

TEACHING ESSAYS BUNDLE

MARK PENNINGTON



HOW TO TEACH
ESSAYS,
EIGHT WRITING
PROCESS
ESSAYS, and
ESSAY SKILLS
WORKSHEETS

Step by Step Skill
Development
with 3 Options:
Print
Fillable PDFs
Google Slides



HOW TO TEACH ESSAYS



42 Essay Strategy
Worksheets for
the Argumentative
and Informational
Explanatory
Essays

Step by Step Skill
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Essay Strategy Worksheets Sequence of Instructional Skills

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: Examine
12. (4)-(5)-(4)-(5)-(3) Paragraph, Example Evidence, Writing Direction Word: Explain
13. (4)-(5)-(4)-(5) Paragraph, Statistic Evidence, Writing Direction Word: Analyze
14. (3)-(4)-(5)-(4)-(5)-(4)-(5) Paragraph, Comparison Evidence, Writing Direction Words: Compare and Contrast
15. (3)-(4)-(4)-(4)-Concluding Statement Paragraph, Quote from Authority Evidence, Writing Direction Word: Evaluate
16. (3)-(4)-(4)-(5)-(4)-(5) Paragraph, Logic Evidence, Writing Direction Word: Justify
17. (3)-(4)-(5)-(4)-(5)-(5) Paragraph, Experience Evidence, Writing Direction Word: Persuade
18. (Transition Statement)-(4)-(5)-(3)-(4)-(5) Paragraph, Counterclaim/Counterargument Evidence, Writing Direction Word: Argue
- 19-26. Additional Body Paragraph and (2) Thesis Statement (or Claim)
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. Generalization (1) Introduction Strategy, Infinitive Sentence Openers
36. Question for Further Study (1) Introduction Strategy, Infinitive Phrase Sentence Openers
37. Statement of Significance (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. Summary Statement (6) Conclusion Strategy, Nominative Absolute Sentence Openers
42. Call to Action (6) Conclusion Strategy, Noun Clause Sentence Openers

Essay Strategies Worksheet #5

Essays must be written in complete sentences as in the **Writing Example** below.

Writing Hint

Follow each of these rules to write in complete sentences. Always proofread each sentence out loud to check for errors.

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.*



Don't begin sentences with these words: *Because, So, And, Or, With, Unless, Like, Even though, Although, Since, If, Until, While, or But* unless you finish the complete thought.

Writing Example

(3) Winter weather in the mountains brings two uncomfortable types of storms. (4) A cold rainstorm can soak through a winter coat quickly. 4) When a snowfall becomes heavy, it can make a day in the mountains simply miserable.

Directions

Finish each of the “sentence starters” to complete a three sentence (3)-(4)-(4) paragraph that responds to the **Writing Prompt: Talk about the importance of getting a good education.**

(3) Getting a good education is _____
_____. (4) Success in school can _____

(4) With education, a student _____

Revision (if necessary)

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 Strategy Worksheet #1

With the **Essay Strategy Worksheets**, you will use numbers to identify the parts of an essay. The (3) is the main idea of a body paragraph, and is often called the *topic sentence*. The (4) "talks about" the (3). This worksheet will help you practice using these numbers to improve your writing.

Writing Hint

Good essay paragraphs have one (3) sentence and at least two (4) sentences. Each (4) must belong to the same writing category. See how (4) "rain" and (4) "snow" belong to the same writing category in the **Good Writing Example** below. Each gives an example of "weather." Then, see how the (4) "rain" and (4) "nice" do *not* belong to the same category in the **Bad Writing Example** below. The word "rain" is an *example* while the word "nice" is a *description* of "weather."

Good Writing Example

(3) weather
 (4) rain
 (4) snow

Bad Writing Example

(3) weather
 (4) rain
 (4) nice

Practice

Directions: Fill in the blanks with the words that best complete the (3)-(4)-(4) paragraphs.

