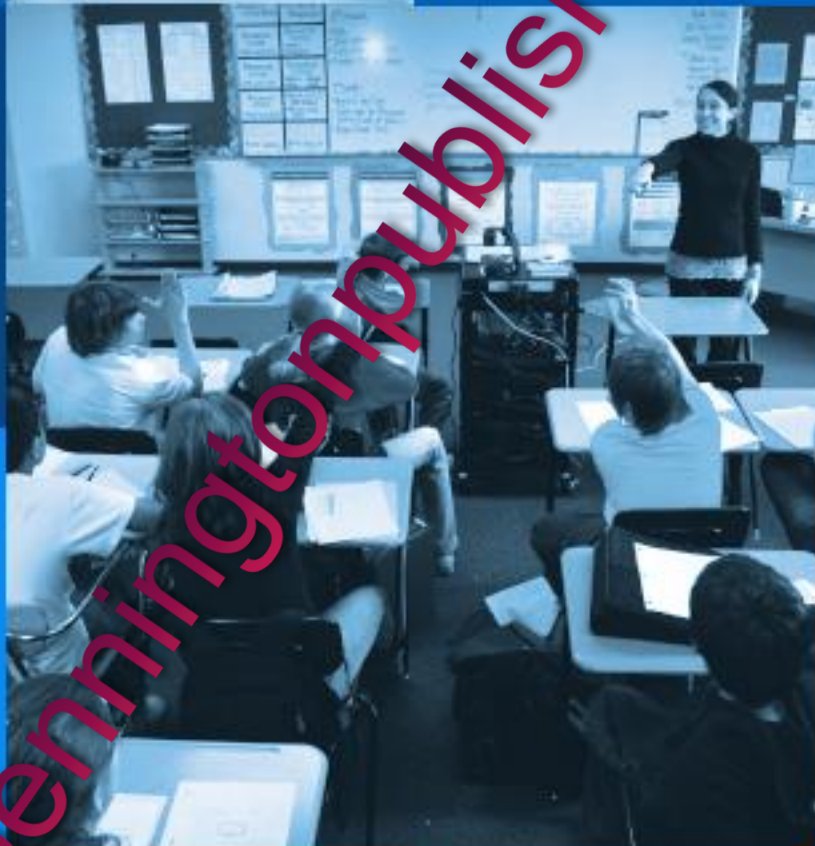


TEACHING ESSAYS BUNDLE

MARK PENNINGTON



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

Step by Step Skill
Development
with 3 Options:
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Contents of *TEACHING ESSAY BUNDLE* have been previously published in *Teaching Essay Strategies* COPYRIGHT © 2002, 2011, 2018, 2019 Pennington Publishing. The *TEACHING ESSAY BUNDLE* is comprised of three programs: *How to Teach Essays*, *Essay Skills Worksheets*, and *Eight Writing Process Essays*.

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Thank you,

Mark Pennington

The TEACHING ESSAYS BUNDLE

The **TEACHING ESSAYS BUNDLE** includes the three **printable and digital** resources students need to master the CCSS W.1 argumentative and W.2 informational/explanatory essays. Each **no-prep** resource allows students to work at their own paces via mastery learning. The three programs provide stand-alone instruction, but work together seamlessly.

How to Teach Essays includes 42 skill-based essay strategy worksheets (fillable PDFs and 62 Google slides), beginning with simple 3-word paragraphs and proceeding step-by-step to complex multi-paragraph essays. One skill builds upon another. Students build a solid foundation with the body paragraph and learn how to write effective thesis statements (claims), introductions, and conclusions. Upon completion of each worksheet, the teacher mini-conferences with the student to review the formative writing assessment. If mastered, the student moves on to the next worksheet. If not, the student revises and re-conferences or the teacher assigns **additional practice** with the targeted...

Essay Skills Worksheets. These 97 worksheets (printables and 97 Google slides) help the teacher **differentiate writing instruction** with both **remedial and advanced** writing skills. For example, students who struggle with writing complete sentences need the four worksheets addressing fragments and run-ons, as well as the four subject and predicate worksheets. However, more developed writers will benefit from the errors in reasoning, writing style, transitions, types of evidence, introduction and conclusion strategies worksheets.

Once students have mastered the body paragraph, the teacher assigns one of the **Eight Writing Process Essays** (printables and 170 Google slides). Each essay features an on-demand diagnostic essay assessment, writing prompt with connected reading, brainstorming, graphic organizer, response, revision, and editing activities. Plus, each essay includes a detailed analytical (not holistic) rubric for assessment-based learning. Students and the teacher can use the Google comments feature to question and respond to the essays composed in the Google slides.

Two companion programs are highly recommended. Both use the same language of instruction as the resources in the **TEACHING ESSAYS BUNDLE**:

[Teaching Grammar, Usage, and Mechanics](#) provides full-year grades 4, 5, 6, 7, 8, and high school programs with grade-level and remedial instruction. The Google slides feature interactive instruction with drag and drop, fill-in-the box, and audio resources. Students love the secret agent theme. Diagnostic assessments, skill worksheets, and unit tests are included in each program.

Additionally, teachers may wish to check out my **[e-Comments Chrome Extension](#)** to save time grading and improve the quality of writing feedback. Teachers use the hundreds of customizable canned comments and links to insert with one click into Google docs and slides. Teachers may also insert audio, video, and record the screen. All 3 companion programs use the same language of instruction as in the *How to Teach Essays* program for perfect instructional continuity.

TEACHING GRAMMAR AND MECHANICS

MARK PENNINGTON



ASSESSMENT
AND PRACTICE



COMPREHENSIVE
GRAMMAR AND
MECHANICS
PROGRAM





CHROME EXTENSION
e-Comments



THE Solution to the Stack



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Digital Option Links

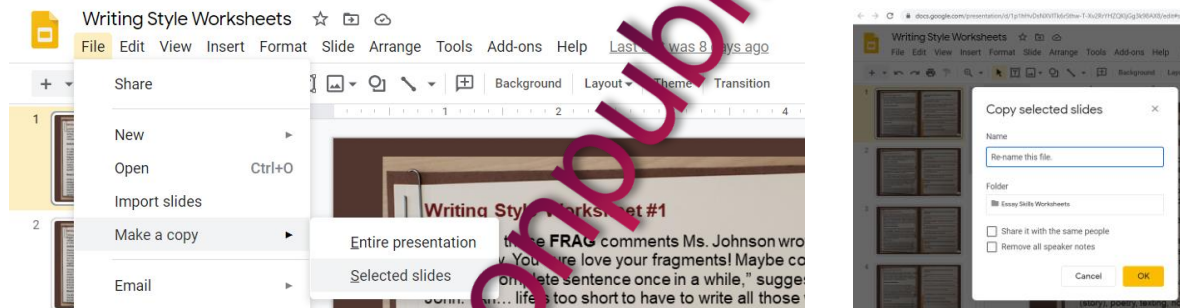
The Google slides versions of the three programs included in the TEACHING ESSAYS BUNDLE have been divided into related sets to facilitate sharing the worksheet slides with your students. Simply click on the COPY link and the set of worksheet slides will be copied to your Google Drive.

The teacher may choose to share the entire set if the student needs to complete each worksheet slide within that set. This option works well if the teacher plans to correct (or have students correct) and record the grades for grouped assignments.

For example, the teacher may wish to share/assign the set of three **Types of Conclusion Strategies Worksheets** Google slides. The teacher may require students to complete and turn in/share one, two, or all three of the **Types of Conclusion Strategies Worksheets** slides.

Or if the teacher wishes to share/assign one worksheet slide at a time or create new sets of slide worksheets, this procedure works well:

Open a Google slide set, click **File–Make a copy–Selected slides**, and re-name this file.



How to Teach Essays Links to Google Slides

Share the fillable PDFs of the Essay Strategy Worksheets with your students.

or

Share the Google slides version of the Essay Strategy Worksheets with your students. The slides are conveniently divided into 5 sets to facilitate sharing: [#1–10](#), [#11–18](#), [#19–26](#), [#27–34](#), and [#35–42](#). For teacher reference and display: [Essay Strategy Worksheets #1–42](#).

Essay Skill Worksheets Links to Google Slides

Thesis Statement Worksheets

<https://docs.google.com/presentation/d/1pcftqNFopRZs50bdEEtbWiPXMEtntjU92GGQjkrpSYE/copy>

Transition Worksheets

https://docs.google.com/presentation/d/19pqfjmO-1Kz01pg0sZ19DOtT_50bX2-1vCrK-BnM0dE/copy

Errors in Reasoning Worksheets

https://docs.google.com/presentation/d/16HmATDKgU6ZGvMaU1L0_5xdYM8LjZs7K35jUV6V19-M/copy

Writing Style Worksheets

<https://docs.google.com/presentation/d/1p1hHvDsNXYTKorSthw-T-Xv2RrYHZOKljGg3k98AX8/copy>

Writing Genre Worksheets

https://docs.google.com/presentation/d/1WvHmsQ-fXUZ22ls9Hs4evrFvc8r_6kM8WY8N1Wi-W0A/copy

Essay Paragraph Structure Worksheets

https://docs.google.com/presentation/d/1VZ22MNKT6XOa19EA_QQbkX2LB53BIB03tg7sp_niu4/copy

Types of Evidence Worksheets

<https://docs.google.com/presentation/d/1utLfea7M9WBVT3nw1UO2iqMM43pwzeInkTI7i3D-boQ/copy>

Types of Introduction Strategies Worksheets

https://docs.google.com/presentation/d/1kc_1LDL9Cm6sNuZ4d76fn5JGtkmuQO8kshAxdIcPvWA/copy

Types of Conclusion Strategies Worksheets

<https://docs.google.com/presentation/d/1A5qrN1Y-gg3jBzpEb2p34SPOBf6QaJSz2nZwKqmBw/copy>

Sentence Structure Worksheets

https://docs.google.com/presentation/d/1R9sh7RqqACVsDhLe4AwcOVh_V1FHJJRuyAz4GzQ57GY/copy

Eight Writing Process Essays Links to Google Slides

Eight On-Demand Diagnostic Essay Assessments

https://docs.google.com/presentation/d/1aqrFp_O27Z7g3UDVJX3wqM0dU8_YWuI7vQdi_KL4jgeQ/copy

Writing Process Essay 1: Examine

https://docs.google.com/presentation/d/1JfK9FidxBbzTMMEoYsIshVdhdGdoMprD_vVvgIQa/copy

Writing Process Essay 2: Explain

<https://docs.google.com/presentation/d/1sh7XIyqotABAE5m01BCscGFQ8vDeNulfUMGrZxVvE/copy>

Writing Process Essay 3: Analyze

<https://docs.google.com/presentation/d/1R1DuT5Pkz-qZ9mvQyvNouxPIu2WPFM1URRY3Mt0w138/copy>

Writing Process Essay 4: Compare and Contrast

https://docs.google.com/presentation/d/1N59DmZcgreHJAoJT2-WVbf-p6Lk1llgW_Onz7T4kWU/copy

Writing Process Essay 5: Evaluate

<https://docs.google.com/presentation/d/1g7LyAIr3fXsfWw4ndWBHXW4dgIYpW7WR7at88LzJNY4/copy>

Writing Process Essay 6: Justify

<https://docs.google.com/presentation/d/1HHwjFiTNRf0d2r4RwdrN-TNgque4Bef3EwklHMtSViY/copy>

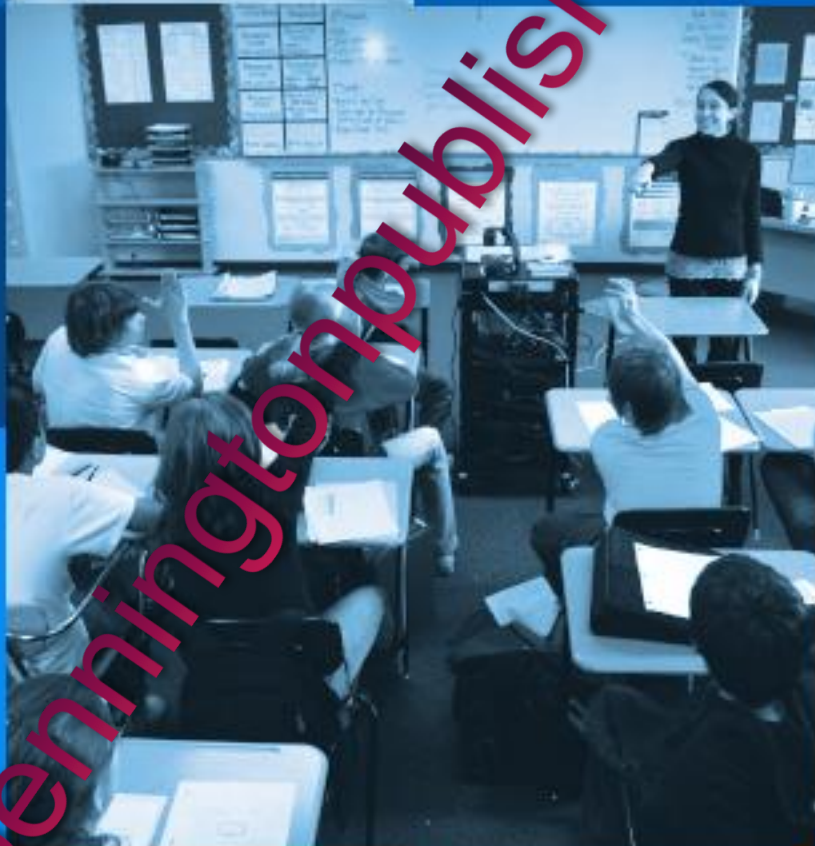
Writing Process Essay 7: Persuade

<https://docs.google.com/presentation/d/1jV4eJZmiWS6Jlzxam-LXu5xjiDXEg2ueYaGuWtU5Qsw/copy>

Writing Process Essay 8: Argue

https://docs.google.com/presentation/d/1PBPVR0iX9aqJbTScB6kYMfR51Z83ef2_AE2lpK8t6Io/copy

HOW TO TEACH ESSAYS



42 Essay Strategy
Worksheets for
the Argumentative
and Informational
Explanatory
Essays

Step by Step Skill
Development
with 3 Options:
Print
Fillable PDFs
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How to Teach Essays

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Writing Posters include key instructional elements of the *How to Teach Essays* program.

Essay Direction Words
Essay Rules
Introduction Strategies
Types of Evidence
Conclusion Strategies
Essay Numerical Hierarchy
Limit Using “to-be” Verbs
First and Second Person Pronouns
Transitions
Editing Marks

Introduction

How to Teach Essays is a comprehensive curriculum designed to help teachers teach the essay components of the Common Core Anchor Standards for Writing W.1 (Argumentative Essay) and W.2 (Informational/Explanatory Essay). This step-by-step program provides all the resources that upper elementary, middle school, and high school teachers need to teach students how to write the argumentative and informational/explanatory essays.

To master the essay strategies detailed in the Common Core Anchor Standards for Writing (W.4, 5, 6), students complete 42 Essay Strategy Worksheets. Students build a solid foundation with simple 3-word paragraphs and progress to complex multi-paragraph essays. While students are writing, the teacher monitors progress and mini-conferences with each student upon completion of every worksheet. By the end of the program, students will have composed 8 rough draft essays. Following is the instructional sequence:

#1–10	Essay Writing Rules and Body Paragraphs
#11–18	Writing Prompts; Body Paragraph Structures, and Types of Evidence
#19–26	Thesis Statements and Additional Body Paragraphs
#27–35	Introduction Strategies and Grammatical Sentence Openers
#36–42	Conclusion Strategies and Grammatical Sentence Openers

Teachers should allocate 20 minutes per day, 4 days per week, to work on the Essay Strategy Worksheets. Given this time, most all students will have mastered the first 18 worksheets within the first 2 months of instruction. The first 18 worksheets focus on the essay body paragraph.

This achievement prepares students for two instructional options:

1. The teacher may continue to allot the same amount of instructional time, and most all students will have mastered Essay Strategy Worksheets #19–42 by the end of the first semester **or**
2. The teacher may opt to reduce the instructional time to time (20 minutes per day, 2 days per week). This time-savings will allow the teacher to introduce writing process essays while concurrently completing worksheet lessons #19–42.

Note that four printable and digital companion programs have been developed to support the *How to Teach Essays* program. [Eight Writing Process Essays](#) provides 4 W.1 argumentative and 4 W.2 informational/explanatory reading resources, multi-step brainstorming, draft, response, revision, and editing resources, each with analytical rubrics. [Essay Skills Worksheets](#) includes thesis statement, transitions, sentence structure, writing style, errors in reasoning and more worksheets. [Teaching Grammar, Usage, and Mechanics](#) provides full-year grades 4, 5, 6, 7, 8, and high school programs with grade-level and remedial instruction. Additionally, teachers may wish to check out my [e-Comments Chrome Extension](#) to save time grading and improve the quality of writing feedback. Teachers use the hundreds of customizable canned comments and links to insert with one click into Google docs and slides. Teachers may also insert audio, video, and record the screen. All 3 companion programs use the same language of instruction as in the *How to Teach Essays* program for perfect instructional continuity.

Learn How to Teach This Program in 10 Minutes

Print Options

Print copies of all the worksheets and pass out for storage in students' binders. To save paper and prepare for the future, three-hole-punch and print the first 18 worksheets for each student. Set up file folders for Essay Strategy Worksheets #19–42, and print and laminate (or use plastic sleeves) enough copies of these worksheets for students to share (about one-third of the number of your students). With this option, students complete Essay Strategy Worksheets #19–42 on binder paper.

Print, laminate, and post the Writing Posters. The posters serve as reference tools for your students.

Digital Options

Share the fillable PDFs of the Essay Strategy Worksheets with your students

or

Share the Google slides version of the Essay Strategy Worksheets with your students. The slides are conveniently divided into 5 sets to facilitate sharing: [#1–10](#), [#11–18](#), [#19–26](#), [#27–34](#), and [#35–42](#). For teacher reference and display: [Essay Strategy Worksheets #1–42](#).

Getting Started with the Essay Strategy Worksheets

Tell students that *How to Teach Essays* program uses numbers to represent the types of sentences that belong in a well-structured paragraph. For instance, (3) stands for a topic sentence, (4) “talks about” the topic sentence, and (5) “talks about” (4). This *coding* takes the mystery out of how to organize and compose coherent and unified essays. Refrain from layering on the writing jargon at this point. You can certainly make the connection between the numbers and your favorite writing terminology e.g. concrete detail and commentary, but wait until students internalize the structural varieties of the body paragraph (Essay Strategy Worksheets #1–18) to do so.

Note: Once your students begin multi-paragraph essays in Essay Strategy Worksheet #19, the (2) stands for the thesis statement (or claim), the (1) represents the introduction strategies, and the (6) references the conclusion strategies.

Complete the first 4 Essay Strategy Worksheets as whole class instruction, 1 worksheet per day. Read the directions for Essay Strategy Worksheet #1 out loud, and give students 10 minutes to complete the assignment. After 10 minutes (finished or not), call on students to share answers and self-correct if the responses are off-target. Repeat for Essay Strategy Worksheets #2–4.

Student–Teacher Writing Conference Procedures

Beginning with Essay Strategy Worksheet #5, start brief (no more than 30 seconds each) one-on-one student–teacher conferences to correct and coach the students on their worksheets.

These one-on-one student–teacher conferences work equally well with the paper, printable PDF, or Google slide options. Students can meet in-person to conference with their teacher with the complete Essay Strategy Worksheet, or students can conference virtually with ZOOM, *et al.* With the latter option, the student shares a completed worksheet for the conference. Google slides permits an interactive conversation between student and teacher in the Google comments feature. Note that my e-Comments Chrome Extension allows teachers to insert comments with one click into both Google docs and slides, or teachers can post audio, video, or record the screen comments. Students can reply with questions and comments.

Helpful Hints

- Keep writing conferences short; 30 seconds is a good goal. Look for and comment on the instructional focus of each Essay Strategy Worksheet.
- Tell your students that only three students can be in line at one time for a student–teacher writing conference. If they have finished their Essay Strategy Worksheet, they should begin working on the next worksheet until they can line up for the writing conference. Sometimes writing down the students’ names on the board or in the ZOOM chat is a good way to manage who conferences next.
- Use the diacritical editing marks found in the Writing Posters to mark errors as you read, or insert the customizable canned comments of the e-Comments Chrome Extension.
- Require mastery of the instructional focus, as well as proper grammar, usage, and mechanics. Require students to revise until your standards have been met.
- When the student has mastered an Essay Strategy Worksheet, mark and record an A (or 100% point value).

Down the Road a Bit

- Periodically have a “Pair Share” in which students exchange their worksheets to read and make comments.
- Periodically read an exemplary Essay Strategy Worksheet out loud. Make use of your outstanding writers.
- Periodically arrange a peer tutoring session so that your better writers can assist your struggling writers. Sometimes students *get it* better from peers than from the teacher.
- Teach your students to use the Writing Poster reference tools.
- **Optional:** “Can I create my own writing prompts from literature, social studies, or science lessons instead of the ones in the Essay Strategy Worksheets?” Certainly. Consider writing your own prompts, using the program Writing Direction Words, beginning with Essay Strategy Worksheet #11.

Essay Strategy Worksheets Sequence of Instruction

1. (3)-(4)-(4) Word Paragraph
2. (3)-(4)-(4) Word Paragraph
3. (3)-(4)-(4) Phrase Paragraph
4. (3)-(4)-(4) Phrase Paragraph, Writing Prompts
5. (3)-(4)-(4) Sentence Paragraph
6. (3)-(4)-(4) Sentence Paragraph, Use Writing Prompt Words in (3), Writing Rules
7. (3)-(4)-(4) Sentence Paragraph, Third Person
8. (3)-(4)-(4) Sentence Paragraph, No "to be" Words
9. (3)-(4)-(4) Sentence Paragraph, Two Transitions
10. (3)-(4)-(5)-(4)-(5) Sentence Paragraph
11. (4)-(5)-(3)-(4)-(5) Paragraph, Fact Evidence, Writing Direction Word: 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 #1

Teaching Essay Strategies uses numbers to identify 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

Directions

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

(3) pets

(4) cat

(4) _____

(3) cities

(4) _____

(4) Dallas

(3) _____

(4) elementary

(4) college

(3) _____

(4) baseball

(4) soccer

(3) zoo

(4) tigers

(4) _____

(3) states

(4) _____

(4) Ohio

(3) _____

(4) Saturday

(4) Sunday

(3) _____

(4) Mexico

(4) Canada

Essay Strategies Worksheet #2

Writing Hint

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

Writing Example

- (3) feelings
 - (4) happy
 - (4) sad

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 Strategies Worksheet #3

Writing Hint

Using specific descriptions and details improves writing.

Writing Example

- (3) winter weather
 - (4) cold rain
 - (4) heavy snowfall

Directions

Fill in the blanks with a phrase (a group of related words) to complete the (3)-(4)-(4) paragraphs.

(3) eye-catching colors

(4) light pink

(4) _____

(3) favorite foods

(4) _____

(4) _____

(3) tasty sodas

(4) _____

(4) _____

(3) _____

(4) scary mysteries

(4) thrilling biographies

(3) _____

(4) taking out the trash

(4) _____

Essay Strategies Worksheet #4

Writing Hint

A *writing prompt* tells you what to write about and how to do so. Study how the (3)-(4)-(4) paragraph responds to all parts of the writing prompt in the **Writing Example** below.

Writing Example

Writing Prompt: Talk about two kinds of rides at an amusement park.

- (3) two kinds of amusement park rides
 - (4) exciting roller coasters
 - (4) wild and wet log rides

Directions

Carefully read each **Writing Prompt** and then respond to the prompt by completing the (3)-(4)-(4) paragraphs. Make sure to use a descriptive or detailed phrase (a group of related words) for each blank. Make sure to use specific descriptions and details.

Writing Prompt: Talk about two kinds of fish.

Writing Prompt: Talk about two types of jobs.

- (3) two kinds of ocean fish
 - (4) _____
 - (4) _____

- (3) two types of _____ jobs
 - (4) _____
 - (4) _____

Writing Prompt: Talk about two favorite animals.

Writing Prompt: Talk about two popular sports.

- (3) two favorite _____ animals
 - (4) _____
 - (4) _____

- (3) _____
 - (4) _____
 - (4) _____

Writing Prompt: Talk about two good television shows.

Writing Prompt: Talk about two delicious desserts.

- (3) _____
 - (4) _____
 - (4) _____

- (3) _____
 - (4) _____
 - (4) _____

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 #6

Every form of writing has its own special rules to follow. Essays designed to inform or convince must follow these writing rules.

Essay Writing Rules

1. Use correct indentations, margins, and formatting.
2. Use complete sentences.
3. Use correct grammar and word choice.
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.
8. Use correct punctuation.
9. Use correct spelling. Do not use abbreviations or contractions.
10. Be neat and proofread for errors.

Writing Hint

Using a word that indicates a numeric value such as *two*, *both*, *many*, *several*, or *a few* can be helpful in a (3) Topic Sentence.

Writing Example

Writing Prompt: Talk about a book everyone should read.


(3) Everyone should read *The Lion, Witch, and the Wardrobe*. (4) With great characters, such as “Aslan,” the story entertains both young and old alike. (4) The book brings the magical world of “Narnia” to life.

Directions

Write a three-sentence (3)-(4)-(4) paragraph to respond to the **Writing Prompt: Talk about how pets help people to enjoy life**. Choose one of the following “sentence starters” to begin your (3) Topic Sentence. (3) Pets help... (3) For two reasons, pets... (3) To enjoy life, people... Write the correct sentence number (3) or (4) at the beginning of each sentence as in the **Writing Example** above.

Essay Strategies Worksheet #7

Writing Hint

 Essays designed to inform or convince are **not** written as a direct conversation between the writer and the reader. Instead of using the **first person point of view** *I, me, my, mine, we, us, our, or ours* pronouns or the **second person point of view** *you, your, or yours* pronouns, essays are written in the **third person point of view** such as in the **Writing Example** below. It's fine to use the third person *he, she, it, his, her, us, they, them, their, or theirs* pronouns to avoid repeating the same nouns.

Writing Example

(3) Many students enjoy two winter holidays. (4) Some share New Year's resolutions or watch football games on New Year's Day. (4) Others look forward to Valentines Day to exchange cards and candies.

Directions

Write a three-sentence (3)-(4)-(4) paragraph, without using any first or second person pronouns, to respond to the **Writing Prompt: Why do schools have rules?** Write the correct sentence number (3) or (4) at the beginning of each sentence as in the **Writing Example** above.

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 #9

Writing Hint

Transitions are words that help the reader of an essay more clearly understand exactly how one sentence or idea connects to another. When used at the beginning of a sentence, Transitions are usually followed by a comma, unless the sentence is very short.

What You Need to Signal	Transitions
<i>definition</i>	refers to, in other words, consists of, is equal to, means
<i>example</i>	for example, for instance, such as, is like, including, to illustrate
<i>addition</i>	also, another, in addition, furthermore, moreover
<i>sequence</i>	first, second, later, next, before, for one, for another, previously, then, finally, following, since, now
<i>analysis</i>	consider, this means, examine, look at
<i>comparison</i>	similarly, in the same way, just like, likewise, in comparison
<i>contrast</i>	in contrast, on the other hand, however, whereas, but, yet, nevertheless, instead, as opposed to, otherwise, on the contrary, regardless
<i>cause-effect</i>	because, for, therefore, hence, as a result, consequently, due to, thus, so, this led to
<i>conclusion</i>	in conclusion, to conclude, as one can see, as a result, in summary, for these reasons

Writing Example

(3) Snow creates two problems for homeowners. (4) **For one**, it requires shoveling to keep the driveway clear. (4) **For another**, snow can build up dangerously high on the roof.

Directions

Write a three-sentence (3)-(4)-(4) paragraph with Transitions at the beginning of each of the (4) sentences to respond to the **Writing Prompt: What kinds of school field trips help students learn best?** Write the correct sentence number (3) or (4) at the beginning of each sentence as in the **Writing Example** above.

Essay Strategies Worksheet #10

Writing Hint

As you already know, a well-developed body paragraph has one (3) Topic Sentence that states the main idea and at least two (4) sentences that “talk about” the (3) sentence. Better developed paragraphs add (5) sentences that “talk about” each of the (4) sentences. See how the **Writing Example** below adds on (5) sentences that “talk about” each of the (4) sentences.

Writing Example

(3) Of all the books by Mark Twain, two works stand out as his best. (4) Twain’s description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. (5) After reading this book, one will learn what the phrase “Mark Twain” means. (4) A second novel, *Huckleberry Finn*, deals with how badly people can treat each other. (5) Written after the Civil War, the book’s hero, Huck Finn, wrestles with the issues of slavery and freedom.

Directions

Write a (3)-(4)-(5)-(4)-(5) paragraph to respond to this **Writing Prompt: Why do students fail to pay attention in class?** Write the correct sentence number (3), (4), or (5) at the beginning of each sentence as in the **Writing Example** above.

Essay Strategies Worksheet #11

Directions

Write a five-sentence (4)-(5)-(3)-(4)-(5) paragraph, using **Fact Evidence** at least once in a (4) or (5) sentence to respond to the **Writing Prompt: Examine how music affects young people.** *Examine* means to inspect the details closely and test according to a standard. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Writing Hints

Sometimes the (3) Topic Sentence is placed in the middle of the body paragraph. Both (4) and (5) sentences can use facts as evidence to “talk about” the (3) Topic Sentence. A *fact* means something actually said or done. See how the **Writing Examples** below use **Fact Evidence** to support a different (3) Topic Sentence.

Fact Evidence Writing Examples

(3) Topic Sentence—Television commercials use different strategies to convince children of the dangers of smoking.

Fact (4) or (5) Film of people smoking through holes in their necks shows viewers what might happen as a result of cancer surgery.

Fact (4) or (5) Pictures of celebrities who have died due to smoking-related illnesses give evidence that even the rich and famous get hurt by tobacco.

Fact (4) or (5) Commercials use slogans such as “Don’t let your life go up in smoke” to argue that smoking will lead to death.



Essay Strategies Worksheet #12

Directions

Write a five-sentence (4)-(5)-(4)-(5)-(3) paragraph, using **Example Evidence** at least once in a (4) or (5) sentence to respond to the **Writing Prompt: Explain why sports are so popular in America.** *Explain* means to make something clear or easy to understand. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Writing Hints

Sometimes the (3) Topic Sentence is placed at the end of the body paragraph. Both (4) and (5) sentences can use examples as evidence. An *example* is a subset typical of a category or group. See how the **Writing Examples** below use **Example Evidence** to support a different (3) Topic Sentence.

Example Evidence Writing Examples

- (3) Topic Sentence—California certainly has two interesting desert climates.
Example (4) or (5) For example, the high desert in Southern California contains vegetation found nowhere else in the world.
- Example** (4) or (5) Another kind of desert, the low desert, extends south into Mexico.
- Example** (4) or (5) Quite often, the Mojave Desert records the highest daily temperature in the nation.

Essay Strategies Worksheet #13

Directions

Write a four-sentence (4)-(5)-(4)-(5) paragraph with an implied (suggested) (3) Topic Sentence. Do not state the (3) Topic Sentence, nor use the key word *influence* from the writing prompt. Use the **Statistic Evidence** at least once in a (4) or (5) sentence to respond to the **Writing Prompt: Analyze how television shows influence children.** *Analyze* means to break apart the subject and explain each part. Write the correct sentence number (4) or (5) at the beginning of each sentence.

Writing Hints

Sometimes the (3) Topic Sentence is not written; it is implied (suggested) by the (4) and (5) sentences. Both (4) and (5) sentences can use statistics as evidence. A *statistic* is a numerical figure that represents evidence gained from scientific research. See how the **Writing Examples** below use **Statistic Evidence** to support a different (3) Topic Sentence.

Statistic Evidence Writing Examples

(3) Automobile accidents have become the greatest cause of serious injuries in America.

Statistic (4) or (5) Automobile accidents account for 55% serious injuries than any other types of accidents.

Statistic (4) or (5) Over 28% Americans will experience a serious automobile accident at some point during their lives.

Statistic (4) or (5) In fact, this commission's 2002 automobile safety report reveals that if all automobile riders wore safety belts, "Half of the number of hospital emergency room visits would never occur."

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 #15

Directions

Write a five-sentence (3)-(4)-(4)-(4)-(Concluding Statement) paragraph, using the **Quote from an Authority Evidence** listed below at least once in a (4) sentence to respond to the **Writing Prompt: Evaluate why cheating on tests is wrong**. *Evaluate* means to make a judgment after careful observation. Write the correct sentence number (3) or (4) and (CS) for the Concluding Statement at the beginning of each sentence.

