ending begins with a vowel. Keep the *e* (*close-closely*) when the ending begins with a consonant, has a soft /c/ or /g/ sound, then an “ous” or “able” (*peaceable, gorgeous*), or if it ends in “ee”, “oe”, or “ye” (*freedom, shoeing, eyeing*).

4. The Double the Consonant Rule

Double the consonant, when adding on an ending (*permitted*), if all three of these conditions are met: 1. the last syllable has the accent (*per / mit*) 2. the last syllable ends in a vowel, then a consonant (*permit*). 3. the ending you add begins with a vowel (*ed*).

5. The Ending “an” or “en” Rule

End a word with “ance”, “ancy”, or “ant” (*vacancy, arrogance*) if the root before has a hard /c/ or /g/ sound or if the root ends with “ear” or “ure” (*clearance, insurance*). End a word with “ence”, “ency”, or “ent” if the root before has a soft /c/ or /g/ sound (*magnificent, emergency*), after “id” (*residence*), or if the root ends with “ere” (*reverence*).

6. The “able” or “ible” Rule

End a word with “able” if the root before has a hard /c/ or /g/ sound (*despicable, navigable*), after a complete root word (*teachable*), or after a silent *e* (*likeable*). End a word with “ible” if the root has a soft /c/ or /g/ sound (*reducible, legible*), after an “ss” (*admissible*), or after an incomplete root word (*audible*).

7. The Ending “ion” Rule

Spell “sion” (*illusion*) for the final *zyun* sound or the final *shun* sound (*expulsion, compassion*) if after an *l* or *s*. Spell “cian” (*musician*) for a person and “tion” (*condition*) in most all other cases.

8. The Plurals Rule

Spell plural nouns with an *s* (*dog-dogs*), even those that end in *y* (*day-days*) or those that end in a vowel, then an *o* (*stereo-stereos*). Spell “es” after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (*box-boxes*) or after a consonant, then an *o* (*potato-potatoes*). Change the *y* to *i* and add “es” when the word ends in a consonant, then a *y* (*ferry-ferries*). Change the “fe” or “lf” ending to “ves” (*knife-knives, shelf-shelves*).

Thesis Statement Practice #1

Name _____

A good (2) Thesis Statement will state the writing topic and key words of the writing prompt. For an **informational/explanatory essay**, the (2) Thesis Statement states the specific purpose of the essay and may include a preview of the main ideas found in the upcoming (3) Topic Sentences. Usually place the (2) Thesis Statement at the end of the introductory paragraph.

Directions: Read the Writing Direction Word and dissect the writing prompt with the **WHO, WHAT, HOW, DO** strategy. Study the *Bad* (2) Thesis Statement and the Explanation. Then revise into a *Good* (2) Thesis Statement.

Writing Direction Word: Examine means to inspect the details closely and test according to a standard.

Writing Prompt: Everyone who watches television is affected by the content of television commercials. The author of this article details both the positive and negative effects of these commercials on children. Examine how television commercials influence children in a two-minute oral presentation to your classmates and teacher.

Bad (2): Children watch a lot of television commercials.

Explanation: This (2) Thesis Statement does not state the specific purpose of the essay.

Good (2): _____

Directions: Read the Writing Direction Word and dissect the writing prompt with the **WHO, WHAT, HOW, DO** strategy. Study the *Bad* (2) Thesis Statement and the Explanation. Then revise into a *Good* (2) Thesis Statement.

Writing Direction Word: Explain means to make something clear or easy to understand.

Writing Prompt: According to a 2014 study cited in this report, 70% of Americans say they spend over 10 hours per month on their hobbies. Some enjoy individual hobbies, while others prefer hobbies which involve friends. Explain why hobbies are so popular in a brief paragraph.

Bad (2): One hobby many young people especially enjoy is reading.

Explanation: This (2) Thesis Statement introduces evidence (4) or (5).