- | | |
|--------------------------|--------------------------|
| (3) pets | (3) zoo |
| (4) cat | (4) tigers |
| (4) <input type="text"/> | (4) <input type="text"/> |
| (3) cities | (3) states |
| (4) <input type="text"/> | (4) <input type="text"/> |
| (4) Dallas | (4) Ohio |
| (3) <input type="text"/> | (3) <input type="text"/> |
| (4) elementary | (4) Saturday |
| (4) college | (4) Sunday |
| (3) <input type="text"/> | (3) <input type="text"/> |
| (4) baseball | (4) Mexico |
| (4) soccer | (4) Canada |

Essay Strategy Worksheet #2

Writing Hint

Remember that (4) sentences should belong to the same writing category such as in the **Writing Examples** below.

Writing Examples

(3) feelings

(4) happy

(4) sad

(3) planets

(4) Jupiter

(4) Saturn

(3) flowers

(4) daisies

(4) tulips

Practice

Directions: Fill in the blanks with the words that best complete the (3)-(4)-(4) paragraphs.

(3) heroes

(4)

(4)

(3) games

(4)

(4)

(3) friends

(4)

(4)

(3) teachers

(4)

(4)

(3) hobbies

(4)

(4)

(3) trees

(4)

(4)

(3) rivers

(4)

(4)

(3) candy

(4)

(4)

Essay Strategy 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.

Practice

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.

Essay Strategy Worksheet #40

Emphasis of Key Point Conclusion Strategy

Emphasis of Key Point—Sentences that mention and add importance to one of the points of your essay.

Writing Examples for Emphasis of Key Point Conclusion Strategy

- (6) Thesis (Claim) Restatement—Two key weather conditions have decreased the water supply this year.
- (6) The fact that the Municipal Water District failed to plan for the possibility of less rainfall contributed most to the decreased water supply this year.
- (6) Thirty-five days of 100-degree weather during the summer months was the main reason that water supplies ran short of demand.
- (6) Letting out too much water from the reservoir last March caused the majority of the problems in water supply this year.

Gerund Phrase Sentence Opener

Gerund Phrase—A gerund phrase consists of the *__ing* form of the verb and a group of related words that serve as the subject of the sentence. Usually do not place a comma after the gerund phrase when used as a sentence opener.

Writing Examples for Gerund Phrase Sentence Opener

With a prepositional phrase

Riding in the car leaves some people bored and tired.

With an object

Tasting the sauce makes many cooks hungry for dinner.

With an adverb

Walking quickly is a favorite exercise.

Essay Strategy Worksheet #40 Practice

Directions: Copy and paste the (2) Claim from **Essay Strategy Worksheet #26** in the textbox below. Revise the (2) Claim, using one of the **Grammatical Sentence Openers** you have already learned to form a (6) Thesis (Claim) Restatement.

Next, add a (6) **Emphasis of Key Point Conclusion Strategy** sentence or sentences and a transition word or phrase *after* the (6) Thesis (Claim) Restatement. Refer to the definition and examples on the previous slide and the list of transitions on **Essay Strategy Worksheet #9** for help.

(6) **Emphasis of Key Point Conclusion Strategy with Transition from (6) Thesis (Claim) Restatement**

Directions: Copy and paste any two (4) or (5) sentences from the **Essay Strategy Worksheet #24** body paragraphs which have been written in the subject-verb-object (or complement) sentence patterns. Next, revise these two sentences, beginning each with a **Gerund Phrase Sentence Opener**. Refer to the definition and examples on the previous slide for help.

Essay Strategy Worksheet #24 Sentence

Gerund Phrase Sentence Opener Revision

Essay Strategy Worksheet #24 Sentence

Gerund Phrase Sentence Opener Revision

Essay 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.

Introduction Strategies

DQ RAPS BC

5. Preview of Topic Sentences

Lists the main point from each topic sentence before or within the thesis statement.

Types of Evidence

FE SCALE C

5. Authority is an expert which can be quoted to support a claim or a topic.

According to the Surgeon General of the United States, "Smoking is the chief cause of lung cancer."

Conclusion Strategies GQ SALE SC

8. **C**all to Action

Challenges the reader to take a stand, make a difference, or get involved.