Writing Hints

Sometimes a writer may wish to list a series of unsupported (4) sentences, without (5) sentences and then end with a concluding statement. The concluding statement summarizes or comments upon the (4) sentences.

Both (4) and (5) sentences can use quotations from an authority as evidence. A *Quote from an Authority* is something said by an expert on the subject. The quote can be a direct quotation using quotation marks to punctuate the exact words said, or the quote can be an indirect quotation using no quotation marks. State the name of the authority and source before or after the quote, or use a citation at the end of the sentence. See how the **Writing Examples** below use **Quote from an Authority Evidence** to support a different (3) Topic Sentence. Note the different ways that the name of the authority, the source, or a citation can be cited.

Quote from an Authority Evidence Writing Examples

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

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

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

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

Essay Strategies Worksheet #16

Directions

Write a six-sentence (3)-(4)-(4)-(5)-(4)-(5) paragraph, using **Logic Evidence** at least once in a (4) or (5) sentence to respond to the **Writing Prompt: Justify the law that requires children to wear helmets for bicycle riding.** *Justify* means to give reasons, based upon established rules, to support your arguments. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Writing Hints

Some paragraphs mix supported and unsupported (4) sentences such as in a (3)-(4)-(4)-(5)-(4)-(5) paragraph. Both (4) and (5) sentences can use logic as evidence. *Logic* means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point. See how the **Writing Examples** below use **Logic Evidence** to support a different (3) Topic Sentence.

Logic Evidence Writing Examples

(3) Topic Sentence—Plugging an appliance into an electrical outlet while standing in water is dangerous.

Logic (4) or (5) Logically speaking, plugging an appliance in with wet hands would also create a dangerous situation.

Logic (4) or (5) It makes sense that one should only plug things in when standing on a dry floor.

Logic (4) or (5) This happens because water conducts electricity.

Transition Sentence—Unfortunately, other common dangers lurk in the home.

Essay Strategies Worksheet #17

Directions

Write a six-sentence Transition Statement-(4)-(5)-(3)-(4)-(5) paragraph, using **Experience Evidence** at least once in a (4) or (5) sentence to respond to the **Writing Prompt**. **Persuade your reader that teenagers should or should not be allowed to drive until age 18.** *Persuade* means to convince the reader of your argument or claim. Write the correct sentence number (3), (4), or (5) and (TS) for the Transition Statement at the beginning of each sentence.

Writing Hints

A Transition Statement is a separate sentence which includes an appropriate Transition Word (See Essay Strategy Worksheet #9 for transition word list) to connect what will follow to the previous body paragraph. An *experience* used as evidence may be a commonly known event or an event of which there is limited knowledge—much like the experience of witness testimony in a trial. See how the **Writing Examples** below use **Experience Evidence** to support a different (3) Topic Sentence.

Experience Evidence Writing Examples

(3) Topic Sentence—Americans prefer orange juice for breakfast.

Experience (4) or (5) Many Americans consider orange juice to be their favorite breakfast drinks.

Experience (4) or (5) Red tomato juice, purple grape juice, and yellow pineapple juice seem less desirable juice colors to most people.

Experience (4) or (5) Some restaurants only offer orange juice for breakfast.

Essay Strategies Worksheet #18

Directions

Write a six-sentence (3)-(4)-(5)-(4)-(5)-(5) paragraph, using the **Counterclaim Evidence** to respond to the **Writing Prompt: Argue why learning to read is or is not important.** *Argue* means to prove an opinion or theory to be correct or true.

State a counterclaim that argues against your point of view in the first (4) sentence, then reply with a counterargument that disproves the counterclaim in the (5) sentence. Use the last three (4)-(5)-(5) sentences to provide a strong closing argument to your reader that learning to read is important. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Writing Hints

Some paragraphs use two (5) sentences to “talk about” one (4) sentence. A counterclaim states an argument against your point of view. The counterargument disproves the counterclaim. Make sure to include a Transition Word at the beginning of your (4) counterclaim sentence to signal a change in the argument. See how the **Writing Examples** below use **Counterclaim Evidence** to support a different (3) Topic Sentence.

Counterclaim Evidence Writing Examples

(3) Topic Sentence—The judge’s ruling could be viewed in different ways.

Counterclaim (4) Even though the judge supported the actions of the police, the accused has rights to protect against them against some police actions.

Counterclaim (5) However, protecting the rights of the accused certainly does not mean that police have to endanger their own lives to perform their duties.

Writing Direction Words

Teaching Essay Strategies introduces these Writing Direction Words in Essay Strategy Worksheets #11-18:

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 easy to understand.
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.

Types of Evidence

Teaching Essay Strategies introduces the following Types of Evidence in Essay Strategy Worksheets #11-18:

Types of Evidence: FE SCALE C

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

Essay Strategies Worksheets #18–26

Up to this point in *Teaching Essay Strategies*, you have practiced composing single body paragraphs. Now, you will begin to develop the tools to write effective informative/explanatory and argumentative essays.

Directions

For each Essay Strategy Worksheet #19-26, complete the following tasks:

- Write a (2) Thesis Statement for the #19-22 informative/explanatory essays and a (2) Claim for the #23-26 argumentative essays.
- Write a second body paragraph to complement the first body paragraph. To *complement* means to add to and support to form a complete whole, but not repeat. This second body paragraph must use the same paragraph structure and at least one type of evidence as required in the first paragraph.
- When you have finished, proofread and attach your new work to the original Essay Strategy Worksheet #11-18 paragraph. Then have your teacher correct.

Writing Hints

The *writing prompt* tells you what to write about and how to do so. A good (2) Thesis Statement directly responds to the writing prompt. For an **informational/explanatory essay**, the (2) Thesis Statement states the specific purpose of the essay. For an **argumentative essay**, the (2) Thesis Statement states the claim(s) of the essay.

How to Write a Good (2) Thesis Statement

To make sure that you directly respond to the writing prompt, include the writing topic and key words of that writing prompt in your (2) Thesis Statement. Usually place the (2) Thesis Statement at the end of the introductory paragraph. The (2) Thesis Statement should be as specific as possible, but general enough to permit more than one (3) Topic Sentence to support the purpose or point of view.

Mistakes to Avoid in a (2) Thesis Statement

The (2) Thesis Statement does not state your specific purpose for informational/explanatory essay.

The (2) Thesis Statement does not state your specific point of view for an argumentative essay.

(2) Thesis Statement introduces evidence (4) or (5).

(2) Thesis Statement refers to only part of the task of the writing prompt.

(2) Thesis Statement refers to the essay and to the writer.

(2) Thesis Statement includes a split (divided) focus which either argues against itself or introduces more than one focus of the essay.

(2) Thesis Statement confuses the writing genre. For example, the writer states a point of view for an informational/explanatory writing prompt.

(2) Thesis Statement is too specific and does not allow the writer to address the broader demands of the writing prompt.

Essay Strategies Worksheet #19

Directions

Write a (2) Thesis Statement to respond to the **Writing Prompt: Examine how music affects young people.** *Examine* means to inspect the details closely and test according to a standard.

(2) Thesis Statement

Directions

Review your **Essay Strategies Worksheet #11** and write an additional five-sentence (4)-(5)-(3)-(4)-(5) paragraph to support the (2) Thesis Statement. Use **Fact Evidence** at least once in a (4) or (5) sentence. A *fact* means something actually said or done. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Essay Strategies Worksheet #20

Directions

Write a (2) Thesis Statement to respond to the **Writing Prompt: Explain why sports are so popular in America.** *Explain* means to make something clear or easy to understand.

(2) Thesis Statement

Directions

Review your **Essay Strategies Worksheet #12** and write an additional five-sentence (4)-(5)-(4)-(5)-(3) paragraph to support the (2) Thesis Statement. Use **Example Evidence** at least once in a (4) or (5) sentence. An *example* is a subset typical of a category or group. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Essay Strategies Worksheet #21

Directions

Write a (2) Thesis Statement to respond to the **Writing Prompt: Analyze how television shows influence children.** *Analyze* means to break apart the subject and explain each part.

(2) Thesis Statement

Directions

Review your **Essay Strategies Worksheet #13** and write an additional four-sentence (4)-(5)-(4)-(5) paragraph with an implied (suggested) (3) Topic Sentence to support the (2) Thesis Statement. Do not state the (3) Topic Sentence, nor use the key word *influence* from the writing prompt. Use the **Statistic Evidence** at least once in a (4) or (5) sentence. A *statistic* is a numerical figure that represents evidence gained from scientific research. Write the correct sentence number (4) or (5) at the beginning of each sentence.

Essay Strategies Worksheet #22

Directions

Write a (2) Thesis Statement 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.

(2) Thesis Statement

Directions

Review your **Essay Strategies Worksheet #14** and write an additional seven-sentence (3)-(4)-(5)-(4)-(5)-(4)-(5) paragraph to support the (2) Thesis Statement. Use **Comparison Evidence** at least once in a (4) or (5) sentence. A *comparison* shows how the subject is like something else in a meaningful way. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Essay Strategies Worksheet #23

Directions

Write a (2) Claim to respond to the **Writing Prompt: Evaluate why cheating on tests is wrong.** *Evaluate* means to make a judgment after careful observation.

(2) Claim

Directions

Review your **Essay Strategies Worksheet #15** and write an additional five-sentence (3)-(4)-(4)-(4)-(Concluding Statement) paragraph to support the (2) Claim. Use **Quote from an Authority Evidence** at least once in a (4) sentence. A *Quote from an Authority* is something said by an expert on the subject. The quote can be a direct quotation using quotation marks to punctuate the exact words said, or the quote can be an indirect quotation using no quotation marks. State the name of the authority and source before or after the quote, or use a citation at the end of the sentence. Write the correct sentence number (3) or (4) and (CS) for the Concluding Statement at the beginning of each sentence.

Essay Strategies Worksheet #24

Directions

Write a (2) Claim to respond to the **Writing Prompt: Justify the law that requires children to wear helmets for bicycle riding.** *Justify* means to give reasons, based upon established rules, to support your arguments.

(2) Claim

Directions

Review your **Essay Strategies Worksheet #16** and write an additional six-sentence (3)-(4)-(4)-(5)-(4)-(5) paragraph to support the (2) Claim. Use **Logic Evidence** at least once in a (4) or (5) sentence. *Logic* means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Essay Strategies Worksheet #25

Directions

Write a (2) Claim to respond to the **Writing Prompt: Persuade your reader that teenagers should or should not be allowed to drive until age 18.** *Persuade* means to convince the reader of your argument or claim.

(2) Claim

Directions

Review your **Essay Strategies Worksheet #17** and write an additional six-sentence Transition Statement-(4)-(5)-(3)-(4)-(5) paragraph to support the (2) Claim. Use **Experience Evidence** at least once in a (4) or (5) sentence. An *experience* used as evidence may be a commonly known event or an event of which there is limited knowledge—much like the experience of witness testimony in a trial. Write the correct sentence number (3), (4), or (5) and (TS) for the Transition Statement at the beginning of each sentence.

Essay Strategies Worksheet #26

Directions

Write a (2) Claim to respond to the **Writing Prompt: Argue why learning to read is or is not important.** *Argue* means to prove an opinion or theory to be correct or true.

(2) Claim

Directions

Review your **Essay Strategies Worksheet #18** and write an additional six-sentence (3)-(4)-(5)-(4)-(5)-(5) paragraph to support the (2) Claim. Use a **counterclaim** which argues against your point of view in the first (4) sentence to state the “other side” of the issue. Then reply with a **counterargument** which disproves the counterclaim and supports your point of view in the next (5) sentence. Use the last three (4)-(5)-(5) sentences to provide a strong closing argument to your reader that learning to read is important. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Essay Strategies Worksheets #27–34

Up to this point in *Teaching Essay Strategies*, you have practiced composing a thesis statement or claim and two body paragraphs. In Essay Strategy Worksheets #27-34 you will be learning how to write eight different **(1) Introduction Strategy** sentences to guide your reader into the **(2) Thesis Statement (or Claim)**. Unlike a narrative introduction, which uses a *hook* or a *lead* to interest the reader in the story, essays designed to inform and convince use specific introduction strategies to build into the purpose or point of view of the essay.

In addition to the eight introduction strategies, you will also improve sentence variety by revising two of your other body paragraph sentences from Essay Strategy Worksheets #11-26 with a given **Grammatical Sentence Opener**. All too often, young writers construct sentences in the subject-verb-object (or complement) sentence pattern. For example, “Students (subject) complete (verb) their homework (object).” While fine for 50% of essay sentences, the other 50% should reflect other grammatical sentence structures to improve readability.

Directions

1. Write a Thesis Restatement from the (2) Thesis Statement **(or Claim)** from the matching Essay Strategy Worksheets #19-26 Worksheets in the space provided. Then, copy down two (4) or (5) sentences from the body paragraphs of the Essay Strategy Worksheets #11-26 that have been written in the subject-predicate-object (or complement) sentence patterns.
2. Read the **(1) Introduction Strategy** definition and **Writing Examples**. Then write an introduction strategy sentence that will guide your reader into your thesis statement. You may need to use a Transition Word (See Essay Strategy Worksheet #9 for transition word list) to connect to the thesis statement (or claim).
3. Read the **Sentence Opener** definition and **Writing Examples**. Then, revise the two (4) or (5) sentences with these grammatical sentence openers. When you have finished, proofread, and attach your new work to the original paragraph. Then have your teacher correct.

Essay Strategy Worksheet Matches

11-19-27
12-20-28
13-21-29
14-22-30
15-23-31
16-24-32
17-25-33
18-26-34

Essay Strategies Worksheet #27

Directions: Review your Essay Strategy Worksheet #19 and copy the (2) Thesis Statement. Write a (1) **Definition 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 #11 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 **Prepositional Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Definition Introduction Strategy

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

Writing Examples for Definition Introduction Strategy

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

Prepositional Phrase Sentence Opener

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

Common Prepositions

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

Writing Examples for Prepositional Phrase Sentence Opener

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

Essay Strategies Worksheet #27

Writing Prompt: Examine how music affects young people.

(1) Introduction Strategy (Definition)

Transition

(2) Thesis Statement from Essay Strategy Worksheet #19

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #11

Prepositional Phrase Sentence Opener Revisions

Essay Strategies Worksheet #28

Directions: Review your Essay Strategy Worksheet # 20 and copy the (2) Thesis Statement. Write a (1) **Question to be Answered 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 #12 and copy and 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 **Adjective Sentence Opener**. Refer to the **Writing Examples** for help.

Question to be Answered Introduction Strategy

Question to be Answered—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.

Writing Examples for Question to be Answered Introduction Strategy

- (1) Does the technology exist to equip automobiles with safety features that will lead to fewer injury accidents?
- (1) Can better driver education prevent more accidents?
- (1) Why must serious injury accidents occur when there are ways to prevent most of these accidents?
- (2) Thesis Statement—The possibility of a serious injury in an automobile accident can greatly be reduced with proper care.

Adjective Sentence Opener

Adjective—An adjective describes a proper noun, common noun, or pronoun with How Many? Which One? or What Kind? When the adjective serving as a sentence opener is emphasized, it is followed by a comma.

Writing Examples for Adjective Sentence Opener

- *How Many?*
Seventy-eight was a lot of napkins to fold for their party.
- *Which One?*
Beautiful, the contest winner went on to a modeling career.
- *What Kind?*
Adventurous, the extreme snowboarder stayed on the slopes all day.

Essay Strategies Worksheet #28

Writing Prompt: Explain why sports are so popular in America.

(1) Introduction Strategy (Question to be Answered)

Transition

(2) Thesis Statement from Essay Strategy Worksheet #20

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #12

Adjective Sentence Opener Revisions

Essay Strategies Worksheet #29

Directions: Review your Essay Strategy Worksheet # 21 and copy the (2) Thesis Statement. Write a (1) **Reference to Something Known in Common 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 #13 and copy and 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 **Adjective Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Reference to Something Known in Common Introduction Strategy

Reference to Something Known in Common—Sentences that refer to a fact or idea already known by most people, including your reader.

Writing Examples for Reference to Something Known in Common Introduction Strategy

- (1) It makes sense that anything dangerous should be labeled as such.
- (1) Everyone knows that electricity and water do not mix, however, warnings remain necessary.
- (1) Americans expect their government to protect them from dangerous products.
- (2) Thesis Statement—All electrical appliances should have warning labels.

Adjective Phrase Sentence Opener

Adjective Phrase—An adjective phrase begins with an adjective followed by a group of related words without the subject of the sentence or a verb. The adjective describes a proper noun, common noun, or pronoun with How Many? Which One? or What Kind? The adjective phrase is followed by a comma.

Writing Examples for Adjective Phrase Sentence Opener

- *How Many?*
More than expected, the students crowded the concert hall to hear the speaker.
- *Which One?*
The other candidate, Sena or Harrison, won the campaign.
- *What Kind?*
Happy as always, the child amused herself the whole afternoon.

Essay Strategies Worksheet #29

Writing Prompt: Analyze how television shows influence children.

(1) Introduction Strategy (Reference to Something Known in Common)

Transition

(2) Thesis Statement from Essay Strategy Worksheet #21

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #13

Adjective Phrase Sentence Opener Revisions

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 #30

Writing Prompt: Compare and contrast two of the most popular computer, video, or board games.

(1) Introduction Strategy (Quote from an Authority)

Transition

(2) Thesis Statement from Essay Strategy Worksheet #20

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #14

Adverb Sentence Openers Revisions

Essay Strategies Worksheet #31

Directions: Review your Essay Strategy Worksheet # 23 and copy the (2) Claim. Write a (1) **Preview of Topic Sentences 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 #15 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 **Adverbial Clause Sentence Opener**. Refer to the **Writing Examples** for help.

Preview of Topic Sentences Introduction Strategy

Preview of Topic Sentences—Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.

Writing Examples for Preview of Topic Sentences Introduction Strategy

- (1) The first weather condition decreasing the water supply is rainfall totals; the second is temperature.
- (1) Both rainfall totals and temperatures affected water supply.
- (1) Rainfall totals were at ten-year lows and temperatures were at ten-year highs.
- (2) Claim—These two key weather conditions have decreased the water supply this year.

Adverbial Clause Sentence Opener

Adverbial Clause—An adverbial clause is a dependent clause (a subject and verb not expressing a complete thought) that describes a verb, an adjective, or an adverb with how, when, where, or what degree. A subordinating conjunction usually introduces an adverbial clause. Because the adverbial clause is always a dependent clause, it is less important than the independent clause.

Example: *Although* my friends had already seen the movie, they saw it a second time.
Subordinating conjunctions that signal adverbial clauses include the following:
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, more, once, since, so that, than, that, though, unless, until, when, whenever, where, wherever, whether, while

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

Writing Examples for Adverbial Clause Sentence Opener

- *How?*
As the player practiced, she improved her skills.
- *When?*
Even after the dog ate, he crept outside.
- *Where?*
Everywhere that Mary went, the lamb was sure to go.
- *What Degree?*
As much as she enjoyed sunrises, she rarely got up early enough to see them.

Essay Strategies Worksheet #31

Writing Prompt: Evaluate why cheating on tests is wrong.

(1) Introduction Strategy (Preview of Topic Sentences)

Transition

(2) Claim from Essay Strategy Worksheet #23

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #15

Adverbial Clause Sentence Opener Revisions

Essay Strategies Worksheet #32

Directions: Review your Essay Strategy Worksheet # 24 and copy the (2) Claim. Write a (1) **Startling 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 #16 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 **Present Participial Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Startling Statement Introduction Strategy

Startling Statement—Sentences that are designed to startle the reader with an emotional response to help support the thesis statement.

Writing Examples for Startling Statement Introduction Strategy

- (1) Never before had there been such a close election.
- (1) No one expected Shamaria to win.
- (1) Candidates often promise things that they do not intend to do.
- (2) Claim— In the student council election, the students elected Shamaria as president for two main reasons.

Present Participial Phrase Sentence Opener

Present Participle—The present participle combines a “to be” verb (*is, am, are, was, were, be*) + the base form of a verb + a *ing* ending to indicate a continuous action. When used to open a sentence, the present participial phrase serves as an adjective by dropping the “to be” verb and combining with one of the following: a prepositional phrase (*Walking under the bridge, I...*), an object (*Eating the last cookie, she...*), or an adverb (*Drawing carefully, the student...*). Usually place a comma after the present participle when used as a sentence opener.

Make sure that the subject of your sentence clearly relates to the present participle when used as part of a sentence opener; otherwise, you will confuse your reader. For example, in the sentence: “Reading from the book, the dog on the rug closely watched Mr. Santin.” The reader may think that the dog was the one reading the book.

Writing Examples for Present Participle Phrase Sentence Opener

- *With a prepositional phrase*
Looking above the table, she sees the thief steal the juice.
- *With an object*
Hitting the ball, she raced to first base.
- *With an adverb*
Falling rapidly, the climber hopes the rope will hold.

Essay Strategies Worksheet #32

Writing Prompt: Justify the law that requires children to wear helmets for bicycle riding.

(1) Introduction Strategy (Startling Statement)

Transition

(2) Claim from Essay Strategy Worksheet #24

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #16

Present Participial Phrase Sentence Opener Revisions

Essay Strategies Worksheet #33

Directions: Review your Essay Strategy Worksheets #25 and copy the (2) Claim. Write a (1) **Background 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 #17 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 Participial Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Background Introduction Strategy

Background—Sentences that briefly explain the setting or help your reader better understand the thesis statement.

Writing Examples for Background Introduction Strategy

- (1) In recent years, the government has spent millions of dollars in television commercials targeted at children.
- (1) After years of tobacco advertising on television, this media now advertises against this product.
- (1) Television networks at first did not want to air negative advertisements such as anti-smoking commercials.
- (2) Claim—Most anti-smoking television commercials are not effective in preventing children from beginning to smoke.

Past Participial Phrase Sentence Opener

Past Participle—The past participle combines *has, have, had* + the base form of a verb + a *_d, _ed,* or *_en* ending to indicate that something happened in the past prior to another action. When used to open a sentence, the past participial phrase serves as an adjective by dropping the *has, have,* or *had* and combining with a prepositional phrase (*Frightened by the noise, I...*) or an adverb (*Taken quickly by the boys, the ...*). Usually place a comma after the past participle when used as a sentence opener.

Writing Examples for Past Participial Phrase Sentence Opener

- *With a prepositional phrase*
Surprised beyond belief, the woman did not find the words to respond.
- *With an adverb*
Forgiven completely for her rudeness, the girl made up her mind to be kind from now on.

Essay Strategies Worksheet #33

Writing Prompt: Persuade your reader that teenagers should or should not be allowed to drive until age 18.

(1) Introduction Strategy (Background)

Transition

(2) Claim from Essay Strategy Worksheet #25

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #17

Past Participial Phrase Sentence Opener Revisions

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 #34

Writing Prompt: Argue why learning to read is or is not important.

(1) Introduction Strategy (Controversial Statement)

Transition

(2) Claim from Essay Strategy Worksheet #26

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #18

Past Perfect Participial Phrase Sentence Opener Revisions

Introduction Strategies: DQ RAPS BC

1. **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.

2. **Q**uestion to be Answered

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.

3. **R**eference to Something Known in Common

Sentences that refer to a fact or idea already known by most people, including your reader.

4. Quote from an **A**uthority

Sentences that quote an authority in the subject of the essay. It must list the name of the authority.

5. **P**review of Topic Sentences

Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.

6. **S**tartling Statement

Sentences that are designed to startle the reader with an emotional response to help support the thesis statement.

7. **B**ackground

Sentences that briefly explain the setting or help your reader better understand the thesis statement.

8. **C**ontroversial Statement

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

Essay Strategies Worksheets #35–42

Up to this point in *Teaching Essay Strategies*, you have practiced composing an introduction strategy sentence, thesis statement (or claim), and two body paragraphs with sentence revisions. In Essay Strategy Worksheets #35-42 you will be learning how to write eight different **(6) Conclusion Strategy** sentences to conclude the essay after the restatement of the thesis (or claim). With each Essay Strategy Worksheet that you complete in these levels, you will be finishing a completely revised four paragraph essay.

In addition to the eight conclusion strategies, you will also improve sentence variety by revising two of your other body paragraph sentences from Essay Strategy Worksheets #11-26 with a given **Grammatical Sentence Opener**. All too often, young writers construct sentences in the subject-verb-object (or complement) sentence pattern. For example, “Students (subject) complete (verb) their homework (object).” While fine for 50% of essay sentences, the other 50% should reflect other grammatical sentence structures to improve readability.

Directions

1. Revise the **(2) Thesis Statement (or Claim)** from the matching Essay Strategy Worksheets #19-26 with a different sentence structure to compose a **Restatement of the Thesis (or Claim)**. Then, copy down two (4) or (5) other sentences from the body paragraphs of Essay Strategy Worksheets #11-26 that have the subject-verb-object (or complement) sentence patterns.
2. Read the **(6) Conclusion Strategy** definition and **Writing Examples**. Then write a conclusion strategy sentence that will conclude the essay after the restatement of the thesis (or claim). You may need to use a Transition Word (See Essay Strategy Worksheet #9 for transition word list) to connect to the restatement of the thesis (or claim).
3. Read the **Sentence Opener** definition and **Writing Examples**. Then, revise the two (4) or (5) sentences with these grammatical sentence openers. When you have finished, proofread, and attach your new work to the original paragraph. Then have your teacher correct.

Essay Strategy Worksheet # Worksheet Matches

#11-19-27-35
#12-20-28-36
#13-21-29-37
#14-22-30-38
#15-23-31-39
#16-24-32-40
#17-25-33-41
#18-26-34-42

Essay Strategies Worksheet #35

Directions: Review your Essay Strategy Worksheet #19 and write a Thesis Restatement from the (2) Thesis Statement. Write a transition word or phrase and connect to the (6) **Generalization Conclusion Strategy**. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #11 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 **Infinitive Sentence Opener**. Refer to the **Writing Examples** for help.

Generalization Conclusion Strategy

Generalization—Sentences that make one of your specific points more general in focus.

Writing Examples for Generalization Conclusion Strategy

(2) Thesis Statement—The possibility of a serious injury in an automobile accident can be reduced with better driver education and safety technology.

(6) Perhaps in this next century, the risk of serious injury in an automobile accident can be eliminated with driver education and improved safety technology.

(6) Driver education and safety technology can prevent serious injuries in automobile accidents in almost every case.

(6) Improved safety technology and better driver education will all but eliminate serious automobile accidents in the near future.

Infinitive Sentence Opener

Infinitive—An infinitive is the base form of the verb with a *to* in front of that verb. The infinitive can serve as a noun, an adjective, or an adverb.

Example: To smile takes great effort.

Place a comma after the infinitive sentence opener, when a noun or pronoun follows.

Writing Examples for Infinitive Sentence Opener

▪ *As a noun*

To bake requires good measurement skills.

▪ *As an adjective*

To watch, the best time would be shortly after dark.

▪ *As an adverb*

To win, he must face himself.

Essay Strategies Worksheet #35

Writing Prompt: Examine how music affects young people.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Generalization)

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #11 and 19

Infinitive Sentence Opener Revisions

Essay Strategies Worksheet #36

Directions: Review your Essay Strategy Worksheet #20 and write a Thesis Restatement from the (2) Thesis Statement. Write a transition word or phrase and connect to the (6) **Question for Further Study Conclusion Strategy**. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #12 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 **Infinitive Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Question for Further Study Conclusion Strategy

Question for Further Study—Sentences that mention a related subject or question that is beyond the focus of the essay.

Writing Examples for Question for Further Study Conclusion Strategy

(2) Thesis Statement—A state law requiring all electrical appliances to have warning labels is needed.

(6) A related question for further study might be—Does the government have the responsibility to require labels for anything that we use that might cause injury?

(6) Should electrical appliances made in foreign countries be required to have warning labels if they are sold in the United States?

(6) Should electrical appliances have warning labels printed in the most common languages spoken in the United States?

Infinitive Phrase Sentence Opener

Infinitive—An infinitive is the base form of the verb with a *to* in front of that verb. The infinitive phrase adds related words to the base form to serve as a noun, an adjective, or an adverb.

Example: To smile when sad, takes great effort.

Place a comma after the sentence opener, when a noun or pronoun follows.

Writing Examples for Infinitive Phrase Sentence Opener

▪ *As a noun*

To go to dental school was always his goal.

▪ *As an adjective*

To eat at a party, chips and dip are a favorite.

▪ *As an adverb*

To fix the problem, she uses a flathead screwdriver.

Essay Strategies Worksheet #36

Writing Prompt: Discuss how television shows influence children.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Question for Further Study)

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #12 and 20

Infinitive Phrase Sentence Opener Revisions

Essay Strategies Worksheet #37

Directions: Review your Essay Strategy Worksheet # 21 and write a Thesis Restatement from the (2) Thesis Statement. Write a transition word or phrase and connect to the (6) **Statement of Significance Conclusion Strategy**. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #13 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 **Verb before the Subject Sentence Opener**. Refer to the **Writing Examples** for help.

Statement of Significance Conclusion Strategy

Statement of Significance—Sentences that discuss how larger issues are affected by resolving the thesis statement.

Writing Examples for Statement of Significance Conclusion Strategy

- (2) Thesis Statement—The *Miranda* court decision outlined arrest procedures for police to follow.
- (6) The court should have gone farther by requiring police to read the rights to accused criminals in their own language.
- (6) It is not enough to simply read accused criminals their rights—these rights must be explained as well.
- (6) The *Miranda* case means that real criminals may be freed simply because a police officer makes a simple mistake.

Verb before the Subject Sentence Opener

Verb before the Subject—A verb can mentally or physically act or expresses a state of being. Placing the verb before the subject can add emphasis to the action; however, this placement makes the sentence into passive voice. When placing the verb before the subject, the verb usually follows a prepositional phrase, an adverb, or an adverbial phrase. Do not use a comma after an introductory word or words when the verb immediately follows.

Writing Examples for Verb before the Subject Sentence Opener

- *After a prepositional phrase*
Along the path crawled a green and white insect.
- *After an adverb*
Quickly marched the band to their proper positions on the field.
- *After an adverbial phrase*
More often wrote Rachel than did her boyfriend.

Essay Strategies Worksheet #37

Writing Prompt: Describe how music affects young people.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Statement of Significance)

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #13 and 21

Verb before the Subject Sentence Opener Revisions

Essay Strategies Worksheet #38

Directions: Review your Essay Strategy Worksheet # 22 and write a Thesis Restatement from the (2) Thesis Statement. Write a transition word or phrase and connect to the (6) **Application Conclusion Strategy** sentence. 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 a **Direct Object Sentence Opener**. Refer to the **Writing Examples** for help.

Application Conclusion Strategy

Application—Sentences that apply the proven thesis statement to another idea or issue.

Writing Examples for Application Conclusion Strategy

- (2) Thesis Statement— American eating habits have changed for the worse.
- (6) The faster pace of American life has not only changed eating habits for the worse, but it also has increased levels of unhealthy cholesterol for both children and adults.
- (6) Eating more fast food has reduced the amount of family meals at home.
- (6) Grocery sales of fresh vegetables are lower because Americans have changed their eating habits.

Direct Object Sentence Opener

Direct Object—A direct object is the *who* or *what* of a sentence that receives the action. For example, examine this sentence: John and Rafael sent a gift to their parents. The subject of the sentence is “John and Rafael.” The predicate of the sentence is “sent” because it *does* the action. The direct object is “gift” because, as the *what*, it receives the action in the sentence. Linking verbs (verbs that express no action) and prepositions do not signal direct objects nor do **Possessive pronouns**, such as *my, mine, our, ours, your, yours, his, her, hers, their, and theirs*. No commas follow the direct object when it serves as the sentence opener.

Writing Examples for Direct Object Sentence Opener

- Red, white, and blue Betsy Ross chose for the colors of the American flag.
- Perfect relaxation she promised for Laura’s next vacation.
- A new skateboard his brother demanded for his tenth birthday.

Essay Strategies Worksheet #38

Writing Prompt: Justify the law that requires children to wear helmets for bicycle riding.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Application)

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #14 and 22

Direct Object Sentence Opener Revisions

Essay Strategies Worksheet #39

Directions: Review your Essay Strategy Worksheet # 23 and write a Thesis Restatement from the (2) Claim. Write a transition word or phrase and connect to the (6) **Argument Limitations Conclusion Strategy** sentence. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #15 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 **Gerund Sentence Opener**. Refer to the **Writing Examples** for help.