Good (2): _____

Numbering the Essay #1

Name _____

Directions: Number the following paragraph to practice the order of sentences. Notice how paragraphs can be put together in many different ways.

Listening to classical music produces many benefits. Studies have shown that exposure to the complex melodies and musical structure of pieces by Wolfgang Amadeus Mozart have actually improved test-takers' scores on intelligence tests. Reasoning skills scores significantly increased in these studies. Additionally, classical music enhances creativity. Those who listen to the music of the great composers demonstrate creative thinking and an ability to solve difficult problems in unique ways.

Directions: Now, re-write the following mixed-up paragraph in a proper sentence order and number each sentence.

This ice-cream has chocolate, strawberry, and vanilla all in one. Rocky Road delights children of all ages with small bits of marshmallows and nuts in a rich chocolate ice-cream. One ice-cream that pleases many is neapolitan. Ice-cream is always a summertime dessert favorite for two reasons. For some, the nuts may bring about an allergic reaction.

Identifying Types of Evidence #2

Name _____

Directions: Identify the number of the Types of Evidence in the space provided before each sentence.

Types of Evidence: FE SCALE C

1. **Fact** means something actually said or done. Use quotes for direct or indirect quotations.
2. **Example** is a subset typical of a category or group.
3. **Statistic** is a numerical figure that represents evidence gained from scientific research.
4. **Comparison** means to show how the subject is like something else in a meaningful way.
5. **Quote from an Authority** is something said by an expert on the subject.
6. **Logic** means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
7. **Experience** used as evidence may be a commonly known event or an event of which there is limited knowledge.
8. **Counterclaim:** A counter-argument states an argument against your point of view. The refutation disproves the counter-argument.

- ___ 1. Going to the mall in person allows shoppers to try on the clothes.
- ___ 2. There is simply not enough parking, but the bus does have a direct line to the mall.
- ___ 3. The food court provides numerous choices, including pizza and Thai food.
- ___ 4. There are more stores in this mall than in the one downtown.
- ___ 5. “The stores offer the best sales,” claim her friends.
- ___ 6. Buying smaller purchases first makes carrying the shopping bags easier.
- ___ 7. Two out of every three shoppers go to this mall regularly.
- ___ 8. The local newspaper advises holiday shoppers to use its discount coupons.
- ___ 9. Start shopping at the stores farthest from the parking lot, then work back toward the car.
- ___ 10. Shopping on “Black Friday” is quite an adventure.
- ___ 11. The mall closes at 10:00 p.m.
- ___ 12. Sales increased 20% at one store.
- ___ 13. Sodas are very expensive, although there are unlimited refills.
- ___ 14. Tom Post, security manager at the mall, said, “Shoplifting is down this year.”
- ___ 15. There are stores for every taste: high-end fashion, bargain basement, and chain stores.
- ___ 16. Unlike last season, holiday shoppers began their shopping before Thanksgiving.

Directions: Identify the number of the introduction strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TS for the thesis statement in the space provided.

Introduction Strategies: DQ REPS BC

1. **D**efinition: Explains the meaning of an unfamiliar term or makes a general essay topic more specific.
2. **Q**uestion: Asks your audience to think about why the essay topic is important or relevant.
3. **R**eference to Common Knowledge: States an idea or fact that is known and accepted by your audience in order to build consensus.
4. **E**xpert Quotation: Provides an insightful comment about the essay topic from a well-known authority.
5. **P**review of Topic Sentences: Lists the main point from each topic sentence before or within the thesis statement.
6. **S**tarling Statement: States an unexpected fact or idea, one that is unknown to your audience, or one that provokes curiosity about the essay topic.
7. **B**ackground: Describes the relevant problem, historical circumstances, or literary context of the essay topic.
8. **C**ontroversy: Sparks interest because many might disagree with what is being said.