ESSAY SKILLS WORKSHEETS

MARK PENNINGTON



Thesis Statements
Transitions
Errors in
Reasoning
Writing Genre

Essay Paragraph
Structure
Writing Clarity
Sentence
Structure



Thesis Statement Worksheet #1

A good thesis statement will state the writing topic and key words of the writing prompt. For an informational/explanatory essay, the thesis statement states the specific purpose of the essay and may include a preview of the main ideas found in the upcoming topic sentences. The thesis statement serves as the controlling idea throughout the essay; no additional topics may be included in the body paragraphs which do not respond to the thesis statement. Usually place the thesis statement at the end of the introductory paragraph.

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **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 resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own 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.

Question to Be Answered

Poor Thesis Statement: Children watch a lot of television commercials.

Teacher Explanation: This thesis statement does not state the specific purpose of the essay. In an essay that requires the writer to inform the reader, the thesis statement should state a specific reason or objective for writing. The thesis statement serves as the controlling idea throughout the essay.

Revise or Replace with Your Own Thesis Statement

Transition Worksheet #3: Explanation or Emphasis

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these explanation or emphasis transition words or phrases helps the reader understand or recognize the importance of a key word, term, or idea:

in fact, regarding this/that, concerning this/that, as for, that is, for this purpose, with this intention, to the end that, in order that, in order to, so as to, lest, so, indeed, even, of course

[Bracket] the explanation or emphasis transitions in the following sentences.

1. Of course, the driver was going excessively fast. To the end that his car went out of control.
2. Indeed, she stopped talking, lest she say something she would later regret.
3. For this purpose, they arrived late, so as to ensure they would be noticed, even by the dog.
4. He began to sing; that is, he made a noise. Regarding his voice, no one would call that singing.
5. In fact, John was called in to help. For this purpose, others had tried, but failed.

Fill in the blanks with the explanation or emphasis transitions which fit best. Change the capitalization, tense, or number as needed, but use each transition only once.

1. _____ situation, 2. _____ the worst critics tried to be agreeable,
3. _____ so many people tire of their arguments. 4. _____ compromise, it takes both sides willing to sacrifice some of their interests for the greater good,
5. _____ that fewer will suffer needlessly. 6. _____, the law was passed.

Application: Write a three-sentence paragraph, using two explanation or emphasis transitions.

Errors in Reasoning Worksheet #3: Red Herrings

Definition: A red herring error means that an unconnected reference is used to distract the reader from the argument. A red herring refers to a smelly fish that was sometimes used to throw hunting dogs off the track of the fox in English foxhunts.

Example: Everyone deserves the right to be heard. Racist hate groups have their rights to free speech even if they advocate violence. Facebook shouldn't censor their racist posts.

Explanation: The U.S. Supreme Court has ruled that free speech is not an unlimited right. If it endangers others, it may be restricted.

Practice

When asked about the major challenges facing our planet, the candidate has a ready answer. The politician suggests that poverty remains the most important problem in the world today. However, the world has always had its share of poor people.

Explain the Red Herring Error: _____

Application

Write a topic sentence on a subject of your choice with supporting evidence and analysis which includes a red herring error in reasoning. Explain the red herring error.

Topic Sentence: _____

Evidence: _____

Analysis with Red Herring Error: _____

Explain the Red Herring Error: _____

Writing Style Worksheet #3

Tim said, “Let me read you my essay introduction: ‘In this essay my evidence, as detailed in the following four body paragraphs, will prove all I want to say to you by the time it ends.’” “I thought the essay was supposed to be about fish.” replied Joni. “I’ll get to that later. I thought I needed some bait to hook my readers first.” “No, get to the essay topic of *fish*; don’t talk about *you* and *your essay structure*.” “Okay, I catch what you’re saying.”

Definition and Examples

You are the writer *of* the essay, not the writer *in* the essay. Unlike a narrative (story), you can’t place yourself in the writing. **Example:** I understand, but for me as the writer.

An essay uses objectivity (being fair to all points of view) to convince in an argumentative essay or to inform or explain in an informational/explanatory essay. Placing yourself in an essay inserts personal preferences and takes away from the objectivity of your evidence.

Read the rules.