Argument Limitations Conclusion Strategy

Argument Limitations—Sentences that explain how or why your conclusions are limited.

Writing Examples for Argument Limitations Conclusion Strategy

- (2) Claim—The Western United States has a greater variety of climates than any other region of the country.
- (6) Although generally true, many specific western climates have little variety.
- (6) The greater climate variety in the Western United States could also be due to the fact that the West is the largest geographic region.
- (6) Because the West has more north-south zones of latitude, the climate variety may be greater than other regions of the country.

Gerund Sentence Opener

Gerund—A gerund is the *ing* form of the verb that serves as the subject of the sentence. Usually do *not* place a comma after the gerund when used as a sentence opener.

Writing Examples for Gerund Sentence Opener

Smoking is hazardous to one's health.
Running remains the chosen form of cardiovascular exercise for many adults.
Studying always makes me hungry.

Essay Strategies Worksheet #39

Writing Prompt: Compare and contrast two of the most popular computer or video games.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Argument Limitations)

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #15 and 23

Gerund Sentence Opener Revisions

Essay Strategies Worksheet #40

Directions: Review your Essay Strategy Worksheets # 24 and write a Thesis Restatement from the (2) Claim. Write a transition word or phrase and connect to the (6) **Emphasis of Key Point Conclusion Strategy** sentence. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #16 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 **Gerund Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

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

- (2) Claim—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 related group of 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 Strategies Worksheet #40

Writing Prompt: Analyze why cheating on tests is wrong.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Emphasis of Key Point)

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #16 and 24

Gerund Phrase Sentence Opener Revisions

Essay Strategies Worksheet #41

Directions: Review your Essay Strategy Worksheets # 25 and write a Thesis Restatement from the (2) Claim. Write a transition word or phrase and connect to the (6) **Summary Statement Conclusion Strategy** sentence. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #17 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 **Nominative Absolute Sentence Opener**. Refer to the **Writing Examples** for help.

Summary Statement Conclusion Strategy

Summary Statement—Sentences that list the main ideas and major details discussed in the essay.

Writing Examples for Summary Statement Conclusion Strategy

(2) Claim—In the student council election, the students elected A’Dante as president for two main reasons.

(6) To summarize, A’Dante was elected president due to his promise to have more school spirit days and because of his experience as a class representative.

(6) A’Dante’s promise to have more school spirit days and his experience as a class representative led students to vote for him.

(6) The school elected A’Dante because he promised to have more school spirit days and because of his experience as a class representative.

Nominative Absolute Sentence Opener

Nominative Absolute—A nominative absolute has a possessive pronoun (*my, mine, our, your, his, her, or their*) followed by a past participle or past participial phrase (*__d, __ed, or __en* ending) without the *has, have, or had* helping verb. When opening a sentence, the nominative absolute serves as a noun phrase by providing information that has no grammatical connection with the rest of the sentence. A comma is placed at the end of the nominative absolute when it opens a sentence.

Writing Examples for Nominative Absolute Sentence Opener

His friends angry and frustrated, Paul promised to change his behavior.

Her food already eaten, she tried to avoid the pangs of hunger as best as she could.

My body broken and bruised, I continue to play the game.

Essay Strategies Worksheet #41

Writing Prompt: Persuade a child that learning to read is important.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Summary Statement)

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #17 and 25

Nominative Absolute Sentence Opener Revisions

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.

Essay Strategies Worksheet #42

Writing Prompt: Evaluate how young people spend their money.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Call to Action)

Two Subject-Verb-Object (4) or (5) Sentences from Essay Strategy Worksheet #18 and 26

Noun Clause Sentence Opener Revisions

Essay Direction Words

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

2. Explain means to make something clear or answers *why*.



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 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.



Essay Direction Words

7. Persuade means to convince the reader of your argument or claim.

8. Argue means to prove an opinion or theory to correct or true.



Essay Rules

- 1.** Use correct indentations, margins, and formatting.
- 2.** Use complete sentences.
- 3.** Use correct grammar and word choice.



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.



Essay Rules

8. Use correct punctuation.

9. Use correct spelling. Do not use abbreviations or contractions.

10. Be neat and proofread for errors.

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Introduction Strategies

DQ RAPS BC

1. **D**efinition

Explains the meaning of an unfamiliar term or makes a general essay topic more specific.



Introduction Strategies

DQ RAPS BC

2. **Q**uestion

Asks your audience to think about why the essay topic is important or relevant.



Introduction Strategies

DQ RAPS BC

3. Reference to Common Knowledge
States an idea or fact that is known and accepted by your audience in order to build consensus.



Introduction Strategies

DQ RAPS BC

4. Quote from an **Authority**

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



Introduction Strategies

DQ RAPS BC

5. Preview of Topic Sentences

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



Introduction

Strategies

DQ RAPS BC

6. **S**tartling Statement

States an unexpected fact or idea, one that is unknown to your audience, or one that provokes curiosity about the topic.



Introduction Strategies

DQ REPS BC

7. **B**ackground

Describes the relevant problem, historical circumstances, or literary context of the essay topic.



Introduction Strategies

DQ REPS BC

8. **C**ontroversy

Sparks interest because many might disagree with what is being said.



Types of Evidence

FE SCALE C

1. Fact means something actually done or said.

Neil Armstrong was the first person to step on the moon. He said, "That's one small step for a man, one giant leap for mankind."



Types of Evidence

FE SCALE C

2. Example is a part of something used to explain the whole thing.

Peas, beans, and corn are examples of vegetables.



Types of Evidence

FE SCALE C

3. Statistic is an amount, fraction, or percentage learned from scientific research.

The world has over 7 billion people, half live in Asia; only 5% live in the United States.



Types of Evidence

FE SCALE C

4. Comparison

means to show how one thing is like or unlike another.

Both automobiles are available with hybrid engines, but only one has an all-electric plug-in option.



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."



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.



Types of Evidence

FE SCALE C

7. Experience is a personal observation of or participation in an event.

Hiking to the bottom of the Grand Canyon and back requires careful planning and takes most of the day.



Types of Evidence

FE SCALE C

8. Counterclaim is the argument against one's point of view, which the writer then minimizes or refutes (proves wrong).

Some doctors favor a high protein diet because...

However, others argue that...



Conclusion Strategies

GQ SALE SC

1. **G**eneralization

Broadens a specific point of the essay into a more general focus.



Conclusion Strategies

GQ SALE SC

2. **Q**uestion for **F**urther **S**tudy

Asks about a related topic or question that is relevant, but beyond the focus of the essay.



Conclusion Strategies

GQ SALE SC

3. Statement of **S**ignificance

States why the proven thesis statement is important or relevant.



Conclusion Strategies

GQ SALE SC

4. **A**pplication

Applies the proven thesis statement to another idea or issue.



Conclusion Strategies

GQ SALE SC

5. Argument Limitations

Explains how or why
your conclusions are
limited.



Conclusion Strategies

GQ SALE SC

6. **E**mphasis of Key Point

Repeats specific evidence and explains why it is the most convincing or important evidence.



Conclusion Strategies

GQ SALE SC

7. **S**ummary **S**tatement

Combine the main points of the essay to create a new insight proving the thesis statement.



Conclusion Strategies

GQ SALE SC

8. **C**all to Action

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



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.



Writing Style

4. Generally be sort of specific in your writing.

5. Avoid using very interesting, nice words that contribute little to a sentence.

6. Prepositions are not good to end sentences with.

Writing Style

7. It is a mistake to ever split an infinitive.

8. Avoid using very interesting, nice words for things.

9. But do not start sentences with a coordinating conjunction.



Writing Style

10. Always avoid attention-getting alliteration.

11. In my opinion, using “I think” or “I believe” is unnecessary.

12. Writers should always avoid using generalizations.

Writing Style

13. In this day and age, using clichés is not a necessary evil

14. Parenthetical remarks should (usually) be avoided.

15. Always avoid repetitious verbs and avoid repetitious verb phrases always.

Writing Style

16. Even if a metaphor hits a homerun, it can be over-played.

17. The passive voice is to be avoided if it can be helped.

18. What use are rhetorical questions?



Writing Style

19. Avoid using exaggeration; it only works once in a million years.

20. Absolutely avoid overstating ideas.

21. There are good reasons to avoid starting sentences with *There* and *Her*

Writing Style

22. Avoid formulaic phrases in this day and age.

23. Never write no double negatives.

24. Keep pronoun references close to subjects in long sentences to make them clear.



Essay Numerical Hierarchy

- (1)** Introduction
Strategy
- (2)** Thesis Statement
- (3)** Topic Sentence
- (4)** Evidence
- (5)** Analysis
- (6)** Conclusion
Strategy



Limit Using “to be” Verbs

is

am

are

was

were

be

being

been

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No 1st Person Pronouns in Essays

I me my
mine we us
our ours

or 2nd Person Pronouns

you your yours



Transitions

Definition

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

Example

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



Transitions

Explanation or Emphasis

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



Transitions

Analysis

means that, suggests,
imply, infer, examine,
being that, to that end,
in view of, given that

Comparison

similarly, in the same
way, just like (as),
likewise, in comparison,
in the same manner,
so too



Transitions

Contrast

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



Transitions

Contrast

conversely, but even
so, still, rather,
nonetheless,
although, despite, in
spite of, granted,
notwithstanding,
regardless,
admittedly



Transitions

Cause-Effect

because, for,
therefore, hence, as a
result, consequently,
as a consequence,
due to, thus, so, led
to, in that

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Transitions

Cause-Effect

in view of, owing to,
forasmuch as, in as
much as, provided
that, given that, as
long as, if, unless,
even if, only if,
accordingly, in order
to

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Transitions

Conclusion

in conclusion, to conclude, as one can see, in summary, to sum up, for these reasons, either way, in either case, in either event, in any case, in any event, overall, therefore, on the whole, in the final analysis



Transitions

Addition

also, another, in
addition, additionally,
plus, further,
furthermore,
moreover, as well,
besides, what is more

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Transitions

Number or Sequence

first, firstly, primarily,
initially, to start with,
first of all, for one,
second, secondly,
last, lastly, finally,
next, before, for
another, following,
subsequently, after,
afterwards



Transitions

Time

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

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Editing Marks

Correct
spelling

thoer^{sp}

Delete

~~a very~~

~~good~~

~~man~~

Close

be fore

gap



Editing Marks

Reverse

that

new

one

Add a
word

stays in
brick
a house

Insert a
comma

very,

very

nice

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Editing Marks

Insert an

apostrophe

her friends' car

Insert quotation
marks

“Look, he said.

Capitalization
error



Editing Marks

awk awkward

sentence

cs comma splice

dev inadequate

development

frag sentence

fragment

gr error in

grammar

irr irrelevant

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Editing Marks

mm	misplaced modifier
nc	not clear
p	punctuation error
red	redundant
ro	run-on sentence
sup	add support evidence
vt	verb tense error



Editing Marks

trans transition

wordy excessively
wordy

ww wrong word
needs new

¶ paragraph

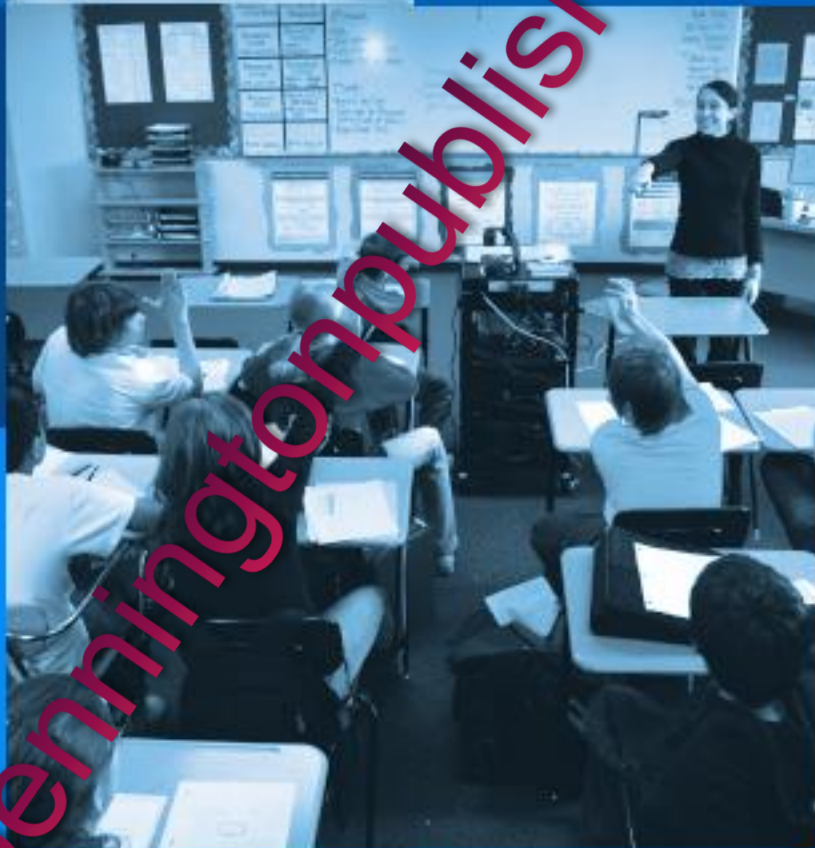
v word or letter
omitted

// lacks parallel
structure



ESSAY SKILLS WORKSHEETS

MARK PENNINGTON



Thesis Statements
Transitions
Errors in
Reasoning
Writing Genre

Essay Paragraph
Structure
Writing Clarity
Sentence
Structure



Visual Watermark



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Essay Skills Worksheets

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Instructional Overview

Developing student writers have a wide variety of writing skill sets. Often, teachers assume certain levels of writing competence because of students' grade levels, previous teachers, or ability to express themselves in class discussions. These assumptions may be correct, but frequently they are not. Because students differ in their relative strengths and weaknesses, teachers need to provide the resources to individualize some of their writing instruction. The *Essay Skills Worksheets* have been designed to meet those needs.

The *Essay Skills Worksheets* don't simply fill in gaps with remedial practice. Some of the worksheets certainly meet that need. For example, students who struggle with writing complete sentences will benefit from the four worksheets addressing fragments and run-ons. However, many of the worksheets provide sophisticated instruction and practice in advanced writing skills. For example, 15 of the worksheets provide instruction and practice in different types of introduction and conclusion strategies beyond the usual formulaic structures of these essay components.

Teachers may choose to use the paper or Google slides options. As the Burger King commercial says, "Have it your way."

Some teachers correct each of the completed worksheets, others prefer to provide the answers for students to self-correct and edit.

Using a mini-conference approach to formatively assess student work is an effective approach. The Google comments feature of Google slides provides the ability to insert comments (check out my [e-Comments Chrome Extension](#) to save time grading and improve the quality of writing feedback), and students may interact with their teacher with the response feature.

Teachers may find that pairing or using small groups to complete the same set of worksheets may be advantageous, especially with English-language learners.

Google Slide Links

Following are the Google slide links to the **Essay Skills Worksheets**.

Thesis Statement Worksheets

<https://docs.google.com/presentation/d/1pcftqNFopRZs50bdEEtbWiPXMEtU2GGQjkrpSYE/copy>

Transition Worksheets

<https://docs.google.com/presentation/d/19pqfjmO-1Kz01pg0sZ19DO1r5mX2-1vCrK-BnM0dE/copy>

Errors in Reasoning Worksheets

<https://docs.google.com/presentation/d/16HmATDKgU6ZGvMaNEn05xdYM8LjZs7K35jUV6V19-M/copy>

Writing Style Worksheets

<https://docs.google.com/presentation/d/1p1hHvDsNXV1r6rSthw-T-Xv2RrYHZOKIjGg3k98AX8/copy>

Writing Genre Worksheets

https://docs.google.com/presentation/d/1WvHr5Q4fXUZ22ls9Hs4evrFvc8r_6kM8Wv8N1Wi-W0A/copy

Essay Paragraph Structure Worksheets

https://docs.google.com/presentation/d/1WZ2_2MNKT6XOa19EA_QQbkX2LB53BIB03tg7sp_niu4/copy

Types of Evidence Worksheets

<https://docs.google.com/presentation/d/1utLfea7M9WBVT3nw1UO2iqMM43pwzeInkTI7i3D-boQ/copy>

Types of Introduction Strategies Worksheets

https://docs.google.com/presentation/d/1kc_1LDL9Cm6sNuZ4d76fn5JGtkmuQO8kshAxdIcPvWA/copy

Types of Conclusion Strategies Worksheets

<https://docs.google.com/presentation/d/1A5qrN1Y-gg3jBzpEbP2p7e7SP0Bf6QaJSz2nZwKqmBw/copy>

Sentence Structure Worksheets

https://docs.google.com/presentation/d/1R9sh7RqqACVsDhLe4AwcOVh_V1FHJJRuyAz4GzQ57GY/copy

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



Thesis Statement Worksheet #2

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: Global warming has been a contentious issue. Although all agree that the earth is warming, some say that the cause is human interference in nature. Others say that the cause is due to natural warming and cooling cycles. Examine the evidence for both causes of global warming.

Question to Be Answered

Poor Thesis Statement: The earth is actually getting cooler and a new Ice Age may be on the not-too-distant horizon.

Teacher Explanation: This thesis statement does not respond to the writing prompt. Re-read the writing prompt and dissect according to the **WHO** (the audience and role of the writer), the **WHAT** (the context of the writing topic), the **HOW** (the resource text title and author), and the **DO** (the key writing direction word).

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #3

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: 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.

Question to Be Answered

Poor Thesis Statement: One hobby over 80% of young people especially enjoy is reading.

Teacher Explanation: This thesis statement introduces evidence. Only the body paragraphs should introduce evidence. You may preview your topic sentences, but don't include Fact, Example, Statistic, Comparison, Quote from an Authority, Logic, Experience, or Counter Argument/Refutation. Save evidence for the body paragraphs. **FE SCALE CR**

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #4

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: Explain means to make something clear or easy to understand.

Writing Prompt: Most people have read a book or seen a play, movie, or television program that affected their feelings or behavior in some important way. Select such an experience of your own. Explain how the book, play, movie, or television program influenced you.

Question to Be Answered

Poor Thesis Statement: There are thousands of books, plays, movies, and television programs. are important.

Teacher Explanation: This thesis statement does not state the purpose of the essay. Dissect the writing prompt, focusing on the **WHAT** (the context of the writing topic), the **HOW** (the resource text title and author), and the **DO** (the key writing direction word) to specifically state the purpose of your essay.

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #5

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

Writing Prompt: Service to one's country is true patriotism. President John F. Kennedy challenged Americans to "...ask not what your country can do for you—ask what you can do for your country." Analyze what President Kennedy meant by this statement in his Inaugural Address from January 20, 1961 to share during class discussion.

Question to Be Answered

Poor Thesis Statement: President Kennedy meant many things when he said, "...ask not what your country can do for you—ask what you can do for your country."

Teacher Explanation: This thesis statement is too general. Get more specific in your thesis statement. **Example:** There were lots of causes to the Civil War. **Revision:** Although many issues contributed to problems between the North and the South, the main cause of the Civil War was slavery.

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #6

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

Writing Prompt: Some novels and plays seem to advocate changes in social or political attitudes or in traditions. Choose such a novel or play and note briefly the particular attitudes or traditions that the author apparently wishes to modify. Then analyze the techniques the author uses to influence the reader's or audience's views.

Question to Be Answered

Poor Thesis Statement: J.K. Rowling's writing techniques and characterization throughout the Harry Potter series made her audience enjoy magic once more.

Teacher Explanation: This thesis statement is inconsequential. It is not a meaningful topic about which to develop an essay. The thesis statement must state a purpose or point of view that can be meaningfully developed in the essay. **Example:** People in France really enjoy their cheese. **Revision:** The French especially enjoy four types of cheeses.

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #7

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: Compare means to show how things are the same, and contrast means to show how things are different.

Writing Prompt: Sometimes a movie can just not be a good book. This is not always the case. Compare and contrast the plot from a book you have read and a movie you have seen that was made based on the same book in a multi-paragraph essay.

Question to Be Answered

Poor Thesis Statement: In this essay I will prove that the plot of The Great Hornspoon is both similar to and different than the movie based upon the book.

Teacher Explanation: The thesis statement refers to its own writing, using “In this essay I will prove.” Don’t include references to the essay itself in the thesis statement. **Examples:** In this essay... The following paragraphs... I will prove that... The evidence will suggest that... The purpose of this essay... My point of view is that... In my opinion...

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #8

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: Evaluate means to make a judgment after careful observation.

Writing Prompt: In her article titled “Children and the Arts,” Doctor Amanda Jones argues that music helps children develop creativity and discipline. Evaluate the author’s statement that “...everyone should learn to play a musical instrument” in your multi-media presentation.

Question to Be Answered

Poor Thesis Statement: Learning to play a musical instrument has benefits for everyone, but not everyone should learn to play a musical instrument.

Teacher Explanation: This thesis statement includes a split (divided) focus. A split thesis includes two purposes or two points of view. Focus on only one purpose or point of view throughout the essay. It may be necessary to reference or refute another purpose or point of view in the body paragraphs or conclusion.

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #9

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: Evaluate means to make a judgment after careful observation.

Writing Prompt: The percentage of human beings who believe that the end justifies the means and that sacrificing others' well-being in order to improve one's own has steadily increased over the last decade. Surveys indicate that more people act in their self-interest than ever before. Our world culture now celebrates meanness and respects those who avoid kindness.

Question to Be Answered

Poor Thesis Statement: Too many people are mean in this world and this should change, so the planet can survive.

Teacher Explanation: This thesis cannot be argued. The fact that many people are mean is not disputed. Changing human nature is beyond the scope of an essay. An essay designed to convince a reader of the author's specific point of view must provide a thesis statement that is arguable. **Example:** Blue is the best color. Revision: Blue is the best color to complement a bright white background.

Revise or Replace with Your Own Thesis Statement

Thesis Statement Worksheet #10

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: Justify means to give reasons, based upon established rules, to support your arguments.

Writing Prompt: Our school district does not have enough money. District Superintendent Nora Lee told the school board that either she will have to fire teachers or reduce the length of the school year. In an email to Ms. Jones, justify saving teachers and lengthening summer vacation.

Question to Be Answered

Poor Thesis Statement: During summer vacation our family went on a trip to Yosemite National Park, and then to Death Valley, and finally to the Grand Canyon, and it was very educational, so summer vacation must be preserved.

Teacher Explanation: This thesis statement confuses the writing genre, bringing in narrative elements to the essay. An essay introduction doesn't use a hook or lead, as does a narrative introduction. An essay introduction builds reader interest and understanding of the thesis statement, but keeps a formal essay tone. So, avoid "It was a dark and stormy night."

Revise or Replace with Your Own Thesis Statement

Thesis Statement Worksheet #11

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: Justify means to give reasons, based upon established rules, to support your arguments.

Writing Prompt: Our school cafeteria only serves healthy meals. Unfortunately, students do not like their fresh vegetables, fruit, and lean meat lunches. Students refuse to eat their lunches and throw much of the food away. There are healthy options which students will eat, but the school administrators have not listened to these suggestions.

Question to Be Answered

Poor Thesis Statement: The school lunches are bad and need to be changed.

Teacher Explanation: This thesis statement responds to only one part of the writing prompt. Dissect the writing prompt according to the **WHO** (the audience and role of the writer), the **WHAT** (the context of the writing topic), the **HOW** (the resource text title and author), and the **DO** (the key writing direction word) and include each part.

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #12

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: Persuade means to convince the reader of your argument or claim.

Writing Prompt: The editorial from the Reno Times includes research studies and statistical data to demonstrate the benefits of regular exercise. The editor claims that elementary school students do not get enough exercise. Write a letter to the editor to persuade the editor and readers that elementary schools need more money to buy playground equipment.

Question to Be Answered

Poor Thesis Statement: Every elementary school must have a jungle gym, ten swings, and four seesaws and this will cost each elementary school \$22,300.00

Teacher Explanation: This thesis statement is too specific. Your thesis statement needs to be a bit broader to be able to respond to the demands of the writing prompt. A good thesis statement is like an umbrella-it must cover the whole subject to be effective. Save the specificity for the body paragraphs.

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #13

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: The author of our history textbook said that “American colonists believed that England did not have a right to tax them” (Long 98). However, the colonists did receive many benefits from England, such as military protection and road construction. Prepare a speech to the Virginia House of Burgesses to argue why some taxes are necessary.

Question to Be Answered

Poor Thesis Statement: Taxes are both positive and negative.

Teacher Explanation: This thesis statement does not state your specific point of view. Dissect the writing prompt, focusing on to the WHO (the audience and role of the writer), the HOW (the resource text title and author), and the DO (the key writing direction word) to clearly state your specific point of view.

Revise or Replace with Your Own Thesis Statement



Transition Worksheet #1: Definition

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these definition transition words or phrases signals the meaning of a key word, term, or idea:

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

[Bracket] the definition transitions in the following sentences.

1. The article refers to the section of the law which requires reduced carbon emissions.
2. My pirate treasure consists of rubies, emeralds, and gold coins, in particular pieces of eight.
3. To pardon means to forgive an offense. In other words, all punishment has been removed.
4. Their donation is equal to over 1,000 annual contributions.
5. In other words, the play consists of four acts and an intermission.

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

The document 1. _____ an old picture of Jim's grandparents, 2. _____, to Joe and Jan Peters, who claimed to be the heirs to the Peacock Mine. The document 3. _____ five single-spaced pages, and details the ownership history of the mine and its tragedies, 4. _____ the horrific fire of 1882. The value of the mine, in today's dollars, 5. _____ that of the Tanker Oil Company, the biggest employer in the county. This 6. _____ Jim should prepare himself for his eventual ownership of the mine.

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

Transition Worksheet #2: Example

Transitions are words or phrases which connect sentences and paragraphs in an essay. Following are example transition words or phrases:

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

[Bracket] the example transitions in the following sentences.

1. Not all birds are beautiful. For example, the vulture is not exactly attractive.
2. To illustrate, the Civil War included many heroes, such as the medics who risked their lives.
3. Specifically, the queen has more optional moves than, for instance, the bishop.
4. Her wedding gown included lace, silk, and embroidery.
5. The sunset is like a box of crayons.

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

I love the zoo. For me, going to the zoo 1. _____ traveling to remote parts of the world. 2. _____, I walk in the jungles of the Amazon when I see the crocodiles. I hike through the Himalayas when I see strange shaggy animals, 3. _____ the yaks. I'm on safari in Africa when I look at male and female tigers, 4. _____ their cute little cubs. 5. Zoos can be educational, _____, the information on endangered species and fun, 6. _____, when the zookeepers feed the baby animals.

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

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.



Transition Worksheet #4: Analysis

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these analysis transition words or phrases signals a detailed examination of a fact or idea:

means that, suggests, imply, infer, examine, being that, to that end, in view of, given that

[Bracket] the analysis transitions in the following sentences.

1. The test results suggest that the doctor should examine other patients, given that others were exposed to the same virus.
2. The coming rain means that the game will be postponed. To that end they cancelled the bus.
3. In view of the latest developments, we inferred that the official would resign.
4. The author implies a willingness to reconsider his views if events unfold differently.
5. Being that he was the only unconvinced juror, he received most of the others' attention.

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

1. _____ he was the last to arrive, he shouldn't expect his first choice.
2. _____, he shouldn't have complained. When he 3. _____ that a good host would have waited for him, it didn't take much for everyone else to 4. _____ that he felt himself to be the guest of honor. The nerve! 5. _____ that behavior, we'll think twice about inviting him again, even if it 6. _____ his mother will be angry at us.

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



Transition Worksheet #5: Comparison

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these comparison transition words or phrases introduces and explains a similar fact or idea:

similarly, in the same way, just like (as), likewise, in comparison, in the same manner, so too

[Bracket] the comparison transitions in the following sentences.

1. Similarly, the children looked up to the sky. Just like the adults, they loved the fireworks.
2. They left the meeting in the same manner.
3. The general disagreed with her orders. In the same way, the employee rejected his boss' ideas.
4. In comparison, both teams had experienced quarterbacks.
5. The actor cried; so too did the movie audience at her poor acting.

Fill in the blanks with the comparison transitions which fit best.

Change the capitalization, tense, or number as needed, but use each transition only once.

1. _____ the other children, they loved recess best.
2. _____, most adults love recreation more than work. However, _____ to children, adults seem to enjoy more organized play.
4. _____ adults prefer following all the rules in their games, while children don't seem to mind making them up as they play.
5. _____, adults are more resistant to try something new, but children try new things every day.
6. _____, children will take more risks, except in the case of eating strange vegetables.

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



Transition Worksheet #6: Contrast

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these contrast transition words or phrases introduces and explains a different fact or idea:

in contrast, on the other hand, however, whereas, but, yet, nevertheless, instead, as opposed to, otherwise, on the contrary, regardless, alternatively, conversely, but even so, still, rather, nonetheless, although, despite, in spite of, granted, notwithstanding, regardless, admittedly

[Bracket] the contrast transitions in the following sentences.

1. In contrast, we were quite willing to try the new restaurant. Nonetheless, they were not.
2. Notwithstanding the huge donation and in spite of the director's efforts, the museum closed.
3. Granted, the coach could have played more players; however, she wanted to win.
4. Alternatively, many chose to attend that afternoon, despite the crowds.

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

1. _____ some players have playoff experience, others do not.
2. _____, each player will prepare well for the upcoming series.
3. _____, most coaches would
4. _____ have veteran players in such high-pressure situations;
5. _____, you can't become a veteran if you don't play, so rookies will get their chances to play.
6. _____, the managers will keep these inexperienced players on a short leash.

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



Transition Worksheet #7: Cause-Effect

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

because, for, therefore, hence, as a result, consequently, as a consequence, due to, thus, so, led to, in that, in view of, owing to, forasmuch as, in as much as, provided that, as long as, if, unless, even if, only if, accordingly, in order to

[Bracket] the cause-effect transitions in the following sentences.

1. As a result, Belinda changed her plans. Thus, the dinner had to be postponed.
2. He also made a meatless sauce, in order to serve to his vegetarian guests.
3. Even if the train arrives early, they still won't make the appointment. Accordingly, they will have to reschedule. Consequently, the treatment will be delayed.
4. Owing to the frost, each of the plants died. Hence, they had to re-plant as a consequence.

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

1. The children misbehaved badly. _____, the teacher cancelled recess for one week. The children had been warned just yesterday;
2. _____, their punishment was more severe.
3. _____ the teacher's lecture, several children began crying and they all said they were sorry.
4. _____ this heart-felt apology, the teacher reduced the punishment. The announcement
5. _____ cheers
6. _____ the kids really love their recess.

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

Transition Worksheet #8: Conclusion

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these conclusion transition words or phrases signal a judgment or final analysis:

in conclusion, to conclude, as one can see, in summary, to sum up, for these reasons, either way, in either case, in either event, in any case, in any event, at any rate, overall, therefore, on the whole, in the final analysis

[Bracket] the conclusion transitions in the following sentences.

1. For these reasons we choose to remain at home. In any case, we will not travel during the holiday season. Therefore, family will have to visit us or miss out on our celebrations.
2. On the whole, we were satisfied; therefore, we probably will stay at this hotel again.
3. They lost. In the final analysis, the other team was better. In any event, the season is over.
4. Either way you will have to lose something to gain something.
5. In conclusion, it may have been a better idea to start earlier. At any rate, they did not finish.

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

1. _____ not everyone was happy with the results.
2. _____, we have a new class president;
3. _____, she will need all our support.
4. _____, the rest of the Student Council have experience and training.
5. _____, I am not worried about the change in leadership.
6. _____, she is just one of ten votes on the council.

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

Transition Worksheet #9: Addition

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these addition transition words or phrases signals another example, fact, or idea:

also, another, in addition, additionally, plus, further, furthermore, moreover, as well as, besides, what is more

[Bracket] the addition transitions in the following sentences.

1. Additionally, the game included cards and one dice. What is more, the spinner was attached.
2. Besides their additions, we contributed a set of scarves plus five bandanas.
3. Furthermore, the students were unprepared for their exams. Also, the teachers were surprised.
4. Upon further review, we could have done things differently, as well as tried other options.
5. The car broke down again. Moreover, the service technician was on vacation.

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

The cats, 1. _____ the dogs, were making considerable noise. 2. _____, the two toddlers were screaming for the mother. 3. _____, the fire captain picked just that moment to test the new siren on the hook and ladder. The firefighters raced that truck up and down the street. 4. _____ the siren, they rang the bell constantly. 5. _____, one of them decided it would be funny to honk the airhorn at all the cats and dogs. Let's just say I didn't get much of a nap. 6. _____, I got a huge headache.