1. ____ **When, in the course of human events, it becomes necessary for one people to end the political bands which have connected them with another, and to become the separate and equal country to which the Laws of Nature and of Nature's God entitle them,** respect requires that they should declare the causes which force this separation.

2. ____ **We believe these to be true: that all people are created equal, that they are given certain rights by their Creator that cannot be taken away,** 3. ____ **that among these are Life, Liberty and the Pursuit of Happiness-that to gain these rights, governments are established, receiving their powers from those that they govern,** 4. ____ **that whenever any form of government does not protect these rights, it is the right of the people to change or to abolish it, and to form a new government, based upon these rights and organizing its powers to protect their safety and happiness.** 5. ____ **It makes sense that long-established governments should not be changed for unimportant reasons.** 6. ____ **But when a long series of abuses and misuses of power clearly points to unlawful rule,** 7. ____ **it is the right and duty of the people to throw off such government, and to provide new guards for their future security.**

Adapted from the Declaration of Independence by Thomas Jefferson

Identifying Conclusion Strategies #1

Name _____

Directions: Identify the number of the conclusion strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TR for the thesis restatement in the space provided.

Conclusion Strategies GQ SALE SC

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. Statement of **S**ignificance: Sentences that discuss the importance and relevance of the proven thesis statement.
4. **A**pplication: Sentences that apply the proven thesis statement to another idea or issue.
5. Argument **L**imitations: Sentences that explain how or why your conclusions are limited.
6. **E**mphasis of Key Point: Sentences that mention and add importance to one of the points of your essay.
7. **S**ummary Statement: Sentences that list the main ideas and major details of the essay.
8. **C**all to Action: Sentences that challenge the reader to take a stand, make a difference, or get involved.

____ 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

Coherence

Definition: Writing coherence refers to how well sentences and paragraphs are organized into an understandable whole. From the reader's point of view, the train of thought must be connected, easy to follow, and make sense.

Writing Hints

- Reorder words and/or sentences and repeat key words to make better connections.
- Use **Transitions** to connect together thoughts that do not directly flow together.

What You Need to Signal

Transitions

definition

- refers to, in other words, consists of, is equal to, means

example

- for example, for instance, such as, is like, including, to illustrate

addition

- also, another, in addition, furthermore, moreover

sequence

- first, second, later, next, before, for one, for another, previously, then, finally, following, since, now

analysis

- consider, this means, examine, look at

comparison

- similarly, in the same way, just like, likewise, in comparison

contrast

- in contrast, on the other hand, however, whereas, but, yet, nevertheless, instead, as opposed to, otherwise, on the contrary, regardless

cause-effect

- because, for, therefore, hence, as a result, consequently, due to, thus, so, this led to

conclusion

- in conclusion, to conclude, as one can see, as a result, in summary, for these reasons

Incoherent Paragraph Writing Model

Snow creates problems. Streets need shoveling. Snowplows cannot always access streets. Driveways are hard to clear. Many communities leave the expense of clearing snow up to the homeowner. Building up dangerously high on a roof, it can break roof framing. Snow may seem harmless. It can damage houses. Snow is always potentially hazardous. It can endanger people.

Coherent Revision Writing Model

Snow creates **two** problems for homeowners. **First**, it requires shoveling to keep driveways and streets clear, **but** snowplows cannot always access them. **Furthermore**, many communities leave the expense of clearing snow up to the homeowner; **thus**, some homeowners cannot afford the expense of hiring a snowplow. **Second**, snow may seem harmless, **yet** it is not. Snow can build up dangerously high on a roof **and** break roof framing. Always potentially hazardous, snow can damage houses **and** endanger those who live in them.

Parallelism

Name _____

Definition: Parallelism in writing refers to the repeated usage of words and grammatical structures in a well-designed pattern. Parallel structures assist the comprehension of the reader and provide a memorable rhythm to the writing.

Writing Hints

Repeat key words throughout an essay to help the reader maintain focus. Use the same grammatical structures for phrases within lists. Repeated **Transitions** can produce interesting parallelism.