- Don’t refer to yourself in an essay as the writer or use first person pronouns: I, me, we, us, my, mine, our, myself, ourselves. Additionally, don’t address your audience as *you*.
- In your essays, don’t refer to parts of the essay or the essay itself. Use transition words to connect sentences and paragraphs to assist the reader’s understanding of your writing.

[Bracket] the writer and essay references in the following sentences.

1. I’ll tell you everything you need to know by the end of this essay I wrote.
2. In the last paragraph, I proved that my evidence was convincing.
3. In the following paragraphs, I will show you why people should obey traffic signs.
4. Our goal by the end of this essay will be to give you reasons and evidence to persuade you.
5. In conclusion, we have proved that our position is correct throughout this editorial.

Revise the sentence to eliminate the writer or essay references.

I have shown that you should delete references to your own writing.

Types of Evidence Worksheet #1

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

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 counterclaim states an argument against your point of view. The counterargument disproves the counterclaim.

- ___ 1. Although she thought the vocals were hard to hear, the “feel” of the music was great.
- ___ 2. It makes sense that the closer he got to the speakers, the louder the volume became.
- ___ 3. She said, “It was the best concert I’ve ever seen.”
- ___ 4. The band sounded like The Clash in its prime.
- ___ 5. A song such as “Nature’s Son” is a ballad.
- ___ 6. More than half of the concert-goers were pleased.
- ___ 7. Music critic Angela Brown called it “the best single concert of the year.”
- ___ 8. Seeing the band live made him want to purchase their CD.
- ___ 9. Standing in line to get the tickets was horrible.
- ___ 10. The concert promoter said he tried to keep the ticket prices down to reasonable levels.
- ___ 11. The cost of food was outrageous, but people were allowed to bring in their own.
- ___ 12. Ticket prices increased by 10% this year.
- ___ 13. The band performed two encores.
- ___ 14. People dressed casually in jeans, flip-flops, and tee-shirts.
- ___ 15. Their set list had more dance songs than the last time they played here.
- ___ 16. Buying four tickets for the cost of three was a better deal than purchasing separately.

Sentence Structure Worksheet #3: Simple Predicate

Definition: The simple predicate is the verb that acts upon the subject of the sentence. It does the work of the “do-er” or the “be-er” of the sentence. The simple predicate shows a physical or mental action or it describes a state of being. When additional words help describe the simple predicate, this is known as a complete predicate. The complete predicate consists of the rest of the sentence other than the subject.

Examples: Michael *hurt* his hand. Simple Predicate
She *had become* a young lady.
They *should have listened* to me.
An angry man *tried to run me off* the road. Complete Predicate

Writing Hints

To find the simple predicate, first identify the subject and ask “What?” The answer to this question should be the predicate.

The simple predicate usually follows the subject in a sentence. However, it can be placed before the subject in a question (*Was it your mother’s purse?*), in an implied (suggested, not stated) sentence (*Look out!*), or in a phrase or clause at the beginning of a sentence to add special emphasis (*Even more interesting was the fact that she knew it would probably rain*).

Directions: Underline the subjects and circle the simple predicates found in the story below.

Ice-cream always has pleased young and old alike as a favorite summertime dessert. One ice-cream that pleases many is neapolitan. 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. For some, the nuts or marshmallows may cause an allergic reaction. Is anything better than a creamy double-scoop on a sugar or waffle cone? Watch out! Eating too much ice-cream can be an addictive behavior.

Directions: What is the complete predicate in the first sentence of the above story?

Directions: Write your own sentence with a simple predicate. Underline the subject and circle the simple predicate.

Sentence Structure Worksheet #7: Complex Sentence

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.

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

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

Directions: Write your own complex sentence.

Thesis Statement Worksheet #1

A good thesis statement will state the writing topic and key words of the writing prompt. For an argumentative essay, the thesis statement states the claim(s) of the essay and may include a preview of the main ideas found in the upcoming topic sentences. Usually place the thesis statement at the end of the introductory paragraph.

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy.

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 resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

Writing Direction Word: Argue means to prove an opinion or theory to be correct or true.

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.

WHO

WHAT

HOW

DO

Question to Be Answered

Poor Thesis Statement: Children watch a lot of television commercials.