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



Transition Worksheet #10: Number or Sequence

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these number or sequence transition words or phrases signals the order of facts or ideas:

first, firstly, primarily, initially, to start with, first of all, for one, second, secondly, last, lastly, finally, next, before, for another, following, subsequently, after, afterwards

[Bracket] the number or sequence transitions in the following sentences.

1. First of all, they were unprepared. Secondly, the blizzard came in early. Lastly, Tom was sick.
2. Initially, they failed. Subsequently, they returned to the easier solution to finally make it work.
3. Afterwards, the cousins went out for ice cream, but not before they played another round of golf.
4. My parents seemed primarily interested in being hospitable to their neighbors.
5. I next traveled to Denver to see my niece, who, before starting college, was working two jobs.

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

1. _____, the author sets the scene as a “dark and stormy night.”
2. _____ the
3. _____ chapter ends, the reader is introduced to all five main characters. In the second chapter,
4. _____, the disappearance of one of the characters, the other four set out on a desperate search.
5. _____, the plot details where the search leads to and the misadventures these characters experience until
6. _____ they find their friend.

Application: Write a three-sentence paragraph, using two number or sequence transitions.



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

[Bracket] 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.

Errors in Reasoning Worksheet #1: Synonyms

Definition: A synonym error occurs when the writer substitutes one term or idea for another in the argument, yet the terms or ideas are not same.

Example: Getting advice on major decisions is essential. Mary always asked her grandfather for advice. He has a lifetime of experiences to draw upon to counsel his granddaughter, and older men have valuable wisdom to impart if one but asks.

Explanation: In this line of argument wisdom has been treated as a synonym for experience. Not all experiences produce wisdom or lead to good advice.

Practice

Democracies have multiple political parties. The undemocratic Republic of Xandra has only one political party with real power. This dictatorship has been in control of since 1919.

Explain the Synonym Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Synonym Error: _____

Explain the Synonym Error: _____



Errors in Reasoning Worksheet #2: Non Sequiturs

Definition: A non sequitur error means that the argument does not follow logically. In other words, the conclusion cannot be reached from the facts presented.

Example: The high school students have a new English-language arts teacher. Ms. So has taught fifth grade for seven years. Almost every student is earning an A. They must be excellent writers.

Explanation: The fact that most students are receiving A grades may not be because they are strong writers. Ms. So may be an easy grader or too accustomed to the writing of fifth graders.

Practice

The blue ocean and sky have an important relationship. If the sky is blue, and blue is the color of the ocean; then the sky must be made of ocean water.

Explain the Non Sequitur Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Non Sequitur Error: _____

Explain the Non Sequitur Error: _____



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: _____



Errors in Reasoning Worksheet #4: Unsupported Generalizations

Definition: An unsupported generalization error applies specific facts to a broad generalization without justification.

Example: Getting advice on major decisions is essential. Mary always asked her grandfather for advice. He has a lifetime of experiences to draw upon to counsel his granddaughter, and older men have valuable wisdom to impart if one but asks.

Explanation: It has not be established that more punishment leads to better student behavior.

Practice

Hair color is genetically determined. Bobby and Amanda have blonde hair. They both excel at sports. All blonde children excel at sports.

Explain the Unsupported Generalization Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Unsupported Generalization Error: _____

Explain the Unsupported Generalization Error: _____



Errors in Reasoning Worksheet #5: Poisoning the Well

Definition: A poisoning the well error means that an argument is weakened by a criticism in the argument itself.

Example: The man had been accused of the crime although he wasn't convicted. And now he wants your vote to become the county sheriff? I guess people can vote for just about anyone.

Explanation: Although the candidate for sheriff was not convicted, support for him is weakened by the accusation of wrongdoing.

Practice

A new tax reduction bill is needed to stimulate the economy. The president plans to reduce taxes in order to encourage taxpayers to spend more money to help business. The plan has been harshly criticized as "unworkable" by all leading economists.

Explain the Poisoning the Well Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Poisoning the Well Error: _____

Explain the Poisoning the Well Error: _____

Errors in Reasoning Worksheet #6: Cause and Effect

Definition: A cause and effect error occurs when the writer assumes that something directly causes something else, but the result is actually a matter of coincidence.

Example: Waiting in line makes some people angry. Angry people often take out their anger on others and wind up in fights. Fights result in injuries. So don't wait in line unless you want to be hurt.

Explanation: Not all people react to circumstances in the same ways. A long causal chain may not link every cause to an effect for everyone.

Practice

The government needs to regulate television commercials. An irritating commercial aired after my favorite television show. I sneezed twice. Irritating commercials always make me sneeze.

Explain the Cause and Effect Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Cause and Effect Error: _____

Explain the Cause and Effect Error: _____

Errors in Reasoning Worksheet #7: Begging the Question

Definition: A begging the question error takes place when the writer assumes something to be true that has not been proven to support the argument. It is also known as circular reasoning.

Example: James is the best actor in his theater group. He was given the lead role in the play. He got this part because no other actor in his theater group is as good as he.

Explanation: The conclusion simply re-states the first sentence and assumes that James got the lead because he is the best actor although no such evidence is presented.

Practice

The proof is stated here in this homeowners document advisory. It says, "Only five bushes should be permitted in the front yard." You have six, and so one bush must be removed. You are in violation of this advisory.

Explain the Begging the Question Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Begging the Question Error: _____

Explain the Begging the Question Error: _____



Errors in Reasoning Worksheet #8: Either-Or Errors

Definition: An either-or error sets up a false choice between two ideas or issues and ignores other options.

Example: Different types of music appeal to different people. For example, jazz is a truly American art form. Either you love jazz, or you have absolutely no love of quality music.

Explanation: There are other music options besides jazz. Quality music may be found in many musical genre.

Practice

The President of the United States is the executive head of our government. All American citizens have the opportunity to vote for the presidency. Either you support the president, or you are not a true American.

Explain the Either-Or Error: _____

Application

Write a topic sentence on a subject of your choice with supporting evidence and analysis which includes an either-or error in reasoning. Explain the either-or error.

Topic Sentence: _____

Evidence: _____

Analysis with Either-Or Error: _____

Explain the Either-Or Error: _____



Errors in Reasoning Worksheet #9: Comparisons

Definition: A comparison error attempts to find similarities or differences between two unrelated ideas or issues.

Example: Procrastinating on a long-term science project is never smart. Cancer patients who put off treatment are risking death. Putting off until tomorrow what should be done today is stupid.

Explanation: Delaying work on a science project cannot be compared to postponing cancer treatment. The degrees of importance, priority, and consequence are not similar.

Practice

The trade relationship between the two largest economies is complicated. China and the United States are both competitive for shares of the world market. The price of Chinese tea has increased and so has the price of American gasoline.

Explain the Comparison Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Comparison Error: _____

Explain the Comparison Error: _____



Errors in Reasoning Worksheet #10: Questionable Authority

Definition: A questionable authority error refers to a source that is not a specific expert on the idea or issue.

Example: My mother is well-known for her exquisite taste and style. She is so supportive and always remarks about how beautiful I am. I should be working as a supermodel.

Explanation: The mother may have a reputation for taste and style. However, the fact that she is her daughter's parent would make the mother prejudices and a questionable authority.

Practice

Guest speakers spoke on both energy and emotions. Experts say that the world will run out of oil in 20 years. A Harvard mathematician claims that love at first sight is impossible.

Explain the Questionable Authority Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Questionable Authority Error: _____

Explain the Questionable Authority Error: _____



Errors in Reasoning Worksheet #11: Contradictions

Definition: A contradiction error says the opposite of what has already been stated in the argument.

Example: All automobiles should be charged a special carbon tax. This includes electric vehicles. Everyone should pay a fair share to prevent climate catastrophe.

Explanation: In this line of argument electric vehicles, which produce no carbon, are included in this proposed tax for carbon-producing automobiles.

Practice

Skateboarding remains a controversial sport in many ways. It is the safest of all individual sports. Skateboarding injuries account for more hospital visits than any other sport.

Explain the Contradiction Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Contradiction Error: _____

Explain the Contradiction Error: _____

Errors in Reasoning Worksheet #12: Inconsistencies

Definition: An inconsistency error refers to parts of an argument that are not in agreement.

Example: The teacher had a rewards system. Tommy and Kat got top grades on their book reports, so they get extra credit. Bob got the top score on his speech, but his grade is his reward.

Explanation: The teacher's reward system is inconsistent. Some students get extra credit, but Bob does not.

Practice

Wearing helmets used to be a parental decision. Now it is a matter of law. Children should be required to wear helmets while riding bicycles, but not while in-line skating.

Explain the Inconsistency Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Inconsistency Error: _____

Explain the Inconsistency Error: _____

Errors in Reasoning Worksheet #13: Omissions

Definition: An omission error means that a necessary piece of information is missing in the argument.

Example: All Americans should be able to attend college. The cost of college is so high and students need support. Every young person should receive \$100,000 to help with college expenses.

Explanation: Every young person receives \$100,000 for college expenses. These questions are omitted: What if the young person does not attend college? What if the young person does not need the money?

Practice

More money should be spent on music in schools. Having only one high school, the city should invest in its young musicians. Still, the Folsom High School Band has the best band in the city.

Explain the Omission Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Omission Error: _____

Explain the Omission Error: _____



Errors in Reasoning Worksheet #14: Oversimplifications

Definition: An oversimplification error reduces a complicated idea or issue to something simple.

Example: Heart transplant surgery has become much more commonplace these days. What was once a complicated, life-threatening procedure is no longer. Simply put, the surgeon removes the organ and snaps the new one into place. It happens in hospitals all over the world now.

Explanation: Because something is commonly done does not make it less difficult or less complicated. The procedure is oversimplified.

Practice

Sometimes, what looks complicated is really not. Sports, like baseball, would seem to require a lot of talent. Baseball is a simple game of pitching, running, hitting, and fielding.

Explain the Oversimplification Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Oversimplification Error: _____

Explain the Oversimplification Error: _____

Errors in Reasoning Worksheet #15: Sampling

Definition: A sampling error refers to the data from which conclusions have been drawn. A sampling error may relate to an insufficient sample size or an unreliable sample group.

Example: A survey was conducted to determine whether the school should continue funding the cheer program. Of the 30 members of the cheer team, all 30 supported the funding. Another 30 students were polled, and half supported the funding. So, 75% of the school supports the funding.

Explanation: The entire cheer team should not be included in the sample, because these students would vote in their self-interest. Therefore, the sample size is *skewed* (biased) in their favor.

Practice

A survey conducted by the Iowa Dentist Association produced interesting results. Almost 20 dentists were surveyed. Of these dentists, three out of every four dentists recommend flossing three times per day.

Explain the Sampling Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Sampling Error: _____

Explain the Sampling Error: _____



Writing Style Worksheet #1

Look at all those FRAG comments Ms. Johnson wrote on your essay. You sure love your fragments! Maybe consider writing a complete sentence once in a while,” suggested John. “Ah... life’s too short to have to write all those words,” complained Lara. “I could type an entire essay in emojis.”

Definition and Examples

An *intentional fragment* is simply an incomplete sentence. It is intentional because the author chooses to use a fragment instead of a complete sentence. Writers use intentional fragments as substitutes for any of the four types of sentences: declarative (statement), imperative (command), or exclamatory (surprise or strong emotion) in narratives (story), poetry, texting, notes, and other forms of informal writing to reflect the authentic language used in everyday speech.

Examples: How dumb. That’s amazing! Really?

Read the rule.

Write in complete sentences for all formal writing, including essays and reports, and do not use intentional fragments. A complete sentence expresses a complete thought and includes both a subject and predicate. The voice drops down at the end of a declarative (statement), imperative (command), and exclamatory (surprise or strong emotion) sentence and rises at the end of an interrogative (question).

[Bracket] the intentional fragments in the following sentences.

1. How very strange. They would have expected him to put up less of a fight. Go figure!
2. Seriously? The author questions whether freedom of assembly should be a right. What a joke!
3. Ah, to be young and foolish once again. Who knows if they will return home.
4. Visiting the National Parks is amazing. Such beauty and wildlife! All in our protected parks.
5. She left her phone at the beach. So sad. No doubt the tide has come in by now. What a loss!

Revise the intentional fragment.

Avoid intentional fragments. Right?



Writing Style Worksheet #2

“Why are you using that thesaurus?” asks Lance. “I need bigger words, so that everyone will see how smart I am,” replies Dawn. “You are so pretentious,” says Lance. “Is that a criticism or a compliment?” asks Dawn.

Definition and Examples

Precision (exactness) of meaning, the tone of the writing, and the audience should guide your selection of word choices in an essay. Using a word which doesn't match what you mean to say or how you want to say it creates confusion for your readers. **Example:** The comprehensive solution regarding cake and ice cream for the class party failed to address many of the students' concerns.

Comprehensive means “thorough and complete.” A solution which failed to “address many of the students' concerns” would not be comprehensive, so the word choice is imprecise. Also, the word choices: *comprehensive*, *address*, and *concerns* are formal and serious and don't match the tone of the rest of the sentence with phrases such as “cake and ice cream” and “class party” and the audience of students preparing for a class party.

Read the rule.

If a simple word means exactly what you want to say and it fits the tone of your writing and your audience, use it. If a technical term or unfamiliar word must be used, define it or build writing context so that it is easily understood.

[Bracket] the poor word choices in the following sentences.

1. She planned to enhance her drawing in the coloring book with a few stickers.
2. Frances exaggerated how badly she did on the math quiz.
3. The author suggested adding a mysterious villain and a clown to the children's cartoon.
4. The cafeteria lunch included a burrito, fruit, and milk. The fruit was a tragic choice.
5. The witness statements, DNA, police report, and the defendant's opinion were convincing.

Revise the poor word choices. Use a dictionary if necessary.

Avoid big words when more utilitarian words would suffice.



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 sentences to eliminate the writer or essay references.

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



Writing Style Worksheet #4

“Where do you want to go to lunch? Carlos asked. “Wherever there’s food to eat and something to drink,” said Ella. “Could you be a bit more specific? I’d like to narrow my search terms.”
“How about ‘Italian restaurants with deep-dish pizza and red and white checkered tablecloths?’”
“That might be a little too specific, but it sounds good to me.”

Definition and Examples

The hierarchy of an essay refers to the organizational structure and the relationship of ideas within that structure. The most common essay hierarchy is the general to specific organizational pattern. Ideas, groups, and patterns are general. Facts, examples, quotations, details, and statistics are specific. **Examples of the General to Specific Organizational Pattern:** Substance abuse has become the leading cause of preventable deaths. Last year, opioid deaths surpassed automobile deaths. More than 80,000 Americans died due to opioid overdoses.

Read the rule.

Essays usually begin with general statements and funnel down into a specific thesis statement. A narrow focus is much easier to argue, inform, or explain than a general one. Topic sentences should provide specific reasons to support the thesis statement in an argumentative essay or include specific information or explanation about the thesis statement in an informational/explanatory essay. Supporting evidence, analysis, and minor details must be even more specific. The essay conclusion may return to more general applications of the proven thesis.

[Bracket] the “too general” statements in the following sentences.

1. Some people need to understand the issues in this world.
2. Poisons in our waterways threaten our way of life.
3. Many solutions create more problems than they solve.
4. Overall, the citizens were basically happy.
5. All challenges can be overcome with everyone’s support.

Revise this “too general” statement.

Generally be **specific** or **specific** in your writing.



Writing Style Worksheet #5

“The amazing author profoundly utilizes many symbols to creatively symbolize his very meaningful ideas.’ What do you think of my concluding statement?” “You sure use plenty of words to say what you mean, Marci.” “I do try. My English teacher says that I’m in love with adjectives and adverbs. They are my most favorite and often-used parts of speech.”

Definition and Examples

Writers often use adjectives to make general nouns more interesting or specific. However, readers prefer writing with well-chosen, specific nouns. **Example:** Instead of absolutely, positively necessary, the writer might say, “essential.” Also, writers may include useless adverbs when more concrete and specific verbs would serve better. **Examples:** Instead of “the runner ran incredibly quickly”, the writer might say, “the runner sprinted”.

Read the rules.

- Writers should avoid using adjectives to make general nouns (people, places, things, or ideas) more interesting or specific. An adjective modifies a noun or pronoun and asks, “How Many, Which One, or What Kind?”
- Writers should avoid using useless adverbs. An adverb modifies an adjective, adverb, or verb and asks, “What Degree, How, Where, or When?”

[Bracket] the useless adjectives and adverbs in the following sentences.

1. The huge sumo-wrestler entered the arena slowly to face his fighting opponent.
2. The well-trained and experienced navy pilot took off quickly and rapidly from the large aircraft carrier.
3. Meteorologists carefully studied the devastating impact of the swirling tornado.
4. He gently sifted the tiny grains of sand through his fingers into the bucket.
5. Sad mourners attended the funeral service and later after the service witnessed the burial.

Revise the sentence to eliminate useless adjectives and adverbs.

Avoid using very interesting, nice words that contribute little to a sentence.

Writing Style Worksheet #6

Jenna remarked, "I read in my history textbook that Sir Winston Churchill got upset when an editor revised one of his sentences to avoid ending it in a preposition." "Yes," responded Jenna's English teacher. "Churchill said, 'This is the sort of English up with which I will not put.'" "That's awkward. If Churchill ended sentences with prepositions, why can't I?" "When you write as many books as Churchill, you may write what you want, but not until."

Definition and Examples

A preposition is a word that shows some relationship or position between the preposition and its object (a noun or a pronoun). The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer.

Examples: He found it under the house. He found it under what? the house
Secrets were shared between friends (them). Secrets were shared between whom? friends (them)

Read the rules.

- In formal writing, such as essays, prepositions and prepositional phrases never stand on their own. They always modify other words in the sentence. So keep prepositional phrases close to the words they modify. Prepositional phrases act as adjectives to answer How Many? Which One? or What Kind? of a noun or pronoun or as adverbs to answer How? When? Where? or What Degree? of a verb, adjective, or another adverb.
- Avoid stringing together more than two prepositional phrases.
- Don't use prepositional phrases instead of possessive adjectives.

[Bracket] misused prepositions and prepositional phrases in the following sentences.

1. "Whom will you go to?" she asked.
2. Down the road, through the gate, and past the fence rode the bicyclist.
3. I don't know where you're at.
4. Would you please hand me the coat of Sue.
5. The lady found my dog in a blue dress.

Revise the intentional fragment.

Prepositions are not good to end sentences with.



Writing Style Worksheet #7

“Hey, James, Mr. Pomeroy is wrong about splitting infinitives! To occasionally split an infinitive is fine. Captain Kirk splits an infinitive when he states the mission of the Starship Enterprise at the beginning of each Star Trek episode.” “You’re talking about ‘to boldly go where no man has gone before’ where ‘boldly’ is placed between the two words of the infinitive, to go. That’s not Captain Kirk’s only grammatical mistake. Saying ‘man’ excludes both women and alien beings. He also ends the sentence with a preposition: ‘before.’ We should report him to Star Fleet Command for punishment.”

Definition and Examples

An infinitive usually consists of *to* plus the base form of the verb. **Examples:** to run, to hide This infinitive form does not indicate past, present, or future verb tense and does not connect to the subject of the sentence. **Example:** Joseph liked to go to the mall. “Joseph” is the subject and “liked” is the predicate. The infinitive “to go” serves as a modifier of the verb, “liked,” but does not signal past, present, or future action.

A split infinitive occurs when the speaker or writer inserts one or more words between the *to* and the base form of the verb. **Examples:** To never walk is his goal. She wants to someday soon ski.

Read the rules.

- Splitting infinitives is fine in casual conversation and in informal writing; however, avoid adding more than one word between the *to* and the base form of the verb.
- Avoid using split infinitives in formal writing, such as in essays.

[Bracket] the split infinitives in the following sentences.

1. To seriously ask the question of the comic was his choice, alone.
2. Zoe wished to always be considered the expert, and she hoped to soon achieve her goal.
3. Why do you need to completely and totally abandon the plan to somehow defend your honor?
4. I did not expect to have to willingly go when I would have rather stayed at home.
5. Listening to music makes me happy to be alive and to often visit my friends.

Revise the split infinitive.

It is a mistake to ever split an infinitive.

Writing Style Worksheet #8

Sandra said, "I'm trying to add some spice to my essay by adding similes. I know a simile uses *like* or *as*. Let me read two of them that might work in my conclusion: 'He did not like being wrong, and as an inexperienced cook, he was often corrected by veteran chefs.'" "Similes need to compare unlike objects, such as 'Rafael was as sour as a lemon.' Your sentence doesn't use *like* or *as* to compare, so they aren't similes," corrected Mark. "However, you shouldn't include poetic devices, such as similes, in essays, so your sentence is fine." "So, I was wrong, but I was also right," said Sandra.

Definition and Examples

A simile compares two unlike things and is often introduced by *like* or *as*. However, not every usage of *like* or *as* signals a simile. **Examples:** His voice was like the roar of a lion. "I think that I shall never see a poem as lovely as a tree" (Joyce Kilmer). A simile is a figure of speech in which the words are not meant literally. Similes are commonly used in poetry, speeches, songs, and in literature.

Read the rule.

Don't use similes or other figures of speech in formal writing, such as essays. If comparisons are used to provide better understanding or analysis, the objects of comparisons should be similar.

[Bracket] the similes in the following sentences.

1. Her best friend seemed as wise as an owl, but he really was as dumb as an ox.
2. Those roommates were like two peas in a pod. They both had the same interests, like music and video games.
3. Anything he loses is as if he couldn't care less about finding. Plus, he is as blind as a bat.
4. As amazing as this price seems, an additional discount would bring in customers like wildfire.
5. Like a cold drink to a thirsty man, so is a good book to a reader. True readers are like ships in a storm, never finding rest in a safe harbor.

Revise the sentences to eliminate the simile and provide a like comparison.

Avoid similes like the plague.

Writing Style Worksheet #9

“My told me not to start sentences with coordinating conjunctions unless I finish them,” Peter said. “But I won’t.” “Won’t what?” I asked. “Start sentences with coordinating conjunctions or finish them?” “Oh... now I get it. You’re pretty clever.” “And so I am.”

Definition and Examples

A coordinating conjunction joins words, phrases, or clauses of equal importance or emphasis. The seven coordinating conjunctions are easily remembered by the acronym, FANBOYS (For-And-Nor-But-Or-Yet-So). **Examples:** Jack and Jill; thinking quickly; but acting slowly; She left her job early, so she would be able to clean the house before the guests arrived.

Read the rules.

- Frequently, teachers will tell their students not to begin their sentences with coordinating conjunctions. Teachers give this advice because many students who use these sentence beginnings often fail to complete their sentences and wind up with fragments. However, writers may begin sentences with coordinating conjunctions under the following conditions:
 - An independent clause (a subject and predicate expressing a complete thought) must follow the beginning coordinating conjunction.
 - Don’t begin too many sentences in an essay with coordinating conjunctions. Sentence variety is important, so don’t overuse the same sentence structure.

[Bracket] the coordinating conjunctions in the following sentences.

1. Byron and Jake were late, not Pedro or Tamara.
2. Misty, my calico cat, loves to be petted, but hates to be scratched.
3. Mandy hates the smell of cotton candy yet loves the taste and texture.
4. Pedro refuses to sleep in the pent, nor will he sleep outside under the stars.
5. The Larsens stopped skiing and snowboarding, for these sports cost too much and take up so much of their leisure time.

Re-write the sentence to eliminate the fragment.

But do not start a sentence with a coordinating conjunction unless you finish it.



Writing Style Worksheet #10

“I want my fans to pay attention to my magnificent mastery and manipulation of the English language in this argumentative essay,” explained Teddy. “I’d rather focus their attention on my evidence,” said Cherish. “Save the attention-getting alliteration for your poetry.”

Definition and Examples

Alliteration is a poetic device in which the initial (first) consonant sound is repeated. **Example:** Peter Piper picked a peck of pickled peppers.

Read the rule.

Don’t use poetic devices, such as alliteration, in formal writing. Poetic devices focus the reader’s attention on the writing itself, while essays are designed to argue a point of view or inform and explain. Essays focus on the content of the writing.

[Bracket] the alliteration in the following sentences.

1. The bear buried its nose in the berry patch.
2. My cat cowered under the couch, afraid of the vacuum monster.
3. Sam simply asked if the salmon seemed a bit under-cooked.
4. The four hyenas paced nervously in their constricting cages.
5. Amaria never noticed that the champion Chihuahua was dressed in a fur-lined sweater and diamond dog collar.

Revise the sentence to eliminate alliteration. Use the dictionary to help understand the vocabulary.

Peter put his perfectly groomed puppy perilously close to the precipice.



Writing Style Worksheet #11

Manny said, "My teacher told me to stop saying 'I think' in my essays." "Anything you say or write is what you think or what you believe, isn't it?" I asked. "I believe that. At least I think so. In my opinion, you are correct." "Yikes! Listen to your teacher," I advised.

Definition and Examples

When speaking, we have quite a few expressions meant to fill space in conversations. Speakers may add, "um," or "well," or "you know," or "uh" when talking to friends. However, in formal speeches, speakers try to eliminate these unnecessary expressions. While these speech fillers are generally not used in writing (except dialogue), writing does have its share of words and phrases inserted into sentences which do not contribute to the meaning.

Position Examples: I believe, I think, in my opinion **Grammatical Examples:** There (here) are (were, is, will be)

Read the rules.

In formal writing, avoid unnecessary expressions that do not contribute meaning.

- Do not refer to yourself as the writer in an essay with expressions which state your position or beliefs.
- Avoid using words or phrases at the beginning of sentences that do not contribute meaning.

[Bracket] the unnecessary expressions in the following sentences.

1. I believe all citizens should vote. There are no excuses not to vote in a democracy.
2. Here is an important item for the class to discuss. I think students might have strong opinions on this matter.
3. In my opinion and in the opinion of my friends, we should have a pizza party next week.
4. There were four contestants in the science fair, which had innovative projects, I think.
5. Here will be the sign-up list on the table. I believe everyone should volunteer to do something.

Revise the sentence by eliminating unnecessary expressions.

In my opinion, using "I believe" or "I think" is unnecessary.



Writing Style Worksheet #12

“Check out my thesis statement: ‘Everyone agrees that the school day should be shortened.’”
“How were you able to survey everyone? You never asked me.” “Okay, I’ll ask you now. What do you think?” “I’d suggest you re-write your thesis and avoid using unsupported generalizations.”

Definition and Examples

A generalization is a statement which applies to most all cases and to most all times. When writers combine specific points of an essay into a broader focus, this is known as a making a generalization. An unsupported generalization is a broad statement, which cannot be concluded from the essay evidence or details. **Unsupported Generalization Example:** All Americans support a strong national defense. **Supported Generalization Example:** The plan provides three workable ideas to solve the problem of plastic waste.

Read the rules.

- Don’t include generalizations in the essay thesis statement and body paragraphs.
- Writers can develop generalizations and include these in the essay conclusion, but generalizations must be supported by specific evidence and details of the body paragraphs. Never include unsupported generalizations.
 - Avoid absolute words, such as *nothing, everything, none, all, everyone, definite(ly), worst, best, never, always.*

[Bracket] the generalizations in the following sentences.

1. Over half of the boys left the assembly early, but the girls liked the presentation.
2. Mexican food is so spicy, but not the way my father cooks.
3. The problem is that young people just do not vote, and so seniors have more say in determining who gets elected. Only 23% of under age 30 Americans voted in the last election.
4. The students all want more electives; however, the school does not have enough teachers.
5. Boys tend to like video gaming more than girls, but the number of girls who play is increasing.

Revise the intentional fragment.

Everyone knows to completely avoid using unsupported generalizations.



Writing Style Worksheet #13

“When an expression is overused to the point of becoming meaningless, it is known as a cliché,” Mr. Espinosa explained. “A cliché doesn’t show originality.” “Why should we listen to Mr. Espinosa? Sam whispered. “He’s as old as the hills. It’s just a matter of time before he retires.” “Maybe he’s still got something to teach you about clichés,” Arianna whispered back.

Definition and Examples

A cliché is an overused and worn-out word, phrase, or sentence, which has lost its original meaning or effect. A cliché can have a literal or a figurative meaning. **Examples:** awesome; plenty of fish in the sea; what goes around, comes around

Speakers often use clichés as conversational fillers to generalize or draw a conclusion.

Examples: “Putting together that toy is challenging, but it’s not rocket science,” she said. “Yes, but at the end of the day, those little challenges help us think outside the box,” he replied.

Read the rule.

Don’t use clichés in formal writing, such as essays. Instead of clichés, use original thoughts and more specific language.

[Bracket] the clichés in the following sentences.

1. Those two are certainly a strange pair. Who knows what he sees in her. Love is blind.
2. You’re never going to make them accept you. You can please some of the people some of the time, but you can’t please all of the people all of the time.
3. She’s a bad apple and the apple doesn’t fall far from the tree. Her parents have issues, as well.
4. For Matt the grass is always greener on the other side, but experience is the best teacher.
5. You can’t judge a book by its cover, but in this case, I’ll make an exception.

Revise the the clichés.

In this day and age, using clichés is not a necessary evil.



Writing Style Worksheet #14

Jesse complained, “Ms. Sherril banned me from using parentheses in my essays.” “They can get annoying,” said Ryan. “Okay, I’ll just use dashes or brackets instead.” “Uh, no. Pretty soon you’ll be banned from writing anything.”

Definition and Examples

An *appositive* is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it. If the appositive is nonessential to the meaning of the sentence, parentheses (or commas) are used to signal and separate this identification or explanation. The appositive could be removed without changing the basic meaning of the sentence. **Examples:** An actress, Marta, knew how to project. Jane (the girl with red hair) acted childishly. If the appositive is essential to the meaning of the sentence, no punctuation is used. **Example:** The U.S. president Ronald Reagan was known as “The Great Communicator.”

Read the rule.

Avoid using unnecessary appositives. When you must use an appositive in an essay, use commas, rather than parentheses, to set apart the appositive from the noun or pronoun it modifies.

[Bracket] the appositives, including their punctuation, in the following sentences.

1. Nancy (the pharmacist) advised my mom to buy the over-the-counter brand.
2. Mitchell was talking to Wanda, Lisa’s little sister.
3. By 1786, ten years after the writing of the Declaration of Independence, England was once again our largest trading partner increasing exports (chiefly cotton) and imports (mainly textiles).
4. My sister’s bicycle (a bright green BMX) was stolen off the porch (where she left it).
5. The women, Ms. Mears, paid for our trip (the flight, car rental, and hotel).

Revise the sentence, eliminating the appositive.

Parenthetical remarks should (usually) be avoided.



Writing Style Worksheet #15

“All students should always include citations for their textual evidence, and every pupil must always include whom and where the fact or idea was found, and everyone in our editing group ought to do that as well,” advised Melanie. “Each writer needs to always include the proper credits in their essays,” she advised. “Good reminders, Melanie, but we students will have to always exclude you from our peer editing group unless you get rid of your repetitious writing.”

Definition and Examples

Repetitious writing involves repeating the same ideas, words or synonyms of those words, and sentence structure. Refer to the dialogue above for the following examples:

▪ **Ideas Examples:** “citations for their textual evidence,” “whom and where the fact or idea was found,” “proper credits” ▪ **Words or Phrases Examples:** “always include” ▪ **Subjects Examples:** “students,” “pupil,” “our editing group,” and “write.” ▪ **Predicates and Verb Forms Examples:** “should,” “must,” “ought to,” “need to” “have to” ▪ **Modifiers Examples:** “All,” “every,” “everyone,” “each”

Read the rules.

- Don't repeat ideas.
- Don't overuse the same or synonymous words and phrases.
- Vary sentence structure in terms of subject-verb-object pattern; types of sentences (simple, complex, compound, compound-complex) or (declarative, imperative, interrogative, exclamatory); and sentence length.

[Bracket] the repetitious writing in the following sentences.

1. I like that idea because the concept is a brilliant thought.
2. None of the athletes were ready, and not one of them had prepared.
3. That's a crazy thing to say, and that certainly requires an apology.
4. I went shopping. I left. I came home. It had been an exhausting day.
5. Don't go there. Leave her alone, and stop pestering her. She will come back when she can.

Revise the repetitious writing in this sentence.

Avoid repeating verbs and also avoid repeating verb phrases.



Writing Style Worksheet #16

“My life is a tree. It has deep roots, but it needs to be watered so that it can branch out and touch the sky,” Pablo wrote in his essay introduction. “Wow! That tree needs to be pruned a bit; I would leaf the extended metaphors to your poetry,” I suggested.