Directions: Identify the words and phrases that are part of parallel structures in Abraham Lincoln's Gettysburg Address in the spaces provided. Hints are provided in **bold** for each structure to get you started.

Four score and seven years ago, our fathers brought forth upon this continent a new nation: conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war. . . testing whether that nation, or any nation so conceived and so dedicated. . . can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate. . . we cannot consecrate. . . we cannot hallow this ground.

a new **nation** _____, _____, _____

conceived **in liberty** _____

we are engaged _____

so conceived _____

we cannot dedicate _____,

Subjects and Predicates Compound Subject Name _____

Definition: The compound subject has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words “and,” “or,” or “nor” connect them. The compound subject is the “do-er” or the “be-er” of the sentence. It tells whom or what the sentence is about.

Examples: The *girl* and her *mother* walked to the store.

Running quickly down the slope were *Suzanne, Becky, and Carson*.

Writing Hints

The compound subject is usually found at the start of a declarative sentence. To find the compound subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration. The compound subject of the sentence is not part of a prepositional phrase.

Practice

Directions: Circle the compound subjects found in the story below.

In terms of difficulty, running 28 miles is quite an accomplishment, and the marathon always fills the stadium or arena with an eager audience. Track fans and casual spectators enjoy the competition of this oldest Olympic event. Basketball and ice-hockey also get high television ratings. The “Dream Team,” composed of the best National Basketball Association players, or the United States hockey team, composed of professional hockey all-stars, always entertains the Olympic audience. These two popular events, as well as the track-and-field contests, highlight the Winter or Summer Olympics for most sports fans.

Application

Directions: Compose your own sentence with a compound subject.

Sentence Structure Complex Sentences Name _____

Definition: A complex sentence has an independent clause and at least one dependent clause. An independent clause means that there is a subject and a predicate that expresses a complete thought. A dependent (subordinate) clause means that there is a subject and a verb that does not express a complete thought.

Example: Ty completed all his chores (independent clause) + after eating his lunch (dependent clause) = Ty completed all his chores after eating his lunch.

Writing Hints

Using different sentence structures makes your writing more interesting to read. Complex sentences can help define the relationship between complicated ideas. If starting a sentence with a dependent clause, follow the clause with a comma.

Practice recognizing these dependent clauses in reading and add them to your writing:

Adjective Clauses describe nouns or pronouns. Transitions beginning adjective clauses include *who*, *whose*, *on (for, of) whom* to refer to people, *that* to refer to people or things, and *which* to refer only to things.

Example: whose work is well-known

Adverb Clauses describe an adjective, an adverb, or verb. Transitions beginning adverb clauses include *after*, *although*, *as*, *as if*, *as long as*, *as much as*, *as soon as*, *as though*, *because*, *before*, *even if*, *how*, *if*, *in order that*, *once*, *since*, *so that*, *than*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *whether*, and *while*.

Example: as long as she can wait

Noun Clauses are used as a subject, a complement (the rest of the sentence besides the subject and predicate), or as the object of a preposition. Transitions beginning noun clauses include *that*, *what*, *whatever*, *which*, *whichever*, *who*, *whoever*, *whom*, and *whomever*.

Example: whatever he demands

Practice

Directions: Re-write the following simple sentences into complex sentences in the spaces below. Use the Transitions found in the above lists of dependent clauses.

Kenny will be able to go outside to play he practices his trombone

the team advances to the second round the *Kings* won the first round of the play-offs

Application

Directions: Compose your own complex sentence.