Teacher Explanation: This thesis statement does not state the specific purpose of the essay. In an essay that requires the writer to inform the reader, the thesis statement should state a specific reason or objective for writing. The thesis statement serves as the controlling idea throughout the essay.

Revise or Replace with Your Own Thesis Statement

Transition Worksheet #11: Time

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these time transition words or phrases signals the relationship between events or actions in time:

meanwhile, since, now, currently, during, recently, simultaneously, at that time, previously, then, eventually

List the time transitions in the following sentences.

1. Meanwhile, I began another hobby, and then eventually I began my current job.
2. She was previously engaged to a wealthy stockbroker.
3. They simultaneously played ping pong and listened to the basketball game.
4. Currently, I have no real idea as to when we will leave, since my wife and I are not talking.
5. Now would be a good time during this commercial break to discuss our dinner options.

Fill in the blanks with the time transitions which fit best. Change the capitalization, tense, or number as needed, but use each transition only once.

1. _____, I think it was last week, I bumped into Ian down at the ice rink.
2. _____, he is working in the rental shop.
3. _____, he had worked as one of the cooks at the food stand, but he was reassigned because he burned everything he tried to cook.
4. _____, he enjoys his new job and he is quite good at it. I watched him
5. _____ fit five skaters with their rental skates.
6. _____, he looked up to see me watching and asked how long I had been there.

Application: Write a three-sentence paragraph, using two time transitions.

Sentence Structure Worksheet #12: Run-on Sentence

Definition: A sentence run-on has two independent clauses connected together as if they were one sentence. An independent clause means that there is a subject and a predicate that expresses a complete thought.

Writing Hints

To change sentence run-ons into complete sentences, try the following:

1. Separate the run-on into two or more sentences.

Example: Luis told his brother he told his sister, too.
Luis told his brother. He told his sister, too.

2. Add a semi-colon between the clauses.

Example: Mary let him have it, she knew what she was doing.

Mary let him have it; she knew what she was doing.

3. Add a comma and conjunction after the first clause.

Example: I like her, she doesn't like me.

I like her, but she doesn't like me.

Add a subordinating conjunction to one of the clauses.

Example: Max was injured, he was still the best.

Even though Max was injured, he was still the best.

4. Change the second clause to a phrase starting with an *ing* word.

Example: They went to school, they looked for him.
They went to school, looking for him.

Directions: Change the following sentence run-ons into complete sentences in the spaces provided below.

Ms. Clements always prepared well for her lesson plans she worked hard.

Jonathan seemed very selfish he never shared with the other children.

Nicco did his chores before playing video games his brothers never did.

EIGHT WRITING PROCESS ESSAYS



Four
Argumentative
Four
Informational/
Explanatory
Essays with
Analytical Rubrics

Reading
Passages,
Pre-writing, Draft,
Response,
Revision, and
Editing
Resources



Diagnostic Essay Assessment 5

Directions: Carefully read the **Writing Prompt**, the definition of the key **Essay Direction Word**, and the **Resource Text**. Respond to the **Writing Prompt** by writing an essay that is controlled by a central idea and is specifically developed. Make sure to include an introduction, body paragraphs, and a conclusion.

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.

Resource Text: “New Height” Advertisement in 1960s Comic Books

Margin Notes

GROW MAN GROW!

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 4 1/2". '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
Address
Age Height increase desired in.

MAIL THIS COUPON TODAY

Writing Process Essay 1



Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

In Sonnet 18, William Shakespeare claims that his poem will immortalize the woman he loves. He uses metaphor (an implied comparison of two or more unlike objects) and personification (giving human characteristics to non-living objects) to praise his beloved. *Examine* the metaphor and personification Shakespeare uses in Sonnet 18.

Essay Direction Word

Examine means to inspect the details closely and test according to a standard.

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.

Put into your own words the basic question to be answered from the **Writing Prompt**.



Step 2: Interact with the Resource Text

Directions

1. Read the resource text. As you read, “talk to the text” with the **SCRIP Reading Comprehension** cueing prompts: **S**ummarize, **R**e-think, **C**onnect, **I**nterpret, and **P**redict.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**. See Appendix for **SCRIP Reading Comprehension** instructions.