Definition and Examples

A metaphor is an implied (suggested) comparison of two unlike things. **Example:** Love is a rose. An extended metaphor continues the comparison through several sentences in a story or through several lines in a poem. **Example:** “Love is a rose, but you better not pick it. It only grows when it’s on the vine. A handful of thorns and you’ll know you’ve missed it. You lose your love when you say the word mine.” (Neil Young)

Read the rule.

Don’t use metaphors or other figures of speech in essays

[Bracket] the intentional fragments in the following sentences.

1. My heart is broken. I feel so blue, but I know that time will heal all wounds.
2. That student is always fishing for compliments. She has absolutely no self-confidence.
3. Life is a journey, but the first step is often the scariest.
4. Working with her study group was worse than swimming in a sea of sharks.
5. She is walking a tightrope with her boss on making a profit and cutting costs.

Revise the intentional fragment.

Even if a metaphor hits a home run, it can be over-played.



Writing Style Worksheet #17

“What does Ms. Stark’s comment mean here on my essay?” asked Bella. “It says, ‘Make your subjects do something.’” “She’s telling you to use the active voice in your essays,” I explained. “Can’t my subjects take a rest and let the verbs do something for them once in a while?” “Very funny, but I’d take her advice.”

Definition and Examples

Verbs have two voices: active and passive:

- In the active voice the subject of the sentence acts upon the verb. For example, in “The students noticed her mistake,” the “students” (the subject) acts upon the verb, “noticed.”
- In the passive voice the subject of the sentence is acted upon by the verb. For example, in “Her mistake was noticed by the students,” the “students” (the subject) receive the action of the verb.

Read the rules.

Use verbs in the active voice to emphasize the importance of the action, rather than that of the subject, or when the passive voice is required to show scientific objectivity. To change the passive voice into active voice, try these 3 strategies:

- Place the subject of the sentence before its predicate (unless the sentence is a question).
- Eliminate the helping verbs and change the verb form if necessary.
- Eliminate the prepositional phrase beginning with the by preposition.

[Bracket] the passive voice verb in the following sentences.

1. I’m afraid that your phone has been damaged by that spilled drink.
2. Ms. Slavin’s test was failed by the majority of the students who failed to study.
3. The purpose of the assembly is still being evaluated by Student Council, but most students support anything that will get them out of class.
4. By the time they arrive, the choices will already have been made.
5. If the decision is left to her, she will choose what has been done countless times before.

Change the passive voice verb to active voice.

The passive voices to be avoided by you if it can be helped.



Writing Style Worksheet #18

“Mr. Smith says that I shouldn’t use thought-provoking questions in my thesis statements,” said Issa. “My thesis is ‘Do people really want to be successful and happy?’” “Well, it is called a thesis statement, not a thesis question,” Mandy replied. “Plus, doesn’t the answer appear in the question itself?” “Oh, I get it. It’s one of those rhetorical questions.”

Definition and Examples

A rhetorical question is a statement formed as a question. Rhetorical questions can be manipulative because they are designed to appear objective and open-ended, but may actually lead the reader to a foregone conclusion.

The rhetorical question takes several forms:

- It may answer itself and require no response. **Example:** Do people want to be successful?
- It may be used to provoke thought. **Example:** What if this generation could solve hunger?
- It may be used to state the obvious. **Example:** Can students try a bit harder next time?
- It may have no possible answer. **Example:** What if there is no answer to this problem?

Read the rule.

Don’t use rhetorical questions as thesis statements. Conclusion paragraphs may include rhetorical questions to provide questions for further study beyond the essay itself.

[Bracket] the intentional fragments in the following sentences.

1. How could they know? Why are the couples traveling to Europe for business?
2. Without the tools the project was impossible to complete. Why bother? Does this project have a purpose?
3. What is the message within that painting? What if all works of art meant something?
4. If love is the answer, what is the question? Why do people fall in love? Does everyone do so?
5. What happens when dreams are delayed? Can dreams be real? Or are dreams simply dreams?

Revise the intentional fragment.

Of what use are rhetorical questions?



Writing Style Worksheet #19

“My teacher wrote, ‘Hyperbole’ in the margin of my essay. I’m not sure what she meant,” said Marci. Tom asked, “Are you referring to your one-of-a-kind, magnificent essay, which was vastly superior to that of every other student in this class?” “That’s the hardest question anyone has ever had to answer!” exclaimed Marci. “Hmm... Maybe I do tend to make things bigger than they need to be.” Tom smiled and said, “That is not an overstatement.”

Definition and Examples

Hyperbole is an intended or unintended exaggeration used to make a point. It is not a literal statement, nor a slight exaggeration; it is an over-exaggeration. In fact, *hyper* is a Greek root, meaning over. **Example:** In sunny California, it rains only once in a million years.

Read the rule.

While hyperbole is used often in everyday speech, in literary dialogue and description, and in poems and songs, it may not be used in formal essays or reports.

Formal essays and reports depend upon objectivity and evidence. If a writer stretches some facts or makes unwarranted generalizations with hyperbole, the reader may question other facts or analysis which are presented as is, without exaggeration. Additionally, when a writer uses hyperbole, the reader may doubt whether the author is being fair and even-handed. Or the reader may assume that the writer is being manipulative.

[Bracket] the hyperbole in the following sentences.

1. That Mr. Hodgkins thinks his is the only class at this school. He gives a ton of homework.
2. I’m dying to get into that university. There’s no place I’d rather be.
3. That complete snob expects everyone to worship at his feet!
4. I’d walk a thousand miles to see that once-in-a-lifetime lunar eclipse.
5. The world champion Golden State Warriors seemed to have unlimited talent.

Revise the sentences, eliminating the hyperbole.

Avoid exaggeration; it only works once in a million years.

Writing Style Worksheet #20

“Mr. Parkins, I don’t understand your comment on my essay. It says, ‘Wordy.’” “Wordiness means using too many words to say too little, Elton.” “Mr. Parkins, you said our essay had to be 700 words. I’ve got 702. How can it be ‘wordy’ when it only has two extra?” “Elton, this essay has more padding than my overstuffed pillows. You turned a 500-word essay into 702 words. Better to be too short than too long.”

Definition and Examples

Learning how to write concisely (briefly) and efficiently is important. When wording is added which does not contribute meaning, teachers call this padding. Padding includes needless or repetitive information included in order to fill up a page. When too many words are used to communicate that which could be said more concisely, teachers call this wordiness. Often, a wordy writer uses noun constructions, rather than simple verbs. **Examples:** Instead of for the production of, the writer might say produce.

Read the rule.

Avoid using useless noun phrases, especially ones which begin with prepositions. Instead, use specific nouns and verbs to write concisely (briefly).

[Bracket] the intentional fragments in the following sentences.

1. For the purposes of this writing, I will share these very interesting documents.
2. The majority of most of my friends urged me not to speak at this point in time.
3. I told them of each and every circumstance with the exception of five instances.
4. During the course of the investigation in an effort to tell the truth, he did an interview.
5. The audience could not hear at all what the speaker said.

Revise the intentional fragment.

Cease, desist, and stop wordiness.



Writing Style Worksheet #21

“Why do we have to avoid using too many *There* and *Here* words at the beginning of sentences?” Peja asked. “There are reasons for that. Here they are,” Chiang said. “I’m waiting. What’s the problem with using those sentence starters?” “Avoid using meaningless words as sentence starters.” “You didn’t answer my question.” “I did. I told you *why* and showed you *how*.”

Definition and Examples

Using *There* or *Here* + a “helping verb” (has been, had been, will be, shall be, should be, would be, can be, could be, may be, might be, must be) or a “linking verb” (is, are, was, were) is rarely necessary and provides no additional meaning to a sentence. **Example:** There are the three students waiting over there. This sentence can be changed to... The three students wait over there. **Example:** Here is the blue pen to use to write your grandmother. This sentence can be changed to... Use the blue pen to write your grandmother.

Read the rule.

Avoid beginning sentences with *There* or *Here* + a “helping verb” or a “linking verb.” Revise to eliminate these words. To delete the unnecessary *There* or *Here* word, place the subject of the sentence at the beginning with or without its article (a, an, or the) and change the verb form as needed.

[Bracket] the meaningless words used as sentence starters in the following sentences.

1. Here are plenty of samples to try.
2. There is evidence to suggest that the owner knew that the painting was worthless.
3. There were reasons for his actions, but we were never told what they were.
4. Here is the envelope you were looking for in my desk.
5. There will be consequences to your failures to act on his advice.

Revise the intentional fragment.

There are good reasons to avoid starting sentences with *There* and *Here*.



Writing Style Worksheet #22

“That was quite the party last night!” Bebe said. “Yes, a good time was had by all,” Sergio said. “But it was over before it really began.” “You love your formulaic phrases, Sergio.” “Once I find something that works, it’s all good.”

Definition and Examples

A formulaic phrase is a commonly used expression. **Example:** In this day and age, most people know that you can’t be too careful. The formulaic phrase is closely related to an idiom (or idiomatic expression). **Example:** She walked through the door. Both are considered to be figures of speech

In both formulaic phrases and idioms, the individual words may not mean exactly what they say. Both types of expressions often suggest, but do not state, certain attitudes. The differences are that the formulaic phrase is considered over-used, but an idiom is not, and the formulaic phrase may shift its wording to suit its purposes, but an idiom does not change.

Read the rule.

Don’t use idiomatic expressions or idioms in essays.

[Bracket] the formulaic phrases in the following sentences.

1. No one would support that idea. You know what I mean?
2. I know what he meant, but these days you just can’t say that.
3. I’ll reconsider what you say, but at the end of the day I’ll have to make my decision.
4. We all know what that sort of thing can lead to, don’t we?
5. It’s this, that, or the other, don’t you think?

Revise the sentence to eliminate the formulaic phrase.

It goes without saying to avoid using formulaic phrases.



Writing Style Worksheet #23

“I’ve never been no snitch!” Wallace said. “So you’re saying that you have been a snitch. You used a double negative. Didn’t you learn in math that a double negative is a positive?” asked Tess. “Math don’t teach us nothing about English, Tess.” “I’d have to agree with you, Wallace.”

Definition and Examples

Non-standard English often differs from Standard English because of regional or cultural dialects. One form of Non-standard English is the double negative. In Non-standard English the double negative is used to emphasize the negative; however, in Standard English the double negatives can cancel each other out and form a positive. **Example:** I do not have no excuses. Standard English Revision: I do not have any excuses.

Read the rule.

Don’t use double negatives in essays or reports.

[Bracket] the double negatives in the following sentences.

1. Don’t tell me nothing about that situation. I don’t want to know anything.
2. Never tell nobody about your plans, so you won’t disappoint anyone.
3. Well, I don’t want not to come visit you.
4. I misplaced my phone. I can’t find it nowhere.
5. She is not unhelpful, but she doesn’t have a noice not to help when asked.

Revise the intentional fragment.

Never write no double negatives.



Writing Style Worksheet #24

“They didn’t take the donuts,” Rhett told his teacher. “To whom are you referring? the teacher asked. “Those kids who make us get into trouble with their friends like they do all the time. You should punish them.” “That’s horrible,” the teacher responded. “But it’s hard to punish vague pronoun references.”

Definition and Examples

A *vague* pronoun does not clearly identify its antecedent. An *antecedent* is the noun or pronoun that the pronoun refers to or re-names. Vague pronouns usually consist of four types:

1. More than one antecedent could match the pronoun. Revise by repeating the noun. **Example:** Dishes were on the tables, but we didn’t need them. *Fishes* were on the tables, but we didn’t need the dishes.
2. Demonstrative pronouns (this, that, those, or those) are used on their own. Revise by adding a noun following the pronoun. **Example:** That is beautiful. That painting is beautiful.
3. The antecedent is an adjective. Revise by changing the pronoun reference from an adjective to a noun. **Example:** I called Jesse’s work Jesse’s, but he never answered.
4. The pronoun has no antecedent. Revise by adding the antecedent. **Example:** Although he was extremely rich, he didn’t spend it. Although he had money, he didn’t spend it.

Read the rule.

Pronouns must clearly identify their antecedents. Keep pronoun references close to their antecedents.

[Bracket] the vague pronouns and antecedents in the following sentences.

1. I love art galleries, especially paintings. These seems to be from the Italian artists.
2. The books were already on the students’ desks, but we didn’t need them.
3. I asked to speak to Meribel’s father, but she would not talk to me.
4. Please get your paper out of your backpack and pass it forward.
5. His math teachers taught him, but he didn’t use it in his job.

Revise the vague pronoun to clearly identify its antecedent.

Keep pronoun references close to subjects in long sentences to make them clear.



Writing Genre Worksheet #1

Sensory/Descriptive

Definition: The sensory/descriptive writing genre explores and describes ideas and feelings.

Directions: Change the form of the following excerpt to a poem in the spaces provided below the text. The poem does not have to rhyme, but must be descriptive, using some of the five senses: taste, touch, smell, sound, or sight.

The Trojan Horse

For ten long years the Greeks had tried to conquer the city of Troy without success. The

city walls were so thick and high that the Greeks could not enter the Trojan fortress through

force. Then one day the Greeks thought of a clever plan. They built a giant, wooden horse with a

hollow belly. A small group of Greek soldiers climbed into the hollow opening and sealed it up.

The wooden horse was then wheeled to the front of the city gates. Meanwhile, the rest of the

Greeks went back to their ships and appeared to sail away.

Thinking that the horse was a gift left to honor the brave people of Troy, the Trojans

brought the horse into their city and began to celebrate. In the early hours of the morning, while

everyone was asleep, the Greeks unsealed the belly of the horse, and climbed down from it.

Silently, they killed the Trojan guards at all the city gates. The gates were then opened and the

Greeks, who had only pretended to sail for home, captured the city and won the Trojan War.



Writing Genre Worksheet #2

Imaginative/Narrative

Definition: The imaginative/narrative writing genre tells what happened in either a fictional or non-fictional form.

Directions: Change the form of the following excerpt to a diary account, told in the first person, using *I, me, we, us, my, mine, our, ours* pronouns, in the spaces provided below the text.

The Trojan Horse

For ten long years the Greeks had tried to conquer the city of Troy without success. The

city walls were so thick and high that the Greeks could not enter the Trojan fortress through

force. Then one day the Greeks thought of a clever plan. They built a giant, wooden horse with a

hollow belly. A small group of Greek soldiers climbed into the hollow opening and sealed it up.

The wooden horse was then wheeled to the front of the city gates. Meanwhile, the rest of the

Greeks went back to their ships and appeared to sail away.

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everyone was asleep, the Greeks unsealed the belly of the horse, and climbed down from it.

Silently, they killed the Trojan guards at all the city gates. The gates were then opened and the

Greeks, who had only pretended to sail for home, captured the city and won the Trojan War.



Writing Genre Worksheet #3

Informative/Practical

Definition: The practical/informative writing genre explains and interprets facts.

Directions: Change the form of the following excerpt to a present-day police report in the spaces provided below the text.

The Trojan Horse

For ten long years the Greeks had tried to conquer the city of Troy without success. The

city walls were so thick and high that the Greeks could not enter the Trojan fortress through

force. Then one day the Greeks thought of a clever plan. They built a giant, wooden horse with a

hollow belly. A small group of Greek soldiers climbed into the hollow opening and sealed it up.

The wooden horse was then wheeled to the front of the city gates. Meanwhile, the rest of the

Greeks went back to their ships and appeared to sail away.

Thinking that the horse was a gift left to honor the brave people of Troy, the Trojans

brought the horse into their city and began to celebrate. In the early hours of the morning, while

everyone was asleep, the Greeks unsealed the belly of the horse, and climbed down from it.

Silently, they killed the Trojan guards at all the city gates. The gates were then opened and the

Greeks, who had only pretended to sail for home, captured the city and won the Trojan War.

Writing Genre Worksheet #4

Analytical/Persuasive

Definition: The analytical/persuasive writing domain examines an idea or issue with an analytical or argumentative thesis or claim.

Directions: Change the form of the following excerpt to analyze why the Greeks won the Trojan War in the spaces after the story. The beginning of your essay has been provided.

The Trojan Horse

For ten long years the Greeks had tried to conquer the city of Troy without success. The city walls were so thick and high that the Greeks could not enter the Trojan fortress through force. Then one day the Greeks thought of a clever plan. They built a giant, wooden horse with a hollow belly. A small group of Greek soldiers climbed into the hollow opening and sealed it up. The wooden horse was then wheeled to the front of the city gates. Meanwhile, the rest of the Greeks went back to their ships and appeared to sail away.

Thinking that the horse was a gift left to honor the brave people of Troy, the Trojans brought the horse into their city and began to celebrate. In the early hours of the morning, while everyone was asleep, the Greeks unsealed the belly of the horse, and climbed down from it. Silently, they killed the Trojan guards at all the city gates. The gates were then opened and the Greeks, who had only pretended to sail for home, captured the city and won the Trojan War.

The Greeks won the Trojan War because _____



Essay Paragraph Structure: Numbering the Essay

Both argumentative and informational/explanatory essays include introductory, body, and concluding paragraphs. Writers use a variety of paragraph structures to convince and inform their readers. Using a numerical hierarchy (an organization using numbers to show the relationship between sentences) can prove useful in writing paragraphs and recognizing how texts are structured.

The following numerical hierarchy uses the numbers 1–6. A simple way to understand how the hierarchy works is the following:

- In the introductory paragraph, the (2) *talks about* the (1) sentences.
- In the body paragraphs, the (5) *talks about* the (4) sentences, which *talk about* the (3) sentence. The (3) sentence *talks about* the (2) sentence from the introductory paragraph.
- In the conclusion paragraph, the TR (thesis re-statement) *talks about* the (2) sentence from the introductory paragraph. The (6) sentences *talk about* the TR and comment on the essay as a whole.

It's important to note that the numbers 1–6 each may be more than one sentence.

The Essay Numerical Hierarchy

Introductory Paragraph

(1) Introduction Strategies

(2) Thesis Statement (Claim)

Body Paragraphs

(3) Topic Sentences

(4) Major Details, Concrete Details, Evidence

(5) Minor Details, Commentary, Analysis

Conclusion Paragraph

(TR) Thesis Re-statement

(6) Conclusion Strategies



Essay Paragraph Structure Worksheet #1

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 Writers 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.



Essay Paragraph Structure Worksheet #2

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

Running 100 miles in one stretch seems beyond the imagination of most Americans. These lengthy endurance runs continue to grow in popularity throughout the country. Triathlons also draw many athletes to compete in three difficult events. Running, swimming, and biking require months of difficult cross-training to prepare for these events. American sports enthusiasts have found challenging new events for which to train.

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

With an active volcano frequently lighting up the evening sky, residents and visitors see nature in action. Hawaii has become a major tourist attraction due to its natural wonders. Waikiki has miles of white sand and gentle surf. Hawaiian beaches never fail to impress tourists. Residents have evacuated their homes on several occasions since Hawaii became a state.

Essay Paragraph Structure Worksheet #3

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

Television commercials use different strategies to convince children not to smoke. One strategy consists of the scare tactic. Film of people smoking through holes in their necks shows viewers what might happen as a result of cancer surgery. Another strategy uses role models. Pictures of celebrities who have died due to smoking-related illnesses give evidence that even the rich and famous get hurt by tobacco. An additional strategy involves memorable songs and sayings. Commercials use slogans such as “Don’t let your life go up in smoke” to argue that smoking will lead to death.

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

The restaurant dinner may include a special dish such as Beef Wellington. Some families celebrate by going out to a special dinner at a fine restaurant. Cake and ice-cream highlight a party given in the family home. Birthday celebrations differ throughout America. Most Americans prefer chocolate cake and vanilla ice-cream. Others enjoy vanilla cake and chocolate ice-cream.

Essay Paragraph Structure Worksheet #4

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

Fast food restaurants have gained greater popularity in recent years. To elaborate, more Americans are eating in fast food restaurants than ever before. Today, over 75% of Americans eat in a fast food restaurant every month, compared to 23% in 1970. Although restaurant chains such as McDonald's have always been popular, even more Americans are dining at these places more often. McDonald's commercials claim that one out of every seven Americans starts their morning with breakfast at their restaurants. Burger King representatives state that twice as many Americans eat twice more often at its restaurants than a mere decade ago.

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

Action movies such as the *Spiderman* series remain popular. Science fiction movies such as *Inception* continue to sell well at the box office. Americans especially enjoy three genres of movies. The Hollywood formula of "boy meets girl, boy loses girl, boy re-gains girl" always pleases. Frequently, these adventure movies follow with successful sequels. Generally, older teenagers and young adults seem to enjoy these science fiction shows. Romantic comedies including such stars as Jennifer Aniston never fail to succeed.



Essay Paragraph Structure Worksheet #5

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

The New York Yankees have won more pennants and World Series than any other baseball team. In fact, the Yankees have appeared in more post-season games than the rest of their division rivals put together. Truly, this team remains the best and most popular franchise in Major League Baseball. No other team can claim as many fans world-wide. Television ratings sky-rocket when the Yankees play on the game of the week.

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

Having respect for one's elders helps to maintain traditional values. Parents should also learn to not provoke their children. Obedience teaches respect for authority. Understanding life from a child's viewpoint can assist parenting decisions. Both children and parents have responsibilities toward one another. Children should learn to obey their parents.



Essay Paragraph Structure Worksheet #6

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

Republicans believe in limiting the role of government. Stressing lower taxes, support for businesses, and greater local and state decision-making remain key political positions of this party. The Democrats see the need for an expanding role of government in modern America. Citing the growing gap between the rich and poor, this party strives for political, economic, and social equality.

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

Finally, video gaming requires hand-eye coordination and excellent minor motor skills. Next, to beat a game level, players must have the fine-tuned ability to concentrate for extended periods of time. Video games help to produce many valued learning skills. First, players must develop timely decision-making skills.

Essay Paragraph Structure Worksheet #7

Directions: Number the following essay to practice the order of sentences.

The “Golden Rule” represents a traditional value taught by most of the world’s great religions. Simply put, “Do unto others as you would have them do unto you” encourages kindness, respect, and selfless behavior. Teachers throughout America should ensure that their students learn and practice this rule.

Kindness needs an opportunity for practice in the school setting. Students must learn to treat each other with care. For example, students can practice kindness by learning how to use constructive criticism in which one student may evaluate the work of another student with first a compliment, and then a suggestion for improvement. Caring for pets in the classroom can provide another way for students to develop the character of kindness. For example, feeding and cleaning the cage of a classroom guinea pig can soften the heart of any fourth-grader.

Respect develops when students feel respected. When teachers treat the opinions of young people as equally worthy alongside their own opinions, students feel that they matter as individuals. In other words, modeling respect teaches students to treat their classmates as worthy individuals. Mutual respect encourages students to express their individuality.

Selfless behavior most consistently develops in classrooms that practice the “Golden Rule.” When a student benefits by another’s self-sacrifice, he or she learns humility. Humility places the needs of another above one’s own needs. A student is more likely to consider a fellow classmate’s needs and feelings when that classmate has demonstrated selfless behavior. For example, when one child shares her crayons, other children will generally do the same.

Teaching the “Golden Rule” through modeling and practice can develop positive values in schoolchildren. Most importantly, its use will inspire kindness. The present world could certainly benefit from a generation trained to act kindly toward others. Perhaps national leaders should treat other national leaders as they would want to be treated in the next world crisis.



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



Types of Evidence Worksheet #2

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

Types of Evidence: FE SCALE C

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

- ___ 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, even with 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.



Types of Evidence Worksheet #3

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

Types of Evidence: FE SCALE C

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

Foreign travel helps people learn about themselves. 1. ___ In order to know whom one is, one must first learn from where one came. 2. ___ Researching one's roots places that person in the context of history, much like finding out where a single jigsaw puzzle piece fits to complete the whole puzzle. Only travel offers the complete solution to that puzzle.

3. ___ Doing primary research on one's family is called *genealogy*. Genealogy has become an extremely popular hobby and researching on-scene is very rewarding. Many travelers decide to visit their ancestors' homeland on their first trip abroad. 4. ___ Say if one's grandparents came from Scotland, the traveller might decide to begin foreign travel in that country. 5. ___ Ric Smeeves, travel expert, comments, "Walking where your ancestors once walked gives you an up-close understanding of their geography, culture, climate, and history." 6. ___ Finding an original marriage license, baptism record, or property deed almost brings that relative back to life.

More and more people are using travel for research. 7. ___ Some argue that now with the vast genealogical resources of the computer, foreign travel is no longer necessary. However, seeing a copy of an original document online does not match the feeling of holding it in one's hands; watching a YouTube video clip does not produce the tastes of local cooking or smells of the ancestral town. Nothing replaces the experience of foreign travel. 8. ___ In fact, applications for passports have increased by over 300% in the last decade alone.



Types of Introduction Strategies Worksheet #1

Directions: Identify the number of the introduction strategy that best matches the bolded text which follows in the space provided before each sentence from the introductory paragraphs of the *Declaration of Independence* by Thomas Jefferson. Also, label TS for the thesis statement.

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**tatling 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.**

Types of Introduction Strategies Worksheet #2

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 selection from *The Federalist Papers #1* by Alexander Hamilton.. Also, label TS for the thesis statement.

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**tatling 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. ___ **After having experienced the problems of the current federal government,** you are called upon to consider a new Constitution for the United States of America. 2. ___ **This subject is so important that the existence of the country, its safety and welfare, and the future of the most interesting government in the world depends on this decision.** 3. ___ **It has been frequently said that it seems to have been left to the people of this country, by their behavior and example, to decide the important question of whether people are really capable or not of establishing good government from their own ideas and choices, or whether they are forever destined to have their government decided for them by accident and force.** 4. ___ **If there is any truth in this statement, now is the time to choose a new government.** A wrong decision may, in this view, deserve to be considered as the general misfortune of mankind.



Types of Introduction Strategies Worksheet #3

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 selection from the *I Have a Dream* speech by Doctor Martin Luther King, Jr. Also, label TS for the thesis statement.

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**tartling 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. ___ There are those who are asking the devotees of civil rights, **“When will you be satisfied?”** We can never be satisfied... until justice rolls down like waters and righteousness like a mighty stream.

2. ___ **One hundred years ago, a great American, in whose symbolic shadow we stand today here at the Lincoln Memorial, signed the Emancipation Proclamation.**

3. ___ **This presidential order to free the slaves came as a great ray of hope to millions of slaves, who had been burned in the flames of terrible injustice.** 4. ___ It came as a joyous daybreak to end **“the long night of their captivity.”** 5. ___ **But one hundred years later, the colored America is still not free.** 6. ___ **One hundred years later, the life of the colored American is still sadly crippled by the chains of segregation (the legal separation of the races) and the chains of discrimination (the negative treatment based upon race).**

One hundred years later, the colored American lives on a lonely island of poverty in the midst of a vast ocean of wealth. One hundred years later, the colored American is still left without hope in the corners of American society and finds himself an exile in his own land.

7. ___ **So we have come here today to dramatize a shameful condition.**

Types of Conclusion Strategies Worksheet #1

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 following excerpt from the *Declaration of Independence* by Thomas Jefferson. Also, label TR for the thesis restatement.

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.

1. ___ 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, 2. ___ 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; 3. ___ 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.



Types of Conclusion Strategies Worksheet #2

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 following excerpt from the *Federalist Papers* by Alexander Hamilton. Also, label TR for the thesis restatement.

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.

1. ___ It may perhaps be thought unnecessary to offer arguments to prove the importance of remaining one country; a point, no doubt, deeply engraved on the hearts of everyone in every state, and one, which it may be imagined has no enemies. But the fact is that we already hear it whispered in the private circles of those who oppose the new Constitution, that the thirteen states are too large for any one government, and that we must have separate governments for the different states. 2. ___ This idea will, in all probability, be gradually spread, until it has enough people to speak out for this proposal. 3. ___ For nothing can be more clear to those who are able to take an enlarged view of the subject that the choice is between the new Constitution or breaking up this country into individual states. 4. ___ It will therefore be of use to begin by examining the advantages of that Union, the certain evils, and the probable dangers, to which every state will be exposed from breaking it up into parts. This shall accordingly constitute the subject of my next address.



Types of Conclusion Strategies Worksheet #3

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 selection from the *I Have a Dream* speech by Doctor Martin Luther King, Jr. and the following commentary. Also, label TS for the thesis statement.

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. **A**rgument **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.

1. “___ When we let freedom ring, when we let it ring from every poor housing development and every town, from every state and every city, 2. ___ we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, 3. ___ will be able to join hands and sing in the words of the old spiritual song, ‘Free at last, free at last. Thank God Almighty, we are free at last’” (King, Jr.).

4. ___ The most important point of King’s speech emphasized the need to continue making progress toward an equal America. 5. ___ Americans should have followed his advice. Shortly after his speech, Martin Luther King, Junior was shot dead. 6. ___ In fact, it can be concluded that King’s ideas truly cost him his life. 7. ___ Some might argue that King was ahead of his time, and that his ideas were revolutionary; however, the 1960s were a time of accelerated change, and now some Americans think that King did not go far enough in his proposals to end racial discrimination. 8. ___ As a whole, King’s ideas presented in his *I Have a Dream* speech summarize the dreams of most Americans for a more free and equal America.



Sentence Structure Worksheet #1: Simple Subject

Definition: The simple subject is the common noun, proper noun, or pronoun that the verb acts upon. The subject is the “do-er” or the “be-er” of the sentence. It tells whom or what the sentence is about. When additional words help name or describe the simple subject, this is known as a complete subject.

Examples: *A nurse* assisted the patient. Simple Subject
The police officer helped prevent the accident. Complete Subject

Writing Hints

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration. The simple subject of the sentence is not part of a prepositional phrase. Frequently, in imperative sentences, the simple subject, “you,” is implied (suggested, not stated).

Directions: Circle the simple subjects found in the story below. Add in any implied subjects.

Vacationing in Mexico, an experienced traveler will visit three famous cities. Tasco, known as the “Silver City” because of its rich silver mines, welcomes thousands of tourists each summer to see its timeless architecture. The cathedral impresses visitors from around the world. A second city, Guadalajara, shows off its rich colonial heritage. Having one of the most beautiful town squares, this city gives any traveler a complete history of Mexico. If given the opportunity, do not hesitate to visit the capital. Mexico City has many sites of archeological importance, including pyramids of the Aztec Empire. A trip to Mexico connects the traveler with his or her historical roots, as a North American.

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

Directions: Write your own sentence with a simple subject.



Sentence Structure Worksheet #2: Compound Subject

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.

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,” Writed of the best National Basketball Association players, or the United States hockey team, Writed 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.

Directions: Write your own sentence with a compound subject.



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 #4: Compound Predicate

Definition: The compound predicate consists of two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the “do-er” or the “be-er” of the sentence. The compound predicate shows a physical or mental action or it describes a state of being.

Examples: Michael *fell* and *hurt* his hand.
She *had become* and still *remained* a young lady.
They *should have asked* but then *listened* to me.

Writing Hints

To find the compound predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. A connecting word such as “and,” “or,” or “but” is usually placed between the verbs.

Using compound predicates can help your writing become more concise (to express much in a few words), clear, and readable.

Example: Instead of the following: *Rob studied the textbook for the exam. Then, he practiced the vocabulary for the exam. After practicing the vocabulary, he memorized the poem—all to prepare for the exam.* Try a compound predicate such as this: *Rob studied the textbook, practiced the vocabulary, and memorized the poem to prepare for the exam.*

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

Of all the books by Mark Twain, two works stand out and are remembered as his best. Twain’s description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. After reading this book, one will learn what the phrase “Mark Twain” means. A second novel, *Huckleberry Finn*, teaches and preaches about how badly people can treat each other. The book’s hero, Huck Finn, wrestles with and eventually triumphs over the evils of slavery.

Directions: Re-write the following sentences into one sentence with a compound predicate. Debbie walked into the room. Next, she sat down in the chair. Then, she heaved a sigh of relief.

Write your own sentence with a compound predicate.



Sentence Structure Worksheet #5: Simple Sentence

Definition: A simple sentence has one independent clause and no dependent clause. An independent clause simply means that there is a subject and a predicate that expresses a complete thought. A dependent clause means that there is a subject and a verb that does not express a complete thought.

Example: Janie and George left their assignments at home.

Writing Hints

Complete sentences can be identified by their purposes.

A **declarative** sentence makes a statement and has a period as ending punctuation.

Example: Joanna went shopping at the mall.

An **interrogative** sentence asks a question and has a question mark as ending punctuation.

Example: Would you mind cooking your own dinner tonight?

An **imperative** sentence gives a command or makes a request and has a period as ending punctuation.