Sentence Fragments #2

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

To change sentence fragments into complete sentences, try the following:

- Connect the fragment to the sentence before or after the fragment.
Example: Because of the ice. The roads were a slippery hazard. Fragment
 The roads were a slippery hazard because of the ice. Complete
- Change the fragment into a complete thought.
Example: Mainly, the passage of time. Fragment
 Mainly, she felt the passage of time. Complete
- Remove Transitions (subordinating conjunctions).
Example: Although she found out where the boys were. Fragment
 She found out where the boys were. Complete

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: Change the following sentence fragments into complete thoughts in the space provided below. Underline the subject and circle the predicate for each sentence that you write. Finally, read each of your sentences out loud to make sure that your voice drops down at the end of each sentence.

Running down the hill to my friend.

When the class goes to lunch after the bell and the students walk to the gym.

Because the playground seems wet with ice.

Mrs. Gonzales, the wonderful principal of our school and friend to all students.

Appendix D: Essay e-Comments

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Directions

1. Students type and submit their essays in Microsoft Word® or Google docs. If using Google docs, simply batch download into Microsoft Word® and open the docs in Microsoft Word®. You can upload back to Google docs, if you wish, and maintain the comments.
2. Open a document in Microsoft Word®. Use the Quick Reference Guide with the alphanumeric entry codes and a short comment description, to guide your essay e-comment selection. The Quick Reference Guide organizes the essay e-comments into writing response categories. Highlight the ones you use most often.
3. To insert a comment into a student essay*, go to the **Review** tab in the **Comments** group. Left click where you want to place a comment. Click the **New Comment** image. In older Microsoft Word® versions, go to the **Insert** tab and then to **Comments**.



4. The comment balloon will appear in the right margin or in a reviewing pane at the bottom of the screen or to the left of the screen. Adjust the comment location under **Reviewing Pane** in the **Track Changes** group. The keyboard shortcut to include a new comment is **Ctrl + Alt + M**.
5. Type in the alphanumeric code for the selected essay e-comment and full comment appears in the comment balloon or where you decide is best.

To be or not to be: that is the question.

Comment [M1]: Revise: Too Many “to-be” Verbs Consider limiting use of *is, am, are, was, were, be, being, been* to one per paragraph. 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.

*Note that if you are using the Essay e-Comments app to type and print a response sheet, you will not need to follow Steps 3, 4, and 5; simply click the cursor where you wish to place the comment and type in the desired alphanumeric code.

6. For repeated errors, simply **highlight** the text. The yellow marker is found under the “Home” tab. Of course, not every error need be marked. Consider using a balance of content and process essay e-comments, depending upon the instructional focus and the needs of each writer.

e24 **Inadequate Development** The main idea of the topic sentence requires further evidence to adequately inform or convince the reader. Add evidence such as Fact, Example, Statistic, Comparison, Quote from an Authority, Logic, Experience, or Counter-Argument/Refutation. **FE SCALE CR**

e25 **Irrelevant** The point may be valid on its own but it does not specifically address the purpose or point of view of the essay. Either delete or revise to clarify how it is meaningfully and appropriately related.

e26 **Add Support Evidence** More evidence is needed to adequately support your topic sentence. Add evidence in major detail or minor detail sentences such as Fact, Example, Statistic, Comparison, Quote from an Authority, Logic, Experience, or Counter-Argument/Refutation. **FE SCALE CR**

e27 **Support Evidence Variety** The main idea of the topic sentence would be better explained or proven with greater variety of evidence. Add additional evidence such as Fact, Example, Statistic, Comparison, Quote from an Authority, Logic, Experience, or Counter-Argument/Refutation. **FE SCALE CR**

e28 **Define Terms or Special Words** This term or word is not commonly understood or is used in a special way and so should be defined to be courteous to the reader. Italicize or underline the term or word. The definition can be parenthetical or stand on its own. **Example:** The *zeitgeist* (spirit of the times)...

e29 **Get more specific.** The support evidence is too general. Add more specific evidence by including Fact, Example, Statistic, Comparison, Quote from an Authority, Logic, Experience, or Counter-Argument/Refutation. **FE SCALE CR**

e30 **Off Topic** Focus is off the controlling idea. The point is off topic and should be deleted or revised to clarify how it is on topic.