Resource Text

“Sonnet 18” by William Shakespeare
Parallel Text by Mark Pennington

Margin Notes

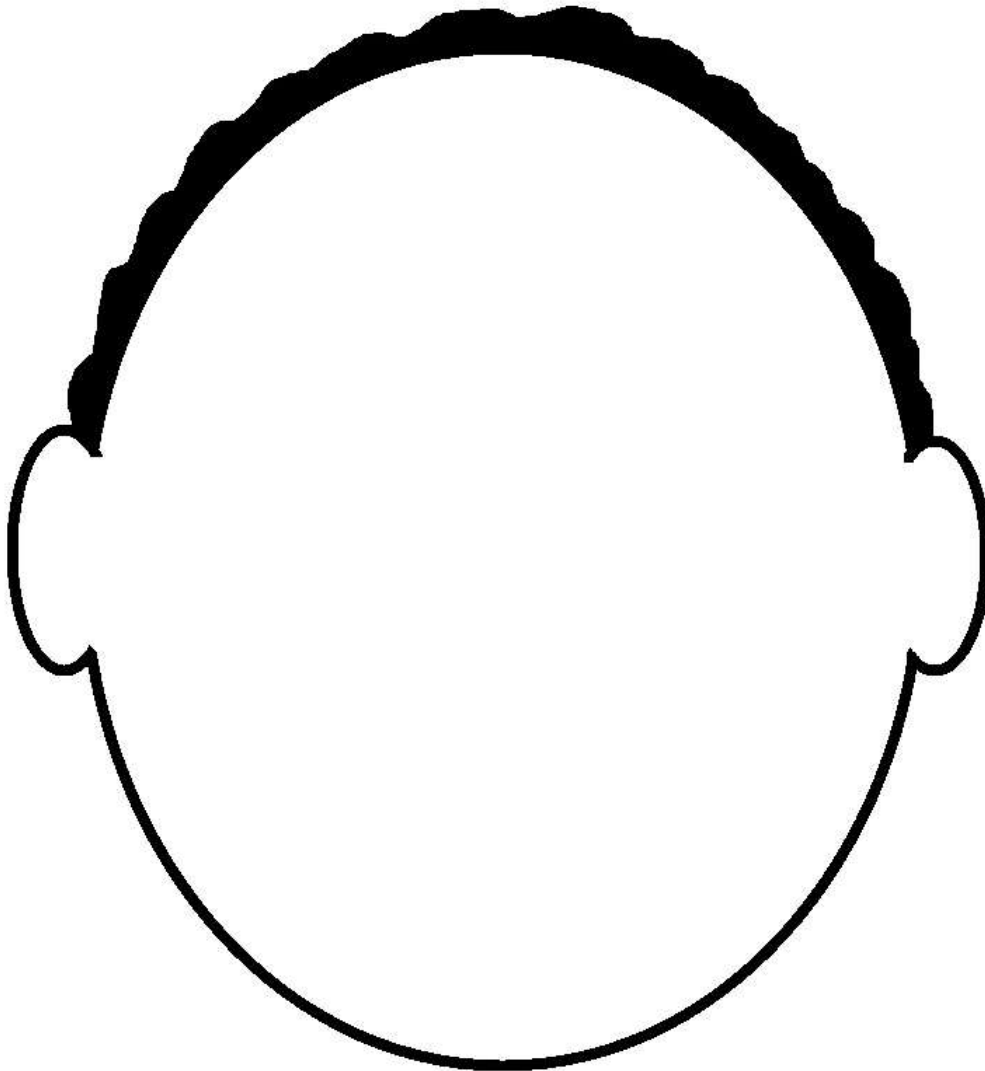
Shall I compare thee to a summer's day?
Shall I compare you to a summer's day?
Thou art more lovely and more temperate:
You are more lovely and more mild:
Rough winds do shake the darling buds of May,
Rough winds shake the lovely buds of May,
And summer's lease hath all too short a date:
And summer is far too short:
Sometime too hot the eye of heaven shines,
Sometimes the sun is too hot,
And often is his gold complexion dimm'd;
And often the sun goes behind clouds;
And every fair from fair sometime declines,
And everything beautiful sometimes loses lose its beauty,
By chance or nature's changing course untrimm'd;
By misfortune or by nature's plan.
But thy eternal summer shall not fade
But your youth shall not fade,
Nor lose possession of that fair thou owest;
Nor will you lose the beauty that you possess;
Nor shall Death brag thou wander'st in his shade,
Nor will Death take you for himself,
When in eternal lines to time thou growest:
Because in this poem you will live forever.
So long as men can breathe or eyes can see,
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.
So long will this poem live to keep you alive.