Examples: Don't tell me what to do. Command
Mother, sing a song for us. Request

An **exclamatory** sentence expresses surprise or strong emotions and has an exclamation point as ending punctuation.

Example: I can't believe you said that!

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.

Directions: Identify the following simple sentences as declarative, interrogative, imperative, or exclamatory in the space provided. The ending punctuation has been omitted.

Look at me when I talk to you. _____

That answer really shocked me. _____

Why should I have to wait? _____

Tom asked me a question. _____

Please pass the chocolates. _____

Write your own simple sentence.

Sentence Structure Worksheet #6: Compound Sentence

Definition: A compound sentence has two or more independent clauses but no dependent clauses. An independent clause simply means that there is a subject and a predicate that expresses a complete thought. A dependent clause means that there is a subject and a verb that does not express a complete thought.

Example: Ken asked his teacher for his homework, but he didn't follow her advice.

Writing Hints

The independent clauses are joined by either a semi-colon or a comma, then a coordinating conjunction (FANBOYS: *for, and, nor, but, or, yet, so*).

Having a variety of sentence lengths is a mark of good writing. Compound sentences help clarify the relationship between independent clauses.

Remember, compound subjects or predicates are not the same as compound sentences. A compound sentence certainly can have compound subjects or predicates.

Directions: Use the coordinating conjunctions (FANBOYS) to join together the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

I enjoy watching old television shows the new ones are better

Do you want vanilla do you want strawberry

Directions: Use a semi-colon to join together the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

No one really wants to go they just feel like they must attend

This route takes too long there must be another way

Directions: Write your own compound sentence.

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.



Sentence Structure Worksheet #8: Compound-Complex Sentence

Definition: A compound-complex sentence has two or more independent clauses and at least one dependent (subordinate) 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.

Writing Hints

Dependent clauses can be placed at the start, in the middle, or at the end of sentences.

Directions: Re-write the following independent clauses and dependent clauses into compound-complex sentences in the spaces below. Change the order as needed.

John told a campfire story the campers roasted marshmallows after the sun set

the captain knew the sailor the sailor did not recognize him since the captain had a beard

although he knew better she just would not listen he could not teach her

wherever he went he had to carry it in his hands The pack's strap was broken

Directions: Write your own compound-complex sentence.



Sentence Structure Worksheet #9: Sentence Fragment

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 without subject and verb), or a list of related words.

Writing Hints

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

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

Remember: A complete sentence—

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

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

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

Sentence Structure Worksheet #10: Sentence Fragment

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 without 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.

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.

Sentence Structure Worksheet #11: 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

Learn to recognize sentence run-ons to be able to effectively proofread your own writing. A comma combining two sentences is called a comma splice.

Directions: In the paragraph below, underline the sentence run-ons.

Mohandis K. Gandhi has been called the most important Indian leader of this century, his ideas about non-violent protesting helped unite the entire nation of India against the British Empire. Because millions of Indians refused to cooperate with the British government. Gandhi demanded independence from foreign rule. Gandhi's ideas also influenced the Reverend Martin Luther King, Jr. in the United States both men were murdered for their views. Non-violent protests and boycotts (to refuse to participate) against businesses and government agencies that practiced segregation (to separate the races) in the 1950's and 1960's. King learned much from Mohandis K. Gandhi so did many Americans.

Directions: Now, re-write any of the above sentence run-ons as complete sentences in the spaces below.



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:

- Separate the run-on into two or more sentences.
Example: Luis told his brother he told his sister, too. Run-On
Luis told his brother. He told his sister, too. Complete
- Add a semi-colon between the clauses.
Example: Mary let him have it, she knew what she was doing. Run-On
Mary let him have it; she knew what she was doing. Complete
- Add a comma, then a conjunction after the first sentence.
Example: I like her, she doesn't like me. Run-On
I like her, but she doesn't like me. Complete
- Add a subordinating conjunction to one of the clauses.
Example: Max was injured, he was still the best. Run-On
Even though Max was injured, he was still the best. Complete
- Change the second clause to a phrase starting with an *ing* word.
Example: They went to school, they looked for him. Run-On
They went to school looking for him. Complete

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.



Essay Skills Worksheet Answers

Transition Worksheet #1: 1. refers to 2. in other words 3. consists of 4. in particular 5. is equal to 6. means

Transition Worksheet #2: 1. is like 2. For example 3. specifically 4. including 5. for instance (for example) 6. such as

Transition Worksheet #3: 1. Considering (Regarding) this 2. even 3. lest 4. in order to 5. so 6. For this purpose (With this intention)

Transition Worksheet #4: 1. Being that 2. Given that (To that end) 3. implied 4. infer 5. In view of (Given that) 6. means that

Transition Worksheet #5: 1. Just like 2. Likewise (Similarly) 3. in comparison 4. In the same manner (Likewise) 5. So too (Likewise) 6. Similarly (Like wise, So too)

Transition Worksheet #6: 1. Whereas (Although, Granted, Admittedly) 2. Nevertheless (However, Still, Granted, Notwithstanding, Regardless) 3. However (Still, Granted, Admittedly) 4. rather 5. On the other hand (However, But, Nevertheless, 6. But even so (Yet, Nevertheless, Regardless, Admittedly, Nonetheless)

Transition Worksheet #7: 1. As a result (Consequently, As a consequence, Thus, So, Accordingly) 2. therefore (hence, as a result, so, accordingly) 3. Due to (Owing to) 4. In view of 5. led to 6. because

Transition Worksheet #8: 1. On the whole (In conclusion) 2. As one can see (In any event) 3. therefore (in any event, in any case) 4. At any rate (In the final analysis) 5. For these reasons (In the final analysis) 6. In any case (At any rate, In the final analysis)

Transition Worksheet #9: 1. as well as (plus) 2. Also (Additionally, Plus, Furthermore, Moreover) 3. What is more (Also, Additionally, Plus, Furthermore, Moreover) 4. Besides 5. Furthermore (In addition, Additionally, Plus, Moreover, What is more) 6. Plus (In addition, Additionally, Furthermore, Moreover, What is more)

Transition Worksheet #10: 1. To start with (First of all) 2. Before 3. first 4. following 5. Subsequently (Afterwards) 6. finally

Transition Worksheet #11: 1. Recently (At that time) 2. Now 3. Previously 4. Since then 5. simultaneously 6. Eventually

Essay Skills Worksheet Answers

Error in Reasoning Worksheet #1: Synonyms The writer substitutes *dictatorship* for *undemocratic*. However, not all undemocratic forms of government are the same as dictatorships.

Error in Reasoning Worksheet #2: Non Sequiturs The conclusion that “the sky must be made of ocean water” does not follow logically from the facts presented.

Error in Reasoning Worksheet #3: Red Herrings The statement “the world has always had its share of poor people” attempts to distract the reader from the issue of poverty as the most important world problem.

Error in Reasoning Worksheet #4: Unsupported Generalizations The fact that specific children who have blonde hair are good athletes does not justify the broad generalization that “All blonde children excel at sports.”

Error in Reasoning Worksheet #5: Poisoning the Well The president’s argument that reducing taxes will encourage taxpayers to spend more money is weakened by the comment that all leading economists have criticized the plan.

Error in Reasoning Worksheet #6: Cause and Effect Sneezing after a commercial is a matter of coincidence. Commercials do not cause sneezing. There is no logical cause-effect connection.

Error in Reasoning Worksheet #7: Begging the Question The statement assumes an advisory document requires homeowners to agree to the advice.

Error in Reasoning Worksheet #8: Either-Or The statement ignores other options that true Americans might choose.

Error in Reasoning Worksheet #9: Comparisons The price of tea and gas are unrelated issues and cannot be compared.

Error in Reasoning Worksheet #10: Questionable Authority In the first example, the expert is non-specific. In the second example, a mathematician is not an expert in matters of love.

Error in Reasoning Worksheet #11: Contradictions Skateboard injuries contradict the claim that the sport is completely safe.

Error in Reasoning Worksheet #12: Inconsistencies The arguments that children should be required to wear helmets while riding bicycles, but not while in-line skating, are not in agreement.

Essay Skills Worksheet Answers

Error in Reasoning Worksheet #13: Omission The fact that the Folsom High School Band is the only band in the city has been omitted.

Error in Reasoning Worksheet #14: Oversimplification This oversimplification ignores the complicated components such as baseball strategy, substitutions, and statistical probability.

Error in Reasoning Worksheet #15: Sampling Only about 20 dentists were surveyed as part of the sample group—hardly enough people upon whom to base a conclusion that “three out of every four dentists recommend flossing three times per day.”

Writing Style Worksheet #1

1. [How very strange.] They would have expected him to put up less of a fight. [Go figure!]
2. [Seriously?] The author questions whether freedom of assembly should be a right. [What a joke!]
3. [Ah, to be young and foolish once again.] Who knows if they will return home.
4. Visiting the National Parks is amazing. [Such beauty and wildlife!] [All in our protected parks.]
5. She left her phone at the beach. [So sad.] No doubt the tide has come in by now. [What a loss!]

Writing Style Worksheet #2

1. She planned to [enhance] her drawing in the coloring book with a few stickers.
2. Frances [exaggerated] how badly she did on the math quiz.
3. The author suggested adding a [mysterious villain] and a clown to the children’s cartoon.
4. The cafeteria lunch included a [junk] fruit, and milk. The fruit was a [tragic] choice.
5. The witness statements, DNA, police report, and the defendant’s [opinion] were convincing.

Writing Style Worksheet #3

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].



Essay Skills Worksheet Answers

Writing Style Worksheet #4

1. [Some people] need to understand the [issues] in this [world].
2. [Poisons] in our [waterways] threaten our [way of life].
3. Many [solutions] create more [problems] than they solve.
4. [Overall], the [citizens] were [basically] happy.
5. [All challenges] can be overcome with [everyone's support].

Writing Style Worksheet #5

1. The [huge] sumo-wrestler entered the arena [slowly] to face his [fighting] opponent.
2. The [well-trained and experienced] navy pilot took off [quickly and rapidly] from the [large] aircraft carrier.
3. Meteorologists [carefully] studied the [devastating] impact of the [swirling] tornado.
4. He [gently] sifted the [tiny] grains of sand through his fingers into the bucket.
5. [Sad] mourners attended the funeral service and later [after the service] witnessed the burial.

Writing Style Worksheet #6

1. "Whom will you go [to]?" she asked.
2. Down the road, through the gate, and [past the fence] rode the bicyclist. This sentence has one too many prepositional phrase strings.
3. I don't know where you're [at].
4. Would you please hand me the coat [of Sue]. Don't use prepositional phrases instead of possessive adjectives, such as "Sue's coat."
5. The lady found my dog in a [blue dress]. Keep prepositional phrases close to the words they modify.

Writing Style Worksheet #7

1. [To seriously ask] the question of the comic was his choice, alone.
2. Zoe wished [to always be] considered the expert, and she hoped [to soon achieve] her goal.
3. Why do you need [to completely and totally abandon] the plan [to somehow defend] your honor?
4. I did not expect to have [to willingly go] when I would have rather stayed at home.
5. Listening to music makes me happy to be alive and [to often visit my friends].



Essay Skills Worksheet Answers

Writing Style Worksheet #8

1. Her best friend seemed [as wise as an owl], but he really was [as dumb as an ox].
2. Those roommates were [like two peas in a pod]. They both had the same interests, like music and video games.
3. Anything he loses is as if he could care less about finding. Plus, he is [as blind as a bat].
4. As amazing as this price seems, an additional discount would bring in customers [like wildfire].
5. Like a cold drink to a thirsty man, so is a good book to a reader. True readers are [like ships in a storm], never finding rest in a safe harbor.

Writing Style Worksheet #9

1. Byron [and] Jake were late, not Pedro [or] Tamara.
2. Misty, my calico cat, loves to be petted, [but] hates to be scratched.
3. Mandy hates the smell of cotton candy [yet] loves the taste and texture.
4. Pedro refuses to sleep in the tent, [nor] will he sleep outside under the stars.
5. The Larsens stopped skiing [and] snowboarding, [for] these sports cost too much [and] take up so much of their leisure time.

Writing Style Worksheet #10

1. The [bear buried] its nose in the [berry] patch.
2. My [cat covered] under the [couch], afraid of the vacuum monster.
3. [Sam simply] asked if the [salmon seemed] a bit under-cooked.
4. The four hyenas paced nervously in their [constricting cages].
5. Amaria [never noticed] that the [champion chihuahua] was dressed in a fur-lined sweater and [diamond dog] collar.

Writing Style Worksheet #11

1. [I believe] all citizens should vote. [There are] no excuses not to vote in a democracy.
2. [Here is] an important item for the class to discuss. [I think] students might have strong opinions on this matter.
3. [In my opinion] and [in the opinion] of my friends, we should have a pizza party next week.
4. [There were] our contestants in the science fair, which had innovative projects, [I think.]
5. [Here will be] the sign-up list on the table. [I believe] everyone should volunteer to do something.



Essay Skills Worksheet Answers

Writing Style Worksheet #12

1. Over half of the boys left the assembly early, but [the girls liked the presentation.]
2. [Mexican food is so spicy], but not the way my father cooks.
3. The problem is that [young people just do not vote], and so [seniors have more say in determining who gets elected]. Only 28% of under age 30 Americans voted in the last election.
4. [The students all want more electives]; however, the school does not have enough teachers.
5. [Boys tend to like video gaming more than girls], but the number of girls who play is increasing.

Writing Style Worksheet #13

1. Those two a certainly a strange pair. Who knows [what he sees in her]. [Love is blind].
2. You're never going to make them accept you. [You can please some of the people some of the time, but you can't please all of the people all of the time].
3. She's [a bad apple] and [the apple doesn't fall far from the tree]. Her parents have issues, as well.
4. For Matt [the grass is always greener on the other side], but [experience is the best teacher].
5. [You can't judge a book by its cover], but in this case, I'll make an exception.

Writing Style Worksheet #14

1. Nancy [(the pharmacist)] advised my mom to buy the over-the-counter brand.
2. Mitchell was talking to Wanda[, Lisa's little sister].
3. By 1786[, ten years after the writing of the Declaration of Independence,] England was once again our largest trading partner including exports [(chiefly cotton)] and imports [(mainly textiles)].
4. My sister's bicycle [(a bright green BMX)] was stolen off the porch [(where she left it)].
5. The women[, Ms. Mears,] paid for our trip [(the flight, car rental, and hotel)].

Writing Style Worksheet #15

1. I like that [idea] because the [concept] is a brilliant [thought].
2. [None] of the athletes were [ready], and [not one] of them had [prepared].
3. [That's] a crazy thing to say, and [that] certainly requires an apology.
4. [I went shopping.] [I left.] [I came home.] It had been an exhausting day.
5. [Don't go there.] [Leave her alone,] and [stop pestering her.] She will come back when she can.



Essay Skills Worksheet Answers

Writing Style Worksheet #16

1. My [heart is broken]. I [feel so blue], but I know that [time will heal all wounds].
2. That student is always [fishing for compliments]. She has absolutely no self-confidence.
3. [Life is a journey], but the [first step] is often the scariest.
4. Working with her study group was worse than [swimming in a sea of sharks].
5. She is [walking a tightrope] with her boss on making a profit and cutting costs.

Writing Style Worksheet #17

1. I'm afraid that your phone [has been damaged] by that spilled drink.
2. Ms. Slavin's test [was failed] by the majority of the students who failed to study.
3. The purpose of the assembly [is still being evaluated] by Student Council, but most students support anything that will get them out of class.
4. By the time they arrive, the choices [will already have been made].
5. If the decision [is left to her], she will choose what [has been done] countless times before.

Writing Style Worksheet #18

1. [How could they know?] Why are the couples traveling to Europe for business?
2. Without the tools the project was impossible to complete. [Why bother?] [Does this project have a purpose?]
3. What is the message within that painting? [What if all works of art meant something?]
4. [If love is the answer, what is the question?] [Why do people fall in love?] [Does everyone do so?]
5. [What happens when dreams are delayed?] [Can dreams be real?] [Or are dreams simply dreams?]

Writing Style Worksheet #19

1. That Mr. Hodgkins thinks his is [the only class] at this school. He gives [a ton] of homework.
2. [I'm dying] to get into that university. There's [no place] I'd rather be.
3. That [complete] snob expects [everyone] [to worship] at his feet!
4. I'd walk [a thousand miles] to see that [once-in-a-lifetime] lunar eclipse.
5. The [world champion] Golden State Warriors seemed to have [unlimited] talent.

Writing Style Worksheet #20

1. For [the purposes of] this writing, I will share these [very interesting] documents.
2. [The majority of] most of my friends urged me not to speak at this point [in time].
3. I told them of [each and] every circumstance [with the] excep[tion of] five instances.
4. During [the course of] the investigation, [in an effort to] tell the truth, he did an interview.
5. The audience could not hear [at all] what the speaker said.

Essay Skills Worksheet Answers

Writing Style Worksheet #21

1. [Here are] plenty of samples to try.
2. [There is] evidence to suggest that the owner knew that the painting was worthless.
3. [There were] reasons for his actions, but we were never told what they were.
4. [Here is] the envelope you were looking for in my desk.
5. [There will be] consequences to your failures to act on his advice.

Writing Style Worksheet #22

1. No one would support that idea. [You know what I mean]?
2. I know what he meant, but [these days], you just can't say that.
3. I'll reconsider what you say, [but at the end of the day] I'll have to make my decision.
4. We all know [what that sort of thing] can lead to, don't we?
5. [It's this, that, or the other], don't you think?

Writing Style Worksheet #23

1. [Don't] tell me [nothing] about that situation. I don't want to know anything.
2. [Never] tell [nobody] about your plans, so you won't disappoint anyone.
3. Well, I [don't] want [not] to come visit you.
4. I misplaced my phone. I [can't] find it [nowhere].
5. She is [not] [unhelpful], but she [doesn't] have a choice [not] to help when asked.

Writing Style Worksheet #24

1. I love art [galleries], especially [paintings]. [These] seems to be from the Italian artists.
2. The [books] were already on the students' [desks], but we didn't need [them].
3. I asked to speak to [Maribel's father], but [she] would not talk to me.
4. Please get your [paper] out of your [backpack] and pass [it] forward.
5. His [math teachers] taught him, but he didn't use [it] in his job.

Essay Paragraph Structure Worksheet #1	3-4-5-4-5
Essay Paragraph Structure Worksheet #2	4-5-4-5-3
Essay Paragraph Structure Worksheet #3	3-4-5-4-5-4-5
Essay Paragraph Structure Worksheet #4	3-4-5-4-5-4
Essay Paragraph Structure Worksheet #5	4-5-3-4-5
Essay Paragraph Structure Worksheet #6	4-5-4-5

Essay Skills Worksheet Answers

Essay Paragraph Structure Worksheet #7 1-1-2-3-4-5-4-5-3-4-5-4-3-4-5-4-5-TR-6-6-6

Types of Evidence Worksheet #1 1. 8 2. 6 3. 1 4. 4 5. 2 6. 3
7. 5 8. 7 9. 7 10. 5 11. 8 12. 3
13. 1 14. 2 15. 4 16. 6

Types of Evidence Worksheet #2 1. 7 2. 8 3. 2 4. 4 5. 1 6. 6
7. 3 8. 5 9. 6 10. 7 11. 1 12. 3
13. 8 14. 5 15. 2 16. 4

Types of Evidence Worksheet #3 1. 6 2. 4 3. 1 4. 2 5. 5 6. 2
7. 8 8. 3

(Answers may vary, but are listed in best order.)

Types of Introduction Strategies Worksheet #1 1. 7 2. 3 3. 1 4. 8 5. 3
6. 7 or 8 7. TS

Types of Introduction Strategies Worksheet #2 1. 3, 7, or 8 2. 5 or 8 3. 3 or 4
4. TS

Types of Introduction Strategies Worksheet #3 1. 2 2. 3 or 7 3. 7 4. 4
5. 6, 7, or 8 6. 1 or 7 7. TS

(Answers may vary, but are listed in best order.)

Types of Conclusion Strategies Worksheet #1 1. 1, 8, 3 2. 8 3. 5

Types of Conclusion Strategies Worksheet #2 1. 6, 5, 1 2. 5, 4 3. 5, 6, 7, 8
4. 3, 5, 4, 8

Types of Conclusion Strategies Worksheet #3 1. 4, 7 2. 3, 5 3. 4, 6
4. 6 5. 3, 8 6. 3, 4
7. 2, 3, 4 8. 6, 7



Essay Skills Worksheet Answers

Sentence Structure Worksheet #1: Simple Subject

traveler, Tasco, cathedral, Guadalajara, city, you (implied), Mexico City, trip, an experienced traveler

Sentence Structure Worksheet #2: Compound Subject

running 28 miles+the marathon, Track fans+casual spectators, Basketball+ice hockey, The “Dream Team”+the United States hockey team, These two popular events+the track-and-field contests

Sentence Structure Worksheet #3: Simple Predicate

Ice cream+ [has pleased], ice cream+ [is], treat+ [has], Rocky Road+ [delights], nuts+marshmallows+ [may cause], double-scoop+ [tastes], You (implied)+ [watch], Eating ice cream+ [can be], has pleased young and old alike as a favorite summertime dessert

Sentence Structure Worksheet #4: Compound Predicate

[stand]+ [are remembered], [entertains]+ [informs], [will learn]+ [will understand], [teaches]+ [preaches], [wrestles]+ [triumphs], Bobbie walked into the room, sat down in the chair, then heaved a sigh of relief.

Sentence Structure Worksheet #5: Simple Sentence

imperative, exclamatory, interrogative, declarative

Sentence Structure Worksheet #6: Compound Sentence

I enjoy watching old television shows, but (yet) the new ones are better.
Do you want vanilla, or (and) do you want strawberry?
No one really wants to go; they just feel like they must attend.
This route takes too long; there must be another way.

Sentence Structure Worksheet #7: Complex Sentence

Any of the following adverbs: after, as long as, as soon as, before, if, once, when, or whenever
whose



Essay Skills Worksheet Answers

Sentence Structure Worksheet #8: Compound-Complex Sentence

The order may vary in the following:

After the sun set, John told a campfire story, and the campers roasted marshmallows.
Since the captain had a beard, he knew the sailor, and the sailor did not recognize him.
Although he knew better, he could not teach her, because she just would not listen.
The pack's strap was broken, so he had to carry it in his hands wherever he went.

Sentence Structure Worksheet #9: Sentence Fragments

1. F 2. CS 3. F 4. F 5. CS

Sentence Structure Worksheet #10: Run-On Sentences

Options: Running down the hill, I saw her. I saw her running down the hill.
Finally, (any subject then predicate) the reason he left.
The playground seems wet with ice.

Sentence Structure Worksheet #11: Run-On Sentences

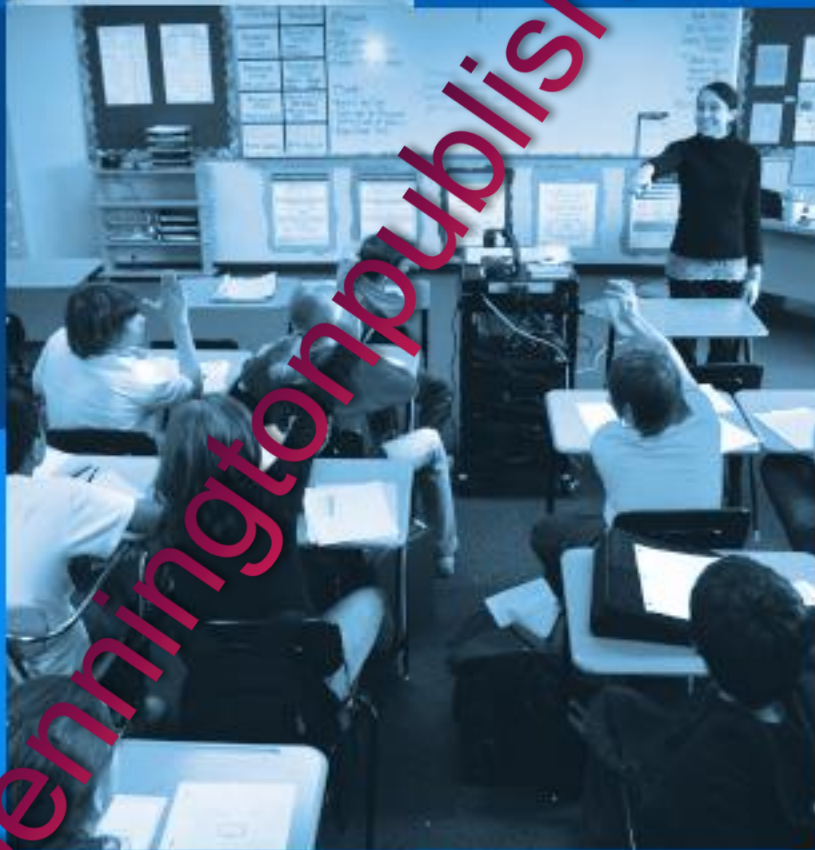
#Mohandas K. Gandhi has been called the most important Indian leader of this century, his ideas about non-violent protesting helped unite the entire nation of India against the British Empire. Gandhi's ideas also influenced the Reverend Martin Luther King, Jr. in the United States both men were murdered for their views. King learned much from Mohandas K. Gandhi so did many Americans.

Sentence Structure Worksheet #12: Run-On Sentences

Ms. Clements always prepared well for her lesson plans, and (so) the results paid off. Jonathan seemed very selfish; he never shared with the other children. Nicco enjoyed video games, playing only after completing his chores.



EIGHT WRITING PROCESS ESSAYS



Four
Argumentative
Four
Informational/
Explanatory
Essays with
Analytical Rubrics

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



Visual Watermark



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Eight Writing Process Essays

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Google Slide Links

Following are the Google slide links to the **Eight Writing Process Essays**.

Eight On-Demand Diagnostic Essay Assessments

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Writing Process Essay 1: Examine

https://docs.google.com/presentation/d/1JfK9FidxBbzTMMEoYsIshYdhSeNGdoMprD_vVvglQA/copy

Writing Process Essay 2: Explain

https://docs.google.com/presentation/d/1sh7XIyqotABAE56G01D0s_GFQ8vDeNulfUMGrZxVvE/copy

Writing Process Essay 3: Analyze

<https://docs.google.com/presentation/d/1R1DuT5Pkz-qZ9myQyvNouxPlu2WPFM1URRY3Mt0w138/copy>

Writing Process Essay 4: Compare and Contrast

https://docs.google.com/presentation/d/1N59DnZgreHJAoJT2-WVbf-p6Lk1llgW_Onz7T4kWU/copy

Writing Process Essay 5: Evaluate

<https://docs.google.com/presentation/d/1n7LvA1r3fXsfWw4ndWBHXW4dgIYpW7WR7at88LzJNY4/copy>

Writing Process Essay 6: Justify

<https://docs.google.com/presentation/d/1HHwjFiTNRf0d2r4RwdrN-TNgque4Bef3EwklHMtSViY/copy>

Writing Process Essay 7: Persuade

<https://docs.google.com/presentation/d/1jV4eJZmiWS6Jlzxam-LXu5xjiDXBg9ueYaGwWU5Qsw/copy>

Writing Process Essay 8: Argue

https://docs.google.com/presentation/d/1PBPVR0iX9aqJbTScB6kYMfR51Z83ef2_AE2lpK8t6Io/copy

Instructional Overview and Step-by-Step Directions

Eight Writing Process Essays includes eight on-demand diagnostic essays and eight writing process essays, each aligned to the writing strand of the Common Core State Standards (CCSS).* Both the diagnostic and writing process essays share the same writing prompts and resource texts to measure improvement.

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.

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.

**Eight Writing Process Essays* does not provide resources for the sensory/descriptive or imaginative/narrative writing domains (genres). In other words, students won't be writing poetry, stories, or research reports in these process papers.



Connected Resource Texts

Each of the eight writing process essays includes a **Resource Text**. These connected readings and documents are designed as “real life” resources with both relevant and irrelevant information to be used or not used by the writer in the essay. The variety of resources is excellent test practice. Standardized tests, including state standard tests, high school exit exams, and the Advanced Placement DBQs all use similar reading resources.

Essay #	Essay Direction Words	Resource Texts
1	Examine	Poem
2	Explain	History Text Excerpt
3	Compare and Contrast	Blog Post and Magazine Excerpt
4	Analyze	Biographical Novel Excerpt
5	Evaluate	Advertisement
6	Justify	Voters’ Pamphlet
7	Persuade*	Science Text Excerpt
8	Argue*	Song and Newspaper Editorial with Letter to the Editor

Writing Language of Instruction

Teachers use different writing terminology. Feel free to use whichever terms you and your colleagues have agreed upon for the language of instruction.

The writing resources in **Eight Writing Process Essays, How to Teach Essays, and Essay Skill Worksheets** use a simple numerical hierarchy to label the relationships among essay sentences and paragraphs. I do recommend equating your specific writing terminology with the numerical hierarchy, as detailed in the next section.

For example, saying, “The (4) sentence is what we call *concrete detail*, and the (5) sentence is what we refer to as *commentary* (Janet Shaffer),” is much easier than confusing students by saying, “The topic sentence is what we call a *body thesis*.”

If you have no established terminology, I suggest simply using the numbers. Students simply understand the symbol better. Plus, the numerical system is much more flexible to identify and write different paragraph organizations and modes of explanation and argumentation.

***Note:** Writing Process Essay #7 (persuade) includes an embedded counterclaim and counterargument (refutation). Writing Process Essay #8 (argue) includes a separate counterclaim paragraph and a separate counterargument (refutation) paragraph.

Essay Numerical Hierarchy

Both argumentative and informational/explanatory essays include introductory, body, and concluding paragraphs. Writers use a variety of paragraph structures to convince and inform their readers. Using a numerical hierarchy (an organization using numbers to show the relationship between sentences) can prove useful in writing paragraphs and recognizing how texts are structured.

The following numerical hierarchy uses the numbers 1–6 to identify parts of the essay. A simple way to understand how the hierarchy works is the following:

- In the introductory paragraph, the (2) *talks about* the (1) sentences.
- In the body paragraphs, the (5) *talks about* the (4) sentences, which *talk about* the (3) sentence. The (3) sentence *talks about* the (2) sentence from the introductory paragraph.
- In the conclusion paragraph, the TR (thesis Restatement) *talks about* the (2) sentence from the introductory paragraph. The (6) sentences *talk about* the TR and comment on the essay as a whole.

It's important to note that the numbers 1–6 each may be more than one sentence.

Introductory Paragraph

(1) Introduction Strategies

(2) Thesis Statement (Claim)

Body Paragraphs

(3) Topic Sentences

(4) Major Details, Concrete Details, Evidence, Reasons

(5) Minor Details, Commentary, Analysis, Support Evidence

Conclusion Paragraph

(TR) Thesis Restatement

(6) Conclusion Strategies

Instructional Prerequisites

Begin the on-demand **Diagnostic Essay Assessments** and the **Writing Process Essays** after the majority of your students have demonstrated the ability to compose coherent body paragraphs. **Students learn *how to apply those skills in the Eight Writing Process Essays* program.**

How Do the Eight Writing Process Essays Mesh with the Essay Strategy Worksheets in the [How to Teach Essays](#) program?

Students learn how to write introduction strategies, thesis statements and claims, topic sentences, types of evidence, analysis, and conclusion strategies in the [How to Teach Essays](#) program.

Begin using the *Eight Writing Process Essays* program once the majority of your students have mastered Essay Strategy Worksheet #18 in the [How to Teach Essays](#) program). Students are beginning to construct thesis statements and additional complementary body paragraphs. Don't wait until all students have gotten to this point to administer the on-demand Diagnostic Essay Assessments.

Teachers may elect to assign portions of the writing process essays after the majority of students have mastered certain **Essay Strategy Worksheets**.

- A single body paragraph while students are mastering the components of the body paragraph (Essay Strategy Worksheets #1–18 in the [How to Teach Essays](#) program).
- The thesis statement (or claim) and two body paragraphs while students are mastering thesis statements (Essay Strategy Worksheets #19–26 in the [How to Teach Essays](#) program).
- The introduction and two body paragraphs (or more) while students are mastering introduction strategies (Essay Strategy Worksheets #27–34 in the [How to Teach Essays](#) program).
- The introduction, two body paragraphs (or more), and conclusion (complete essay) while students are mastering the conclusion strategies (Essay Strategy Worksheets #35–42 in the [How to Teach Essays](#) program).