e31 **Synonym Errors** A term has been substituted for another, yet the terms are not same. **Example:** The undemocratic government had only one political party-a true dictatorship. Explanation: The writer substitutes *dictatorship* for *undemocratic*; yet not all undemocratic governments are dictatorships.

e32 **Non Sequitur Errors** The conclusion cannot be reached from the facts presented. **Example:** If the sky is blue, and blue is the color of the ocean; then the sky must be made of ocean water. Explanation: The conclusion that “the sky must be made of ocean water” does not follow logically from the facts presented.

e33 **Red Herring Errors** An unconnected reference distracts the reader from the argument. **Example:** Poverty is the most important problem; however, the world has always had poor people. Explanation: The second clause attempts to distract the reader from the issue of poverty as the most important problem.

Essay Direction Words

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

4. Compare means to show how things are the same, and

contrast means to show how things are different.

Essay Rules

4. Use third person point of view.

5. Do not over-use the same words or phrases.

6. Do not use slang, idioms, or figures of speech.

7. Use correct capitalization.

Introduction Strategies

DQ RAPS BC

4. Quote from an Authority

Provides an insightful comment about the essay topic from a well-known authority.

Types of Evidence

FE SCALE C

6. Logic is deductive (general to specific) or inductive (specific to general) reasoning.

All fruits have vitamins and apples are fruits, so apples have vitamins. The first 10 crayons I picked were red, so the whole box must be filled with red crayons.

Conclusion Strategies GQ SALE SC

3. Statement of **S**ignificance

States why the
proven thesis
statement is
important or relevant.

Writing Style

- 1.** Avoid intentional fragments. Right?
- 2.** Avoid big words when more utilitarian words would suffice.
- 3.** I have shown that you should delete references to your own writing.

Transitions

Definition

refers to, in other words, consists of, is equal to, means

Example

for example, for instance, such as, is like, including, to illustrate

Editing Marks

**Correct
spelling**

thier^{sp}

Delete

~~a very~~

~~good~~

~~man~~

Close

be{fore

gap

8 Conventional Spelling Rules



1. The i before e Rule

Usually spell *i* before *e* but spell *e* before *i* after a *c* and when the letters say a long /a/ sound. **Examples:** believe, receive, neighbor

2. The Final y Rule

Keep the *y* when adding an ending if the word ends in a vowel, then a *y*, or if the ending begins with an *i*. Change the *y* to *i* when adding a suffix if the word ends in a consonant, then a *y*. **Examples:** delayed, copying, prettiest

3. The Silent e Rule

Drop the *e* at the end of a syllable if the suffix begins with a vowel. Keep the *e* when the suffix begins with a consonant. **Examples:** paved, closely

4. The Double the Consonant Rule

Double the consonant, as in *permitted*, when adding on a suffix if all three of these conditions are met: 1. the last syllable has the accent (per / mit) 2. the last syllable ends in a vowel, then a consonant (permit). 3. the suffix begins with a vowel (ed). **Example:** committee

5. The Ending “an” or “en” Rule

End a word with “ance”, “ancy”, or “ant” if the root before has a hard /c/ or /g/ sound or if the root ends with “ear” or “ure”. Otherwise, use the suffixes “ence”, “ency”, or “ent”. **Examples:** vacancy, arrogance, clearance, insurance

6. The “able” or “ible” Rule

End a word with “able” if the root before has a hard /c/ or /g/ sound, after a complete root word (base word), or after a silent *e*. Otherwise, end the word with “ible”. **Examples:** despicable, navigable, teachable, likeable

7. The /ion/ Sound Rule

Spell “sion” for the final /zyun/ sound or the final /shun/ sound if after an *l* or *s*. Spell “cian” for a person and “tion” in most all other cases.