Step 3: Brainstorm the Topic

Directions

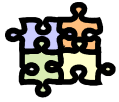
Brainstorm the topic with information from your **WHO, WHAT, HOW, DO** writing prompt dissection, the **Resource Text**, and your own prior knowledge. Write words and phrases inside the **Open Mind**.



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

(2) Thesis Statement

| 5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writing Standards | | Analytical Rubric Writing Process Essay 1 Essay Direction Word: <i>Examine</i> | | Diagnostic Assessment 1-5 | Response X | Revision Checklist X | Formative Assessment 1-5 | Summative Assessment 1-5 |
|--|--|---|--|------------------------------|-------------------|--------------------------------|-----------------------------|-----------------------------|
| Writer _____ Response Partner _____ | | | | | | | | |
| Introduction Paragraph | | | | | | | | |
| → (1) Introduction Strategy | | | | | | | | |
| → (1) Another Introduction Strategy | | | | | | | | |
| → (2) Thesis Statement clearly states both topics: metaphor and personification | | | | | | | | |
| → (2) Thesis Statement clearly states the writing purpose: to <i>examine</i> | | | | | | | | |
| Body Paragraph #1 | | | | | | | | |
| → (3) Topic Sentence clearly states the first topic to examine | | | | | | | | |
| → (3) Topic Sentence clearly responds to the (2) Thesis Statement | | | | | | | | |
| → (4) Evidence #1 Sentence clearly responds to the (3) Topic Sentence | | | | | | | | |
| → (5) Analysis clearly responds to the (4) Evidence #1 Sentence | | | | | | | | |
| → (4) Evidence #2 Sentence clearly responds to the (3) Topic Sentence | | | | | | | | |
| → (5) Analysis clearly responds to the (4) Evidence #2 Sentence | | | | | | | | |
| → Variety of Evidence and Analysis in the (4) and (5) Sentences | | | | | | | | |
| → Relevance of Evidence and Analysis in the (4) and (5) Sentences | | | | | | | | |
| Body Paragraph #2 | | | | | | | | |
| → (3) Topic Sentence clearly states the second topic to examine | | | | | | | | |
| → (3) Topic Sentence clearly responds to the (2) Thesis Statement | | | | | | | | |
| → (4) Evidence #3 Sentence clearly responds to the (3) Topic Sentence | | | | | | | | |
| → (5) Analysis clearly responds to the (4) Evidence #3 Sentence | | | | | | | | |
| → (4) Evidence #4 Sentence clearly responds to the (3) Topic Sentence | | | | | | | | |
| → (5) Analysis clearly responds to the (4) Evidence #4 Sentence | | | | | | | | |
| → Variety of Evidence and Analysis in the (4) and (5) Sentences | | | | | | | | |
| → Relevance of Evidence and Analysis in the (4) and (5) Sentences | | | | | | | | |
| Conclusion Paragraph | | | | | | | | |
| → Restatement of the Thesis | | | | | | | | |
| → (6) Conclusion Strategy | | | | | | | | |
| → (6) Another Conclusion Strategy | | | | | | | | |
| Writing Style and Conventions | | | | | | | | |
| → Are the examples from the poem clearly examined according to the poetic devices? | | | | | | | | |
| → 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 | | → | | | | | | |



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 "Reasons and Evidence" 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.

Summarize your opinion or theory in the left box. List reasons in the middle boxes and support evidence in the right boxes.

| | | |
|--------------|------------------|----------|
| Reason #1 | Support Evidence | Analysis |
| Reason #2 | Support Evidence | Analysis |
| Counterclaim | Counterargument | Analysis |

Writing Process Essay #4



Step 1: Dissect the Writing Prompt

Directions

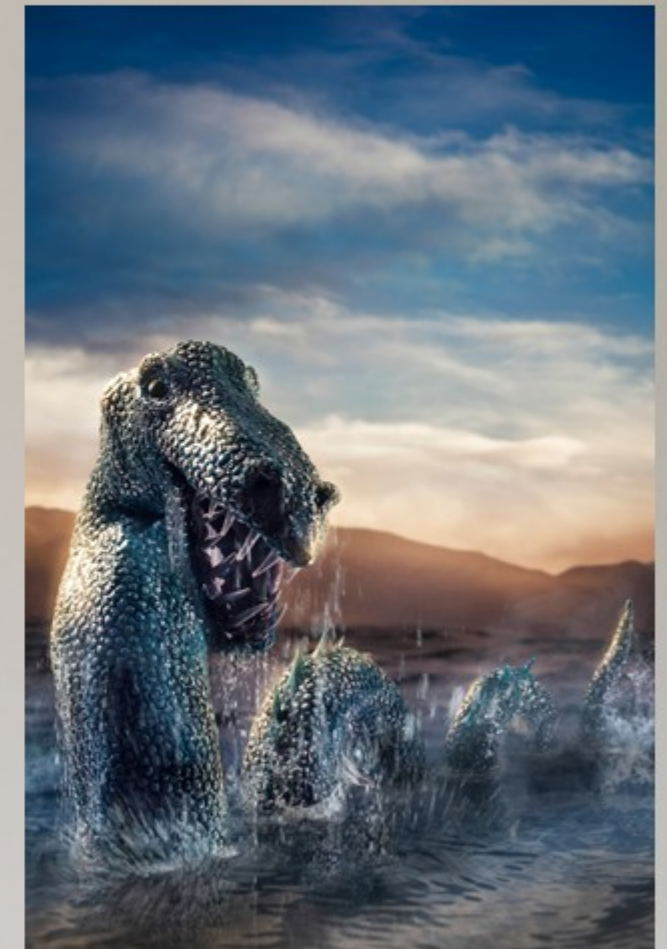
1. Carefully read the **Writing Prompt** and the definition of the key **Essay Direction Word**.

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.



Writing Process Essay #8



Step 4: Plan the Body Paragraphs

Directions: Organize the Open Mind brainstorming and add to this graphic organizer

| | | |
|---------------------|-------------------------|-----------------|
| Reason #1 | Support Evidence | Analysis |
| Reason #2 | Support Evidence | Analysis |
| Counterclaim | Counterargument | Analysis |

| 5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writer: Response Partner: Writing Standards | Analytical Rubric Writing Process Essay 1 Essay Direction Word: <i>Examine</i> | | | | |
|--|---|------------|----------------------|--------------------------|--------------------------|
| | Diagnostic Assessment 1-5 | Response X | Revision Checklist X | Formative Assessment 1-5 | Summative Assessment 1-5 |
| | | | | | |
| | | | | | |
| | | | | | |
| Introduction Paragraph | | | | | |
| → (1) Introduction Strategy | | | | | |
| → (1) Another Introduction Strategy | | | | | |
| → (2) Thesis Statement clearly states both topics: metaphor and personification | | | | | |
| → (2) Thesis Statement clearly states the writing purpose: to <i>examine</i> | | | | | |
| Body Paragraph #1 | | | | | |
| → (3) Topic Sentence clearly states the first topic to examine | | | | | |
| → (3) Topic Sentence clearly responds to the (2) Thesis Statement | | | | | |
| → (4) Evidence #1 Sentence clearly responds to the (3) Topic Sentence | | | | | |
| → (5) Analysis clearly responds to the (4) Evidence #1 Sentence | | | | | |
| → (4) Evidence #2 Sentence clearly responds to the (3) Topic Sentence | | | | | |
| → (5) Analysis clearly responds to the (4) Evidence #2 Sentence | | | | | |
| → Variety of Evidence and Analysis in the (4) and (5) Sentences | | | | | |
| → Relevance of Evidence and Analysis in the (4) and (5) Sentences | | | | | |