Step by Step Directions

Step 1: Choose which of the Eight Writing Process Essays you wish to teach and how students will compose their essays: on paper, in Google docs, in Word, or in the provided Google slides (highly recommended).

Step 2: Administer the relevant **On-Demand Diagnostic Essay Assessment**. With each of the on-demand writing formative assessments, students are provided a **Timed Writing Pacing Guide** to help them get the whole essay finished within the allotted 60-minute test administration.

Step 3: Grade the diagnostic assessments. Each of the eight **Diagnostic Essay Assessments** has a different **Analytical Rubric** and **Essay Recording Matrix**. Grade the essays on the **Analytical Rubric**, according to the five-point scale. Record all un-mastered writing standards (those *not* scoring either 4 or 5) with slashes (/) in the appropriate boxes for each student on the class **Essay Recording Matrix**. I suggest awarding participation points for effort. No writing comments are necessary for the diagnostic essays.

Step 4: Plan instruction, using the diagnostic data on the **Essay Recording Matrix**. **The teacher may choose to complete some or all of the steps of the writing process.** Knowing *what* and *what not* to emphasize informs efficient instructional decision-making. For example, if all but six students on the Essay Recording Matrix indicate that they can't construct a thesis statement, it may be best to use whole-class instruction and practice to re-teach this writing skill. The six students who have mastered the thesis statement may have other writing skills to work on that they have not yet mastered. However, if the converse is true, then it would make sense to differentiate instruction for the six who did not master the thesis statement through individual or group instruction. The resources in **Essay Skills Worksheets** provide ideal practice to master needed writing skills.

Step 5: Begin instruction on the writing process essay with the same essay as the diagnostic essay.

Step 6: Display and share the large font resource page: **WHO, WHAT, HOW, DO** and help students dissect the **Writing Prompt**.

Step 7: Teach students how to use the **Interact with the Resource Text SCRIP Reading Comprehension** cueing prompts and how to write write margin notes. Students compose the thesis statement (or claim).

Step 8: Teach students how to brainstorm the topic, using the **Open Mind** strategy.

Step 9: Explain how to **Plan the Essay Body Paragraphs** in the graphic organizer.

Step 10: Students **draft** their essays, using the **Introduction Strategies, Types of Evidence, and Conclusion Strategy** resources. Pre-teach each of these resources.



Step 11: Pre-teach and help students use the **Respond, Revise, Edit, and Publish** instructional resources. Students use response partners, as well as the revision, and editing resources to refine their essays.

After editing, the writer completes the second draft. The draft may use the track changes features of Word or Google docs or a brand new document. 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.

Specific writing comments by the teacher are essential prior to Step 12. The author's [e-Comments Chrome Extension](#) helps teachers save time and provide better writing feedback. The extension enables a floating e-Comments menu widget in Google Docs/Slides, and includes four switchable writing feedback comment sets for Grades 3-6, 6-9, 9-12, and College/Workplace. In addition to the pre-selected comments (which use the same language of instruction as this program), teachers may type their own or record audio/video/screencast comments, as well as link to external resources and websites. Teachers can create and save their own comment sets for different classes, assignments, or projects to their Google accounts for easy usage across multiple devices and platforms.

Step 12: The writer then publishes the final draft. The teacher grades and records the essays on the **Summative Assessment** column of the of the **Analytical Rubric**, using the 1–5 scale.

Grading, Writing Feedback, and Recording

Each of the eight **Writing Process Essays** has a different **Analytical Rubric** and **Essay Recording Matrix**. Both the **On-Demand Diagnostic** and **Writing Process Essays** share the same rubric. Follow these simple directions to grade and record student essays:

1. Essay components are scored analytically, not holistically, on a 1–5 scale for each component.
2. Record all un-mastered writing standards (those *not* scoring either 4 or 5) with slashes (/) in the appropriate boxes for each student on the class **Essay Recording Matrix** (found at the end of this document).
3. The writer or response partner grades the essay in the **Formative Assessment** column of the Analytical Rubric.
4. The student completes a revised and edited second draft.
5. The teacher provides specific writing feedback and students publish their final draft.
6. Finally, the teacher grades and records the scores in the **Summative Assessment** column of the Analytical Rubric and transfers this data to the Essay Recording Matrix. Previously un-mastered writing standards that have now been mastered are changed to an X.

FAQS

We have our own writing prompts. Can I still use the instructional resources of the Eight Writing Process Essays?

Yes. Teachers can certainly substitute their own writing prompts and/or connected resource texts and still use the relevant **Analytical Rubrics, Essay Recording Matrices**, instructional writing process, remedial worksheets, and advanced skill worksheets.

Do I have to teach all eight of the Writing Process Essays? Do I have to teach them in the order that they are listed?

No. There are not straight-jackets in the *Eight Writing Process Essays* program. Available instructional time, teacher judgment, district and/or state writing standards, instructional scope and sequences (curricular maps), and standardized testing will inform the teacher as to *when* and *which* essays should or should not be taught.

Why are the first seven Writing Process Essays only four, rather than five paragraphs?

Teachers can certainly require five paragraphs, but four is a minimum for essays.

Do the argumentative essays include counterclaims and counterarguments (refutations)?

Writing Process Essays #s 5 and 6 do not; however, Writing Process Essays #s 7 and 8 do.

Can I use parents, instructional aides, or students to help grade and record the essays?

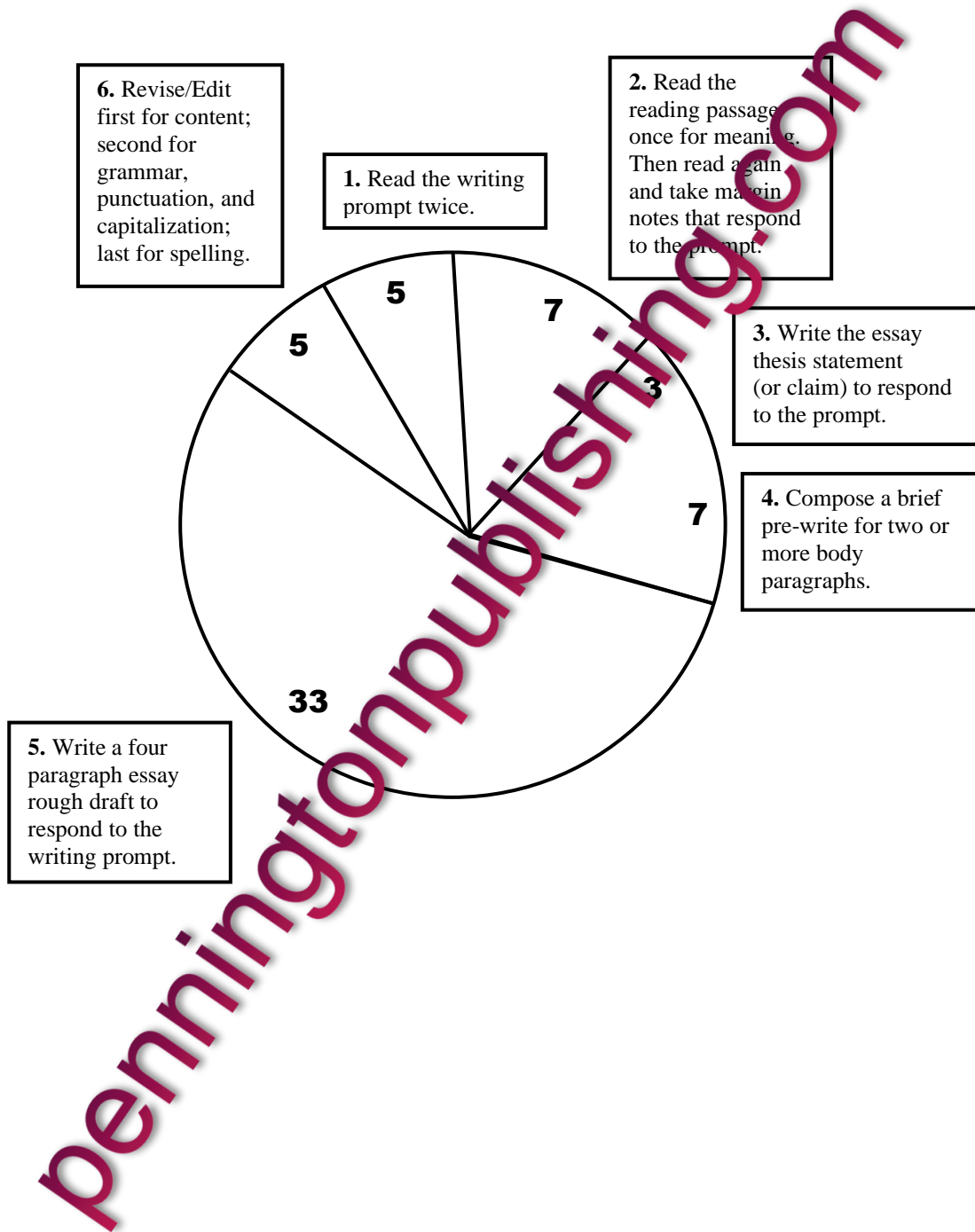
Components of the **Analytical Rubrics** are designed to be objective, so many parts can be graded by evaluators other than the teacher. In fact, the Analytical Rubric provides a grading column for formative assessment by the student writer or response partner.

Why are the Writing Prompts, Writing Direction Words, and the connected Resource Texts the same in the Diagnostic Essay Assessments and the Writing Process Essays?

This instructional design permits effective formative and summative assessment with progress monitoring of the specific **Writing Standards** on the same recording matrix. The design ensures internal validity and reliability of the data to accurately inform teacher decision-making.



On-Demand Diagnostic Essay Assessments Pacing Guide



Diagnostic Essay Assessment 1

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: 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.

Resource Text: “Sonnet 18” by William Shakespeare with *Parallel Text*

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 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.



Diagnostic Essay Assessment 2

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 tragedy of American treatment of its Native Americans has left problems that continue to this day. Throughout United States history, Congress passed many acts resettling Native Americans on “protected homelands” called *reservations*. From the information in this history textbook excerpt, explain the reasons given to support passage of the acts which resettled Native Americans onto reservations.

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

Resource Text: “Reservations” *America’s Story* by Mark Pennington **Margin Notes**

By creating Indian reservations, the United States government hoped to end problems between Native Americans and white settlers by forcing Native Americans to move off their lands. Those in favor of these “protected homelands” argued that Native Americans would benefit by having their own protected nations within a nation. Reservations they argued, would allow the tribes to keep their own religion, language, and culture. Reservations would also protect tribal hunting grounds.

Others claimed that Native Americans were “savages” who could never *assimilate* (the social process of absorbing one cultural group into harmony with another) into the dominant white culture. Some white settlers believed that Native Americans were also incapable of being civilized and that Indians and whites could never co-exist. Those in favor of resettling Native Americans pointed out that Indians did not share the basic religious beliefs of white settlers. Indians were *pantheists*, believing that the “Great Spirit” lived within nature, not outside of nature as Christians believed. Additionally, Indians did not share the same concept of government and laws that whites valued as essential to civilization. Many of the white laws were designed to protect individuals from the abuses of centralized government—something that Native Americans, with their decentralized tribal governments, had never experienced. Furthermore, these laws were designed to protect private property ownership—a concept that Native Americans did not practice in their hunting and gathering economy.

Unfortunately, most reservations had poor hunting and limited gathering. Laws were passed to divide up many of the reservation lands into small, privately owned farming plots. Most Native Americans refused to, or could not, farm due to poor soil quality and lack of water supplies. Many became dependent upon the federal government in order to survive. In an interesting twist of fate, many of these reservation lands owned by Native Americans are now quite valuable due to discoveries of rich oil and mining deposits.



Diagnostic Essay Assessment 3

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: From the invention of the steam engine to the latest designs of personal computers, America has always been a land of invention. Thomas Alva Edison was one of America's greatest inventors. Analyze why this inventor was so successful from this biographical novel excerpt of Edison.

Essay Direction Word: *Analyze* means to break apart the subject and explain each part.

Resource Text: *Thomas Alva Edison* by Mark Pennington

Margin Notes

Thomas Alva Edison was born into a well-educated family, but he had a lot of challenges to overcome. Tom was the youngest of seven children. In the busy Edison household, Tom did not receive undivided attention from his parents. The young boy did not learn to talk until he was almost four years old. But when he did learn how, he would not stop. He asked Why? and How? questions about everything.

Tom was sent to school at age seven, but only lasted three months. His teacher, frustrated by Tom's persistent questioning and constant demands for attention, told Tom's mother that his brain was "addled" (mixed up) and that he did not fit in at the one-room, multi-age schoolhouse. Later, Tom's parents found out that Tom had completely lost most of his hearing. No wonder he demanded individual attention!

Tom's mother took him out of school and began home-schooling him. Over the years, Tom learned how to learn on his own. He read most every book in the Edison home library, including all the plays of William Shakespeare. At age 12, Tom began achieving his own goal of "reading every book in the local library." He especially loved books about science. His father hired a tutor to help focus his studies.

Tom had amazing energy. He would stay up late into the night, experimenting with chemicals and electricity, until his father would have to make him go to bed. Then, Tom would get up early to go to his job selling newspapers on a train. With the money he made, Tom could buy more materials for his experiments.

His experiments taught Tom how to be detailed and patient. These lessons served him well as Thomas Alva Edison went on to become one of America's greatest inventors. Tom "failed" over 1,000 times before finding the right materials and design for his most famous invention—the incandescent light bulb.

Eventually, Tom developed a team of like-minded inventors and built his famous "Invention Factory." His team-approach let individuals work on their own schedules on their own choice of projects. Edison's team produced over 1,000 successful inventions, including the movie projector.



Diagnostic Essay Assessment 4

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: 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.

Resource Text: “Trust Me—They’re Real” *Strange Truths Blog*
March 23, 2011 | Mark Pennington | Investigative Blogger

Margin Notes

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

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

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

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

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 tool)

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-foot 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. Call 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!

NEW HEIGHT Dept. MC-3
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 follow 3 weeks on checks for bank clearance)

Name
PLEASE PRINT
Address

Age Height increase desired In.

MAIL THIS COUPON TODAY

NEW HEIGHT® Medically approved by doctors, safe to use throughout the U.S.

GROW MAN GROW! (Ladies tool)

Diagnostic Essay Assessment 6

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: Gambling has been around since the beginning of recorded history. Some see gambling as morally wrong and favor keeping gambling illegal; others see it as an entertainment industry that should be legalized with certain controls. Reference the Voters' Pamphlet to justify your arguments for or against legalized gambling.

Essay Direction Word: *Justify* means to give reasons, based upon established rules, to support your arguments.

Resource Text: Voters' Pamphlet Pierce County, Washington

Margin Notes

Ballot Title: The Town Council of the Town of Ruston has passed Ordinance No. 1316 concerning gambling in the Town of Ruston. This Ordinance would prohibit the operation of social card games in the Town of Ruston, except for those operated by charitable or nonprofit organizations. **Should this Ordinance be approved or rejected?**

Statement For: Voting 'Yes' on Ruston Referendum Measure 1 will end house-banked card rooms (casinos) in Ruston forever. Finally, "We the people of Ruston" will decide the fate of casinos in our community and not have it decided by business owners who don't live in Ruston. Ruston Measure 1 does not eliminate any current gaming activity, thus there is no revenue loss to the town. This measure helps our town limit new casino development. This measure may actually make our town safer. This is a real possibility as casinos traditionally add workload to local police forces, reducing their availability to their community. Indeed, casino presence usually comes with a cost to a community that includes reputation, image, and lower property values. Ruston Measure 1 was unanimously endorsed by the Ruston Town Council and offers us the opportunity to be heard. Please vote 'Yes' on Ruston Measure No. 1.

Statement Against: The Point Defiance Cafe and Casino was a successful business serving a public need until the Town Council decided to close them down. People enjoy gambling and the gambling tax helps pay for much-needed services, such as schools, the library, and the senior center. Now, Ruston has lost its largest taxpayer. Taxes will have to be raised to cover this loss. The Ordinance already closed down our town's major business with the loss of thirty jobs and all the casino owners' investment. With this Ordinance, no future gaming interests can come to our town, providing much needed taxes and jobs. This measure was rushed through to meet a deadline. Vote *No* on Measure No. 1 and support future growth for Ruston.



Diagnostic Essay Assessment 7

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: This science text excerpt states that “Endangered species have been identified on every continent, in every country of the world.” Some would say that whether a species survives should be left to nature and that humans ought not to interfere in nature’s ways, while others disagree. Persuade your classmates and teacher why endangered species should or not be saved through human intervention. Make sure to consider the opposing point of view in your essay.

Essay Direction Word: *Persuade* means to convince the reader of your argument or claim.

Resource Text “Endangered Species” *Science Matters* by Mark Pennington Margin Notes

Scientists have identified thousands of animals, insects, and plants on endangered species lists. Many of these endangered species are in danger of extinction because of humans. Humans often interfere with nature and the process of natural selection. But, should humans try to solve human-created problems?

Those in favor of saving endangered species argue that humans have a basic duty to care for the creatures on this planet. Because humans have used so many dangerous chemicals to farm, some waterways have become death traps for animal species. Birds have been wiped out in some poisoned environments. This unnatural extinction has created problems in the food webs; insects have multiplied into problem levels because there are no birds to eat these insects.

To save endangered species, humans need to save their habitats. For example, burning down South American rain forests to add land for farming or grazing has decreased the earth’s supply of oxygen. The earth gets over 50% of its oxygen from the plants found in the rain forests. Furthermore, scientists believe that protecting habitats may even save species that could one day contribute to medical advancements.

Those who believe that people should not try to save endangered species argue that extinction is simply part of nature. Some species are dangerous to humans. For example, hunting the grizzly bear in California saved human lives and livestock. Additionally, chemical spraying to reduce mosquito populations has limited the spread of deadly viruses. Indeed, not every species can co-exist with humans.

Also, sometimes humans must interrupt the process of natural selection. Overpopulation of certain species can cause economic problems. For example, protecting endangered swallows that damage business property, prohibiting logging to save the spotted owl, and holding up construction projects because a few endangered field mice may have to relocate, all place the needs of certain species over those of humans.

Diagnostic Essay Assessment 8

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: Boxing is one of the world’s most popular sports. Many argue that the violent nature of the sport leads to serious injuries and deaths and so boxing should be banned. Others point out important safety reforms in the sport and suggest that other sports such as football and martial arts can be equally as violent. Argue whether boxing should remain legal or not, using information from the song excerpt, newspaper editorial, and letter to the editor.

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

Resource Text: “Time to Ban Boxing” *The Reno Times* by Mark Pennington Margin Notes

Editorial

“Who killed Davey Moore
Why an’ what’s the reason for?
...It wasn’t me that made him fall,
No, you can’t blame me at all.”

Bob Dylan Copyright © 1964, 1965 by Warner Bros. Inc.;
renewed 1992, 1993 by Special Rider Music

In 1964, folksinger Bob Dylan wrote the song “Who Killed Davey Moore?” to call attention to the serious injuries that often take place within the sport of boxing. In a 1963 boxing match, Moore suffered a brain injury that caused his death four days later. Dylan’s song shared blame among the referee, crowd, managers, gamblers, newspaper writers, and the boxers themselves. Largely as a result of this song, many Americans called for a complete ban on the sport of boxing.

Doctors have raised concerns about the level of violence in boxing for years. In 1984, members of the American Medical Association voted in favor of a complete ban on boxing. Doctors agree that several blows to the head can result in damage to nerve pathways and cause bleeding in the brain. Muhammad Ali’s slurred speech and difficulty walking, due to boxing-related brain trauma, provide ample evidence to ban this violent sport.

In fact, since 2002 six boxers have died in the ring during boxing matches. It’s time to follow the advice of doctors and assign blame where it most makes sense: on the sport of boxing itself.



The editor is misinformed in her July 25th editorial titled “Time to Ban Boxing.” The medical community is certainly not unanimous in the view that boxing is unsafe. In fact, the 1963 death of boxer Davey Moore provides an interesting case in point. Some months after the match, a group of medical specialists viewed film of the fight. These doctors concluded that Moore’s brain trauma may have been caused when his head landed on the tight bottom rope in the 10th round. These same doctors hypothesized that a punch or series of punches may not have caused the boxer’s death.

In response to Moore's death, California officials adopted several important safety rules. A fourth rope around the boxing ring was added and the bottom rope was loosened to prevent future injury. Referees and ringside doctors were instructed to stop fights earlier when needed and to call more technical knockouts when medical concerns were evident.

Today's professional boxers wear more heavily padded gloves. Boxers are required to wear a mouthpiece to protect the teeth. A foul protector is worn under the trunks to protect against low punches. Female boxers are allowed to wear a chest protector. Amateur (non-professional) boxers and all Olympic boxers wear helmets to prevent injury. Deaths do occur in the ring, but not as often as a half century ago.



Eight Writing Process Essays and Analytical Rubrics

The following eight **Writing Process Essays** serve as the instructional components for the eight on-demand **Diagnostic Essay Assessments** (See above). Before beginning instruction on any of the writing process essays, administer the matching 60-minute diagnostic essay assessment, grade the essays on the **Analytical Rubric**, and record the un-mastered writing standards for each student on the class **Essay Recording Matrix**. Use the diagnostic data on the **Essay Recording Matrix** to plan whole-class and differentiated instruction. Knowing *what* and *what not* to emphasize informs efficient instructional decision-making.

For each of the eight **Writing Process Essays**, students work through all or part of the stages of the traditional writing process:

- Writing Prompt Dissection
- Pre-writing
 - Resource Text Reading and Marginal Note-taking
 - Brainstorming
 - Planning (Graphic Organizer)
- First Draft
- Response Groups
- Revision
- Editing
- Second Draft (Formative Assessment)
- Final Draft
- Publishing
- Summative Assessment

Essay Form

All eight **Writing Process Essays** are composed in the traditional essay design:

Introduction

- Provides a variety of introduction strategies to build the prior knowledge of the audience and set the thesis in proper context
- States the traditional thesis in which the purpose and point of view are set up as the objectives to be proven in the essay

Body (Two Paragraph Minimum)

- States a topic sentence, major, and support details in a flexible structure dependent upon the needs of the **Purpose, Audience, Writer, and Subject**
- Uses a variety of types of evidence and sentence openers

Conclusion

- Re-states the thesis (or claim)
- Provides a variety of conclusion strategies to demonstrate the degree to which the thesis has been proven

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 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

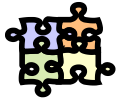
Directions

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**



Step 4: Plan the Body Paragraphs

Directions

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

(2) Thesis Statement

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

Types of Evidence: FE SCALE

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

(3) Topic Sentences	(4) Evidence		(5) Analysis	
(3)	(4)	(4)	(5)	(5)
(3)	(4)	(4)	(5)	(5)





Step 5: Draft

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

Introduction Strategies: DQ RAPS BC

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

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

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

Conclusion Strategies 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 thesis statement.
- **A**pplication-Sentences that apply the proven thesis statement 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 **x** marks for each mastered component in the **Response x** column.
3. Response partners follow the same procedures for **Body Paragraphs #1 and #2**, referencing the **Quality and Relevance of Evidence** in the Appendix 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 **x** marks in the **Response x** column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place an **x** mark in the **Revision Checklist x** column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in the Appendix 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

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

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

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

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

Publish

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



WHO, WHAT, HOW, DO

- WHO** Underline any words which identify the audience 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

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.

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> Writer _____ Response Partner _____		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								
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				→				

Writing Process Essay 2



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 tragedy of American treatment of its Native Americans has left problems that continue to this day. Throughout United States history, Congress passed many acts resettling Native Americans on “protected homelands” called *reservations*. From the information in this history textbook excerpt, explain the reasons given to support passage of the acts which resettled Native Americans onto reservations.

Essay Direction Word

Explain means to make something clear or easy to understand.

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

“Reservations” *America’s Story* by Mark Pennington

Margin Notes

By creating Indian reservations, the United States government hoped to end problems between Native Americans and white settlers by forcing Native Americans to move off of their lands. Those in favor of these “protected homelands” argued that Native Americans would benefit by having their own protected nations within a nation. Reservations they argued, would allow the tribes to keep their own religion, language, and culture. Reservations would also protect tribal hunting grounds.

Others claimed that Native Americans were “savages” who could never *assimilate* (the social process of absorbing one cultural group into harmony with another) into the dominant white culture. Some white settlers believed that Native Americans were also incapable of being civilized and that Indians and whites could never co-exist. Those in favor of resettling Native Americans pointed out that Indians did not share the basic religious beliefs of white settlers. Indians were *pantheists*, believing that the “Great Spirit” lived within nature, not outside of nature as Christians believed. Additionally, Indians did not share the same concept of government and laws that whites valued as essential to civilization. Many of the white laws were designed to protect individuals from the abuses of centralized government—something that Native Americans, with their decentralized tribal governments, had never experienced. Furthermore, these laws were designed to protect private property ownership—a concept that Native Americans did not practice in their hunting and gathering economy.

Unfortunately, most reservations had poor hunting and limited gathering. Laws were passed to divide up many of the reservation lands into small, privately owned farming plots. Most Native Americans refused to, or could not, farm due to poor soil quality and lack of water supplies. Many became dependent upon the federal government in order to survive. In an interesting twist of fate, many of these reservation lands owned by Native Americans are now quite valuable due to discoveries of rich oil and mining deposits.



Step 3: Brainstorm the Topic

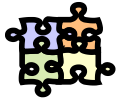
Directions

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**



Step 4: Plan the Body Paragraphs

Directions

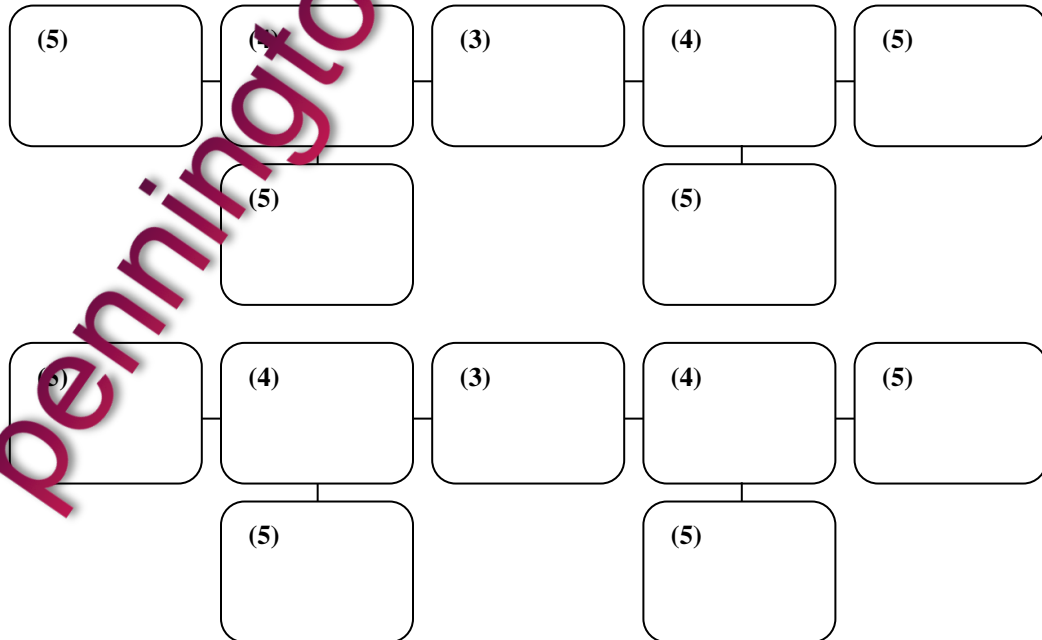
1. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to the writing format, introduce evidence, or write a split (divided) thesis.

(2) Thesis Statement

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

Types of Evidence: FE SCALE

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





Step 5: Draft

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

Introduction Strategies: DQ RAPS BC

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

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

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

Conclusion Strategies 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 thesis statement.
- **A**pplication-Sentences that apply the proven thesis statement 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 **x** marks for each mastered component in the **Response x** column.
3. Response partners follow the same procedures for **Body Paragraphs #1 and #2**, referencing the **Quality and Relevance of Evidence** in the Appendix 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 **x** marks in the **Response x** column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place an **x** mark in the **Revision Checklist x** column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in the Appendix 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

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

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

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

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

Publish

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



WHO, WHAT, HOW, DO

WHO **Underline any words which identify the audience 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 tragedy of American treatment of its Native Americans has left problems that continue to this day. Throughout United States history, Congress passed many acts resettling Native Americans on “protected homelands” called *reservations*. From the information in this history textbook excerpt, explain the reasons given to support passage of the acts which resettled Native Americans onto reservations.

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic		Analytical Rubric Writing Process Essay 2 Essay Direction Word: <i>Explain</i>					
Writing Standards Introduction Paragraph → (1) Introduction Strategy → (1) Another Introduction Strategy → (2) Thesis Statement clearly states the reasons given to establish reservations → (2) Thesis Statement clearly states the writing purpose: to <i>explain</i> Body Paragraph #1 → (3) Topic Sentence clearly states the first topic to explain → (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 explain → (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 → Clarity: Are the reasons given to establish reservations clearly explained? → 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		Writer _____ Response Partner _____	Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
Totals →							

Writing Process Essay 3



Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

From the invention of the steam engine to the latest designs of personal computers, America has always been a land of invention. Thomas Alva Edison was one of America's greatest inventors. Analyze why this inventor was so successful from this biographical novel excerpt of Edison.

Essay Direction Word

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

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

Thomas Alva Edison

by Mark Pennington

Margin Notes

Thomas Alva Edison was born into a well-educated family, but he had a lot of challenges to overcome. Tom was the youngest of seven children. In the busy Edison household, Tom did not receive undivided attention from his parents. The young boy did not learn to talk until he was almost four years old. But when he did learn how, he would not stop. He asked Why? and How? questions about everything.

Tom was sent to school at age seven, but only lasted three months. His teacher, frustrated by Tom’s persistent questioning and constant demands for attention, told Tom’s mother that his brain was “addled” (mixed up) and that he did not fit in at the one-room, multi-age schoolhouse. Later, Tom’s parents found out that Tom had completely lost most of his hearing. No wonder he demanded individual attention!

Tom’s mother took him out of school and began home-schooling him. Over the years, Tom learned how to learn on his own. He read most every book in the Edison home library, including all of the plays of William Shakespeare. At age 12, Tom began achieving his own goal of “reading every book in the local library.” He especially loved books about science. His father hired a tutor to help focus his studies.

Tom had amazing energy. He would stay up late into the night, experimenting with chemicals and electricity, until his father would have to make him go to bed. Then, Tom would get up early to go to his job selling newspapers on a train. With the money he made, Tom could buy more materials for his experiments.

His experiments taught Tom how to be detailed and patient. These lessons served him well as Thomas Alva Edison went on to become one of America’s greatest inventors. Tom “failed” over 1,000 times before finding the right materials and design for his most famous invention—the incandescent light bulb.

Eventually, Tom developed a team of like-minded inventors and built his famous “Invention Factory.” His team-approach let individuals work on their own schedules on their own choice of projects. Edison’s team produced over 1,000 successful inventions, including the movie projector.



Step 3: Brainstorm the Topic

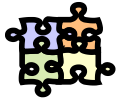
Directions

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**



Step 4: Plan the Body Paragraphs

Directions

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

(2) Thesis Statement

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

Types of Evidence: FE SCALE

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

		Analysis (5)		
		Evidence (4)		
		Topics of Analysis (3)		
		Evidence (4)		
		Analysis (5)		





Step 5: Draft

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

Introduction Strategies: DQ RAPS BC

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

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

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

Conclusion Strategies 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 thesis statement.
- **A**pplication-Sentences that apply the proven thesis statement 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 **x** marks for each mastered component in the **Response x** column.
3. Response partners follow the same procedures for **Body Paragraphs #1 and #2**, referencing the **Quality and Relevance of Evidence** in the Appendix 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 **x** marks in the **Response x** column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place an **x** mark in the **Revision Checklist x** column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in the Appendix 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

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

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

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

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

Publish

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



WHO, WHAT, HOW, DO

WHO

Underline any words which identify the audience 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

From the invention of the steam engine to the latest designs of personal computers, America has always been a land of invention. Thomas Alva Edison was one of America's greatest inventors. Analyze why this inventor was so successful from this biographical novel excerpt of Edison.

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writing Standards		Analytical Rubric Writing Process Essay 3 Essay Direction Word: Analyze Writer _____ Response Partner _____		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 the topic: why Edison was so successful								
→ (2) Thesis Statement clearly states the writing purpose: to <i>analyze</i>								
Body Paragraph #1								
→ (3) Topic Sentence clearly states the first topic to analyze								
→ (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 analyze								
→ (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 Convention								
→ Are the selected reasons analyzed sufficiently such that the thesis is proved?								
→ Transitions								
→ Sentence Variety								
→ Indents, Formatting, and Neatness								
→ Third Person Active Voice								
→ Word Choice: No overuse 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 →								

Writing Process Essay 4



Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

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

Essay Direction Word

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

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

WHO, WHAT, HOW, DO

WHO

Underline any words which identify the audience 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

Trust Me—They’re Real

March 23, 2011 Mark Pennington | Investigative Blogger

Margin Notes

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

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

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

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



Step 3: Brainstorm the Topic

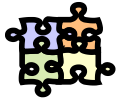
Directions

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



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**



Step 4: Plan the Body Paragraphs

Directions

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

(2) Thesis Statement

2. Organize the words and phrases brainstormed in the Open Mind in the appropriate boxes of this graphic organizer. Use a variety of evidence to describe your topic.

Types of Evidence: FE SCALE

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

Topic #1 (3)	Comparison Evidence (4)	Analysis (5)
	Contrasting Evidence (4)	Analysis (5)
Topic #2 (3)	Comparison Evidence (4)	Analysis (5)
	Contrasting Evidence (4)	Analysis (5)



Step 5: Draft

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

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
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Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two (6) **Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your (2) **Thesis Statement**. Do not add any additional evidence to your conclusion.

Conclusion Strategies 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 thesis statement.
- **A**pplication-Sentences that apply the proven thesis statement to another idea or issue.
- **A**rgument **L**imitations-Sentences that explain how or why your conclusions are limited.
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- **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

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2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write **x** marks for each mastered component in the **Response x** column.
3. Response partners follow the same procedures for **Body Paragraphs #1 and #2**, referencing the **Quality and Relevance of Evidence** in the Appendix 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 **x** marks in the **Response x** column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place an **x** mark in the **Revision Checklist x** column.

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Publish

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



WHO, WHAT, HOW, DO

- WHO** Underline any words which identify the audience 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

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.

<p>5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic</p> <p>Analytical Rubric Writing Process Essay 4 Essay Direction Words: <i>Compare and Contrast</i></p> <p>Writer _____ Response Partner _____</p> <p>Writing Standards</p>	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: the Yeti and the Loch Ness Monster					
→ (2) Thesis Statement clearly states the writing purpose: <i>to compare and contrast</i>					
Body Paragraph #1					
→ (3) Topic Sentence clearly states the main topic to compare					
→ (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 main topic to contrast					
→ (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					
→ Is there an even balance of evidence between comparisons and contrasts?					
→ 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 →					

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 the 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.

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

“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 4 1/2". GE New York, N.Y.

"I gained a full inch the first 7 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 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 and 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!

YOU BETTER BELIEVE IT! BE TALLER!

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.....
PLEASE PRINT
Address.....
Age Height increase desired in.

MAIL THIS COUPON TODAY



Step 3: Brainstorm the Topic

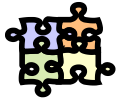
Directions

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) **Claim**



Step 4: Plan the Body Paragraphs

Directions

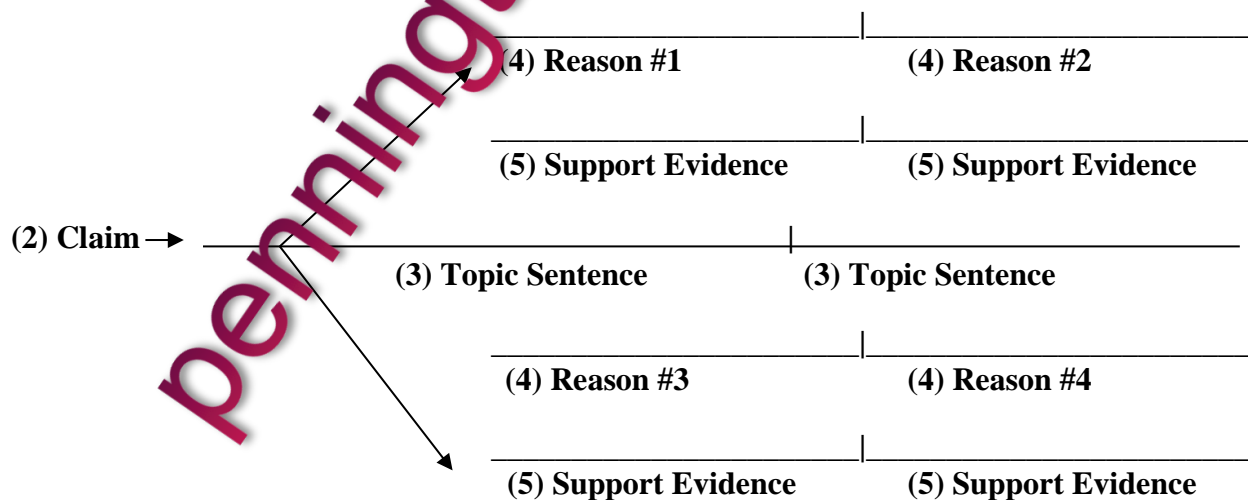
- Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Claim**. Don't refer to the writing format, introduce evidence, or write a split (divided) claim.

(2) Claim

- 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

- **F**act means something actually said or done. Use quotes for direct or indirect quotations.
- **E**xample is a subset typical of a category or group.
- **S**tatistic is a numerical figure that represents evidence gained from scientific research.
- **C**omparison means to show how the subject is like something else in a meaningful way.
- **Q**uote from an **A**uthority is something said by an expert on the subject.
- **L**ogic means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
- **E**xperience used as evidence may be a commonly known event or an event of which there is limited knowledge.
- **C**ounterclaim/ **C**ounterargument—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 **x** marks for each mastered component in the **Response x** column.
3. Response partners follow the same procedures for **Body Paragraphs #1 and #2**, referencing the **Quality and Relevance of Evidence** in the Appendix 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 **x** marks in the **Response x** column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place an **x** mark in the **Revision Checklist x** column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in the Appendix 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

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

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

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

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

Publish

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



WHO, WHAT, HOW, DO

WHO

Underline any words which identify the audience 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.



5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic		Analytical Rubric Writing Process Essay 5 Essay Direction Word: Evaluate				
Writing Standards 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	Writer _____ Response Partner _____	Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
Totals →						

Writing Process Essay 6



Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

Gambling has been around since the beginning of recorded history. Some see gambling as morally wrong and favor keeping gambling illegal; others see it as an entertainment industry that should be legalized with certain controls. Reference the Voters' Pamphlet to justify your arguments for or against legalized gambling.

Essay Direction Word

Justify means to give reasons, based upon established rules, to support your arguments.

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

Voters’ Pamphlet Pierce County, Washington

Margin Notes

Ballot Title: The Town Council of the Town of Ruston has passed Ordinance No. 1316 concerning gambling in the Town of Ruston. This Ordinance would prohibit the operation of social card games within the Town of Ruston, except for those operated by charitable or nonprofit organizations. **Should this Ordinance be approved or rejected?**

Statement For: Voting ‘Yes’ on Ruston Referendum Measure 1 will *end* house-banked card rooms (casinos) in Ruston forever. Finally, “We the people of Ruston” will decide the fate of casinos in our community and not have it decided by business owners who don’t live in Ruston. Ruston Measure 1 does not eliminate any current gaming activity, thus there is no revenue loss to the town. This measure helps our town limit new casino development. This measure may actually make our town safer. This is a real possibility as casinos traditionally add work load to local police forces, reducing their availability to their community. Indeed, casino presence usually comes with a cost to a community that includes reputation, image, and lower property values. Ruston Measure 1 was unanimously endorsed by the Ruston Town Council and offers us the opportunity to be heard. Please vote ‘Yes’ on Ruston Measure No. 1.

Statement Against: The Point Defiance Cafe and Casino was a successful business serving a public need until the Town Council decided to close them down. People enjoy gambling and the gambling tax helps pay for much needed services, such as schools, the library, and the senior center. Now, Ruston has lost its largest taxpayer. Taxes will have to be raised to cover this loss. The Ordinance already closed down our town’s main business with the loss of thirty jobs and all of the casino owners’ investment. With this Ordinance, no future gaming interests can come to our town, providing much needed taxes and jobs. This measure was rushed through to meet a deadline. Vote *No* on Measure No. 1 and support future growth for Ruston.



Step 3: Brainstorm the Topic

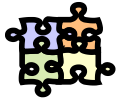
Directions

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) **Claim**



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 "+ and -" Pre-Write. Use a variety of evidence to describe your topic.

Types of Evidence: FE SCALE CC

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

Use key + words to support your argument; use – words to state and argue against (refute) the opposing view.

+	–
(3) _____ (3) _____	Counterclaim
(4) _____	(4) _____ Counterargument
(5) _____	(5) _____
(4) _____	
(5) _____	





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 **x** marks for each mastered component in the **Response x** column.
3. Response partners follow the same procedures for **Body Paragraphs #1 and #2**, referencing the **Quality and Relevance of Evidence** in the Appendix 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 **x** marks in the **Response x** column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place an **x** mark in the **Revision Checklist x** column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in the Appendix 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

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

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

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

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

Publish

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



WHO, WHAT, HOW, DO

- WHO** Underline any words which identify the audience 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

Gambling has been around since the beginning of recorded history. Some see gambling as morally wrong and favor keeping gambling illegal; others see it as an entertainment industry that should be legalized with certain controls. Reference the Voters' Pamphlet to justify your arguments for or against legalized gambling.

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writing Standards		Analytical Rubric Writing Process Essay 6 Essay Direction Word: <i>Justify</i> Writer _____ Response Partner _____		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) The Claim clearly states the topic: whether gambling should be banned								
→ (2) The Claim clearly states the writer's point of view: to <i>justify</i> a position								
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								
→ Does the evidence consistently justify the author's point of view?								
→ 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				→				

Writing Process Essay 7



Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

This science text excerpt states that “Endangered species have been identified on every continent, in every country of the world.” Some would say that whether a species survives should be left to nature and that humans ought not to interfere in nature’s ways, while others disagree. Persuade your classmates and teacher why endangered species should or not be saved through human intervention. Make sure to consider the opposing point of view in your essay.

Essay Direction Word

Persuade means to convince the reader of your argument or claim.

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

“Endangered Species” *Science Matters* by Mark Pennington

Margin Notes

Scientists have identified thousands of animals, insects, and plants on endangered species lists. Many of these endangered species are in danger of extinction because of humans. Humans often interfere with nature and the process of natural selection. But, should humans try to solve human-created problems?

Those in favor of saving endangered species argue that humans have a basic duty to care for the creatures on this planet. Because humans have used so many dangerous chemicals to farm, some water ways have become death traps for animal species. Birds have been wiped out in some poisoned environments. This unnatural extinction has created problems in the food webs; insects have multiplied into problem levels because there are no birds to eat these insects.

To save endangered species, humans need to save their habitats. For example, burning down South American rain forests to add land for farming or grazing has decreased the earth’s supply of oxygen. The earth gets over 50% of its oxygen from the plants found in the rain forests. Furthermore, scientists believe that protecting habitats may even save species that could one day contribute to medical advancements.

Those who believe that people should not try to save endangered species argue that extinction is simply part of nature. Some species are dangerous to humans. For example, hunting the grizzly bear in California saved human lives and livestock. Additionally, chemical spraying to reduce mosquito populations has limited the spread of deadly viruses. Indeed, not every species can co-exist with humans.

Also, sometimes humans must interrupt the process of natural selection. Overpopulation of certain species can cause economic problems. For example, protecting endangered swallows that damage business property, prohibiting logging to save the spotted owl, and holding up construction projects because a few endangered field mice may have to relocate, all place the needs of certain species over those of humans.





Step 3: Brainstorm the Topic

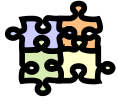
Directions

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) **Claim**



Step 4: Plan the Body Paragraphs

Directions

- 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**

- Organize the words and phrases brainstormed in the Open Mind in the appropriate boxes of the "Hierarchy Chart." Use a variety of evidence to describe your topic.

Types of Evidence: FE SCALE CC

- **F****a****ct** means something actually said or done. Use quotes for direct or indirect quotations.
- **E****x****ample** is a subset typical of a category or group.
- **S****t****istic** is a numerical figure that represents evidence gained from scientific research.
- **C****o****mparison** means to show how the subject is like something else in a meaningful way.
- **Q****u****ote from an A****u****thority** is something said by an expert on the subject.
- **L****o****gic** means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
- **E****x****perience** used as evidence may be a commonly known event or an event of which there is limited knowledge.
- **C****o****unterclaim/ C****o****unterargument** A counterclaim states an argument against your point of view. The counterargument disproves the counterclaim.

(3) _____ (3) _____

(4) _____ (4) _____

(5) _____ (5) _____

(4) _____ (4) **Counterclaim** _____

(5) _____ (5) **Counterargument** _____





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 **x** marks for each mastered component in the **Response x** column.
3. Response partners follow the same procedures for **Body Paragraphs #1 and #2**, referencing the **Quality and Relevance of Evidence** in the Appendix 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 **x** marks in the **Response x** column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place an **x** mark in the **Revision Checklist x** column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in the Appendix 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

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

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

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

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

Publish

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



WHO, WHAT, HOW, DO

- WHO** Underline any words which identify the audience 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

This science text excerpt states that “Endangered species have been identified on every continent, in every country of the world.” Some would say that whether a species survives should be left to nature and that humans ought not to interfere in nature’s ways, while others disagree. Persuade your classmates and teacher why endangered species should or not be saved through human intervention. Make sure to consider the opposing point of view in your essay.

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writing Standards		Analytical Rubric Writing Process Essay 7 Essay Direction Word: <i>Persuade</i> Writer _____ Response Partner _____		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) The Claim clearly states the topic: endangered species								
→ (2) The Claim clearly states the writer's point of view: to <i>persuade</i> the audience								
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 and Analysis clearly respond to the (4) Reason #3								
→ (4) Contrasting Transition and Counterclaim clearly state the main idea of the paragraph								
→ (5) Support Evidence and Analysis clearly respond to the Counterclaim								
→ (4) Contrasting Transition and Counterargument clearly refute the Counterclaim								
→ (5) Support Evidence and Analysis clearly respond to the Counterargument								
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences								
→ Quality/Relevance of the Reasons, Support Evidence, Counterclaim, and Counterargument								
Conclusion Paragraph								
→ Restatement of the Claim								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
Writing Style and Convention								
→ Transitions								
→ Sentence Variety								
→ Indents, Formatting, and Neatness								
→ Third Person Active Voice								
→ Word Choice: No Overuse 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								

Writing Process Essay 8



Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

Boxing is one of the world's most popular sports. Many argue that the violent nature of the sport leads to serious injuries and deaths and so boxing should be banned. Others point out important safety reforms in the sport and suggest that other sports such as football and martial arts can be equally as violent. Argue whether boxing should remain legal or not, using information from the song excerpt, newspaper editorial, and letter to the editor. Make sure to consider the opposing point of view in your essay.

Essay Direction Word

Argue means to prove an opinion or theory to be correct or true.

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: “Time to Ban Boxing” *The Reno Times* by Mark Pennington Margin Notes

Editorial

“Who killed Davey Moore
Why an’ what’s the reason for?
...It wasn’t me that made him fall,
No, you can’t blame me at all.”

Bob Dylan Copyright © 1964, 1965 by Warner Bros. Inc.,
renewed 1992, 1993 by Special Rider Music

In 1964, folksinger Bob Dylan wrote the song “Who Killed Davey Moore?” to call attention to the serious injuries that often take place within the sport of boxing. In a 1963 boxing match, Moore suffered a brain injury that caused his death four days later. Dylan’s song shared blame among the referee, crowd, managers, gamblers, newspaper writers, and the boxers themselves. Largely as a result of this song, many Americans called for a complete ban on the sport of boxing.

Doctors have raised concerns about the level of violence in boxing for years. In 1984, members of the American Medical Association voted in favor of a complete ban on boxing. Doctors agree that severe blows to the head can result in damage to nerve pathways and cause bleeding in the brain. Muhammad Ali’s slurred speech and difficulty walking, due to boxing-related brain trauma, provide ample evidence to ban this violent sport.

In fact, since 2002 six boxers have died in the ring during boxing matches. It’s time to follow the advice of doctors and assign blame where it most makes sense: on the sport of boxing itself.

The editor is misinformed in her July 25th editorial titled “Time to Ban Boxing.” The medical community is certainly not unanimous in the view that boxing is unsafe. In fact, the 1963 death of boxer Davey Moore provides an interesting case in point. Some months after the match, a group of medical specialists viewed film of the fight. These doctors concluded that Moore’s brain trauma may have been caused when his head landed on the tight bottom rope in the 10th round. These same doctors hypothesized that a punch or series of punches may not have caused the boxer’s death.

In response to Moore's death, California officials adopted several important safety rules. A fourth rope around the boxing ring was added and the bottom rope was loosened to prevent future injury. Referees and ringside doctors were instructed to stop fights earlier when needed and to call more technical knockouts when medical concerns were evident.

Today's professional boxers wear more heavily padded gloves. Boxers are required to wear a mouthpiece to protect the teeth. A foul protector is worn under the trunks to protect against low punches. Female boxers are allowed to wear a chest protector. Amateur (non-professional) boxers and all Olympic boxers wear helmets to prevent injury. Deaths do occur in the ring, but not as often as a half century ago.





Step 3: Brainstorm the Topic

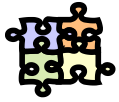
Directions

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) **Claim**



Step 4: Plan the Body Paragraphs

Directions

- 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

- 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

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





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.
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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.
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- **A**rgument **L**imitations-Sentences that explain how or why your conclusions are limited.
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Step 6: Respond, Revise, Edit, and Publish

Directions

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2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write **x** marks for each mastered component in the **Response x** column.
3. Response partners follow the same procedures for **Body Paragraphs #1 and #2**, referencing the **Quality and Relevance of Evidence** in the Appendix 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 **x** marks in the **Response x** column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place an **x** mark in the **Revision Checklist x** column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in the Appendix 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.

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Publish

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



WHO, WHAT, HOW, DO

WHO **Underline any words which identify the audience 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

Boxing is one of the world's most popular sports. Many argue that the violent nature of the sport leads to serious injuries and deaths and so boxing should be banned. Others point out important safety reforms in the sport and suggest that other sports such as football and martial arts can be equally as violent. Argue whether boxing should remain legal or not, using information from the song excerpt, newspaper editorial, and letter to the editor.

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writing Standards		Analytical Rubric Writing Process Essay 8 Essay Direction Word: Argue Writer _____ Response Partner _____		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) The Claim clearly states the cause-effect relationship								
→ (2) The Claim clearly states the writer's point of view: to <i>argue</i> a position								
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								
Counterclaim Paragraph #3								
→ Contrasting Transition and (3) Topic Sentence clearly state the Counterclaim								
→ (4) Reason #1 clearly responds to the (3) Topic Sentence								
→ (5) Support Evidence and Analysis clearly respond to the (4) Reason #1								
→ (4) Reason #2 clearly responds to the (3) Topic Sentence								
→ (5) Support Evidence and Analysis clearly respond to the (4) Reason #2								
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences								
→ Quality/Relevance of the Reasons, Support Evidence, and Counterclaim								
Counterargument Paragraph #4								
→ Contrasting Transition and (3) Topic Sentence clearly state the Counterargument								
→ (4) Reason #1 clearly responds to the (3) Topic Sentence								
→ (5) Support Evidence and Analysis clearly respond to the (4) Reason #1								
→ (4) Reason #2 clearly responds to the (3) Topic Sentence								
→ (5) Support Evidence and Analysis clearly respond to the (4) Reason #2								
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences								
→ Quality/Relevance of the Reasons, Support Evidence, and Counterclaim								

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic		Analytical Rubric Writing Process Essay 8 Essay Direction Word: <i>Argue</i>			
Writing Standards	Writer _____ Response Partner _____	Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5
Conclusion Paragraph					
→ Restatement of the Claim					
→ (6) Conclusion Strategy					
→ (6) Another Conclusion Strategy					
Writing Style and Conventions					
→ Clarity: Are there clear relationships between the reasons and evidence?					
→ 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 →					

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Essay Planning Guide

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

Dates/Notes

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 *pers. 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.



Appendix: Respond, Revise, Edit, and Publish Resources

- **Dissecting the Writing Prompt**
- **SCRIP Reading Comprehension Cueing Strategies**
- **Transition Words and Phrases**
- **Quality and Relevance of Evidence**
- **Grammatical Sentence Openers**
- **Conventional Spelling Rules**
- **Mechanics Rules**
- **Irregular Verbs**
- **Writing Issues and Revision Tasks**

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SCRIP Comprehension Cueing Strategies

Good reading is interactive reading. As you read, *talk* to the author and text about the reading. To interact with the resource texts, use these self-cueing strategies to help you understand and remember more of what the author says.

The **SCRIP** acronym stands for Summarize, Connect, Re-think, Interpret, and Predict. Use the **SCRIP Comprehension Cueing Strategies** to guide what you add to the margin notes for each resource text.

Summarize means to put together the main ideas and key details of a reading into a short-version of what the author has said. A summary can be of an entire reading, but it is more useful to summarize often at key transition points in the author's train of thought. It frequently requires the reader to go back to the previous reading section and skim that part of the reading once more.

Connect means to notice the relationship between one part of the text with another part of the text. The parts may compare (be similar) or contrast (be different). The parts may connect as a sequence (an order) of events or ideas. The parts may respond to other parts of the text, such as to provide reasons for or effects of what came before in the reading. Good readers also connect the relationship between one part of the text with a similar text or source. It could be something from another book, movie, television show, or historical event. Lastly, good readers see the relationship between one part of the text with their own personal experiences. You may have had a similar experience in your own life to that described in the text.

Re-think means to re-read the text when you are confused or have lost the author's train of thought. Reviewing what has just been read will usually improve understanding. You may even understand what the author has said in *a different way* than how you understood that section the first time that you read it.

Interpret means to focus on what the author means beyond the words that are used. Authors may directly say what they mean right in the lines of the text, but they also may *suggest* what they mean with hints to allow readers to draw their own conclusions. These hints can be found in the tone (feeling or attitude) of the writing, the word choice, or in other parts of the text in which the clues may be stated more directly.

Predict means to make an educated guess about what will happen or be said next in the text. A good prediction uses the clues presented in the reading to make a logical guess that makes sense. Good readers check their predictions with what actually happens or is said next in the text.



Dissecting the Writing Prompt

Before prewriting an essay and creating the thesis statement, carefully read, re-read, and dissect (tear into parts and analyze) the writing prompt. Use the following symbols or highlight in different colors to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

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

Good writing is a dialogue between author and audience. First, find out who your audience will be. The audience may or may not be clearly stated. Don't assume that you are writing just to your teacher or grader. Consider your audience's level of expertise and degree of familiarity with the subject. This will help frame your word choice, which terms need to be defined, your audience's point of view, and how much prior knowledge you need to add to the essay.

Look for words that help define your role as the writer. Are you to remain objective and even-handed to treat all sides of an issue fairly? Or are you to be subjective with your primary task to convince or change your audience's mind to your position? The answers to these questions will determine your writing voice. Your writing voice is your personal attitude toward the subject of the writing and your audience. Your writing voice must be consistent throughout the essay.

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

As you read the writing prompt, search for words or phrases which clearly state the topic of the writing. The topic is the main subject about which you are to write, not the detail that explains the subject. Stick to the main ideas. Not the details that are *parts of the whole* or *too general*. The context refers to the necessary background or situation that explains the significance of the topic. The purpose of the writing task is the main focus of your writing task. As a writer, you are limited to this focus. Keep the focus narrow and don't "read into" the purpose of the writing task more than what is stated.

[HOW] Bracket any words which identify the writing format or the resources.

The format of the writing task simply means how the writing response is to be shared with your audience. It is the form in which the writing task is to be composed.

DO Box any words which identify key writing direction words.

Knowing the academic language of key writing direction words is critically important. Limit your essay to the demands of the writing direction word.

Purpose

Transition Words and Phrases

Definition

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

Example

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

Explanation or Emphasis

- 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

Analysis

- means that, suggests, imply, infer, examine, being that, to that end, in view of, given that

Comparison

- similarly, in the same way, just like (as), likewise, in comparison, in the same manner, so too

Contrast

- in contrast, on the other hand, however, whereas, but, yet, nevertheless, instead, as opposed to, otherwise, on the contrary, regardless, alternatively, conversely, but even so, still, rather, nonetheless, although, despite, in spite of, granted, notwithstanding, regardless, admittedly

Cause–Effect

- because, for, therefore, hence, as a result, consequently, as a consequence, due to, thus, so, led to, in that, in view of, owing to, forasmuch as, in as much as, provided that, given that, as long as, if, unless, even if, only if, accordingly, in order to

Conclusion

- in conclusion, to conclude, as one can see, in summary, to sum up, for these reasons, either way, in either case, in either event, in any case, in any event, at any rate, overall, therefore, on the whole, in the final analysis

Addition

- also, another, in addition, additionally, plus, further, furthermore, moreover, as well, besides, what is more

Number or Sequence

- first, firstly, primarily, initially, to start with, first of all, for one, second, secondly, last, lastly, finally, next, before, for another, following, subsequently, after, afterwards

Time

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



Quality and Relevance of Evidence

Using quality evidence in (4) and (5) sentences to directly support the (3) Topic Sentence of each body paragraph is essential. The evidence must be accurate and fairly presented to objectively support or prove the writer's analysis or argument. A writer should never use questionable source material or irrelevant evidence. A writer should never manipulate evidence in such a way as to unfairly analyze or argue a point. To fairly and logically present evidence, a writer should avoid the following errors in reasoning.

Errors in Reasoning

The following list of errors in reasoning can help the writer avoid these pitfalls in the (4) or (5) sentences.

Synonym Errors

A synonym error occurs when the writer substitutes one term for another in the argument, yet the terms are not same.

Non Sequitur Errors

A non sequitur error means that the argument does not follow logically. In other words, the conclusion cannot be reached from the facts presented.

Red Herring Errors

A red herring error means that an unconnected reference is used to distract the reader from the argument.

Unsupported Generalization Errors

An unsupported generalization error applies specific facts to a broad generalization without justification.

Poisoning the Well Errors

A poisoning the well error means that an argument is weakened by a criticism in the argument itself.

Cause and Effect Errors

A cause and effect error occurs when the writer assumes that something directly causes something else, but the result is actually a matter of coincidence.

Begging the Question Errors

A begging the question error takes place when the writer assumes something to be true, that has not been proven, in order to support the argument.

Either-Or Errors

An either-or error sets up a false choice between two ideas or issues and ignores other options.

Comparison Errors

A comparison error attempts to find similarities or differences between two unrelated ideas or issues.

Questionable Authority Errors

A questionable authority error refers to a source that is not a specific expert on the idea or issue.

Contradiction Errors

A contradiction error says the opposite of what has already been stated in the argument.

Inconsistency Errors

An inconsistency error refers to parts of an argument that are not in agreement.

Omission Errors

An omission error means that a necessary piece of information is missing in the argument.

Oversimplification Errors

An oversimplification error reduces a complicated idea or issue to something simple.

Sampling Errors

A sampling error refers to the data from which conclusions have been drawn. A sampling error may relate to an insufficient sample size or an unreliable sample group.

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-prettyest*).

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”, “oo”, 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 “ur” (*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 (*reactive, 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 *e* (*stereo-stereos*). Spell “es” after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (*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” (*knives, shelf-shelves*).

Mechanics Rules

Punctuation

Commas

- Use commas before or after speaker tags.
- Use commas to set apart appositives.
- Use commas after each item in lists (except the last).
- Use commas after introductory words or phrases.
- Use commas between number dates and years.
- Use commas between geographical places.
- Use commas after greetings/closings in personal letters.
- Use commas after nouns of direct address.
- Use commas before conjunctions to join two independent clauses.

Exclamation Points

- Use exclamation points for surprise or strong emotions.

Quotation Marks

- Use quotation marks before and after direct quotations.
- Use quotation marks before and after songs, poems, document titles, book chapters, magazine articles, and short story titles.

Colons

- Use colons after business letter greetings.
- Use colons to introduce lists.
- Use colons between numbers in relationships.

Semicolons

- Use semicolons to join independent clauses without conjunctions.

Underlining

- Underline movie, television show, book, magazine, play, and work of art titles.

Apostrophes

- Use apostrophes for contractions.
- Use apostrophes for singular and plural possessives.

Parentheses

- Use parentheses to explain or define.

Capitalization

- Capitalize proper nouns (a name that is given to special persons, places, or things).
- Capitalize holidays, dates, groups, organizations, and businesses.
- Capitalize the first, last, and any important words in titles.
- Capitalize the names of languages and peoples.
- Capitalize special events and historical periods.

Examples

She said, "Call me at home."
That man, the one with the hat, left.
John, Jane, and Jose left early.
First of all, you should listen to me.
It all happened on May 3, 1999.
She lived in Tampa, Florida.
Dear Ralph, ... Sincerely, ...
Kristin, leave some for your sister.
I liked her, and she liked me.

Example

The decision really shocked me!

Examples

She said, "I'm going to bed."
Whenever I hear "Clementine," it
reminds me of "Leaves of Grass"
and "The Gettysburg Address."

Examples

Dear Sirs:
The following: shoes, pants, and...
8:52 P.M.

Example

Jamal went to school; Larry met him.

Example

I saw the wonderful Fiddler on the Roof last night.

Examples

I can't see what they're doing.
Tom's and the girls' coats were red.

Example

The hombre (man) rode off alone.

Examples

Ryan visited Los Angeles to visit
the Holocaust Museum.
Last Easter on March 24, 2002 the
P.T.A. and McDonald's helped out.
Prince Charles's favorite book was
Islands of Adventure.
He spoke Spanish to the Indians.
The New Year's Day Parade
celebrates the Year of the Dog.



Irregular Verbs

Present	Past	Past Participle (has, have, had)
am	was	been
are	were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fly	flew	flown
forget	forgot	forgotten
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
has	had	had
hear	heard	heard
hide	hid	hidden
is	was	has been
keep	kept	kept
know	knew	known
lay	laid	laid
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
see	saw	seen
sing	sang	sung
speak	spoke	spoken
stand	stood	stood
take	took	taken
throw	threw	thrown
write	wrote	written



Writing Issues and Revision Tasks

Writing Issues

Revision Tasks

Organization

- Hard to understand or unclear
- Sections are repetitive
- Some parts do not deal with the thesis—are off-track
- Writing does not flow from sentence to sentence or paragraph to paragraph
- Thesis is unsupported
- Topic sentences are unsupported
- Support is unconvincing

-Add transitions, substitute word choice, delete, add to explain, define, rearrange order of ideas

-Delete sections

-Delete, combine sections

-Add transitions, rearrange sentences or paragraphs

-Re-write (3) Topic Sentences to specifically address the (2) Thesis

-Revise (4) and (5) sentences to specifically address the (3) Topic Sentences

-Vary types of evidence, or revise (3) Topic Sentence or (2) Thesis

Sentence Structure

- Sentence fragments
- Run-on sentences
- Writing is boring or predictable
- Short or choppy sentences
- Long or awkward sentences
- Hard to follow

-Re-word to make a complete thought, ensure there is a subject and predicate relationship

-Make into two sentences, add semi-colon, add comma and conjunction, change one independent clause to a dependent clause

-Vary sentence openers, add precise adjectives, reduce “to-be” verbs, use vivid verbs, add phrases or clauses

-Combine ideas into compound, complex, or compound-complex sentences

-Break up sentences into two, delete unnecessary words, phrases, or clauses

-Add transitions, revise sentences into more parallel structures

Word Choice

- Writing is too general
- Writing is unclear

-Make nouns more specific with precise adjectives, delete general adjectives, add specific adverbs and prepositional phrases, delete unnecessary words

-Shorten sentences, delete unclear phrases or clauses, substitute difficult or imprecise vocabulary, check and revise pronoun references, check and revise word choice, if tone is inconsistent



	Introduction Paragraph	Body Paragraph #1	Body Paragraph #2	Conclusion Paragraph	Writing Style and Conventions
Essay Recording Matrix <i>Examine Essay #1</i> Common Core State Standard Writing 2.0	Introduction Strategy (1)				
	Another Introduction Strategy (1)				
	Thesis Statement (2) clearly states the topic				
	Thesis Statement (2) clearly states the writing purpose				
	Topic Sentence (3) clearly states the main idea of the paragraph				
	Topic Sentence (3) clearly responds to