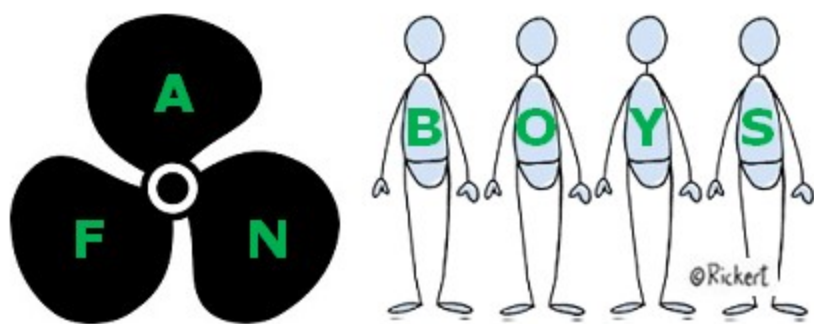
Examples: illusion, expulsion, musician, condition

8. The Plurals Spelling Rule

Spell plural nouns with an *s* (dog-dogs), even those that end in *y* (day-days) or those that end in a vowel, then an *o* (stereo-stereos). Spell “es” after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (box-boxes) or after a consonant, then an *o* (potato-potatoes). Change the *y* to *i* and add “es” when the word ends in a consonant, then a *y* (ferry-ferries). Change the “fe” or “lf” ending to “ves” (knife-knives, shelf-shelves).

FANBOYS

Coordinating Conjunctions



Anchor Sentence

I watched and waited for the boas to eat or climb the tree, but they did neither. They were not hungry, nor active, so I left. Yet I would like to see them sometime.

Correlative Conjunctions



both **and**



such **that**



whether **or**



as **as**



not **but**



neither **nor**



no sooner **than**



either **or**



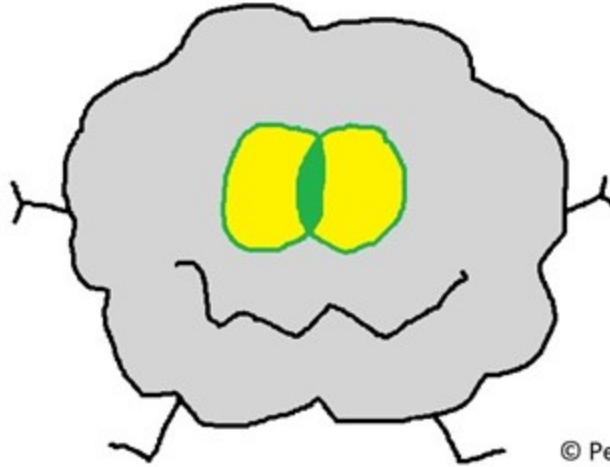
as many **as**



rather **than**

AAAWWUBBIS

Jeff Anderson



© Pennington

Subordinate Conjunctions

After,
Although, As,
When, While,
Until, Because,
Before, If,
Since

Subordinate Conjunctions



Subordinate Conjunctions

Before, **u**nless, **d**espite (in spite of),
in order that, **s**o,
while, **i**f, **s**ince, **e**ven though (if)
because, **u**ntil, **t**hat,
how, **o**nce, **t**han,
After, **A**lthough (though), **A**s (As if, As long as, As though),
Whether, **W**hen (Whenever), **W**here (Wherever)

THERE, THEIR, and THEY'RE

there

location/adverb



There is, There are, There were



their

ownership/plural
possessive pronoun

they're

they are/contraction

To be or not to be

That *is* the question



**To eliminate
“to be” verbs:**

Identify

*Circle the “to be” verbs.
Decide if each is needed.*

Substitute

*With a vivid verb.
With a strong linking verb.*

Convert

*A noun to a vivid verb.
An adjective to a vivid verb.*

Change

*The sentence subject.
The sentence opener.*

Combine

*The sentence with the
“to be” verb and another
sentence.*

**is
am
are
was
were
be
being
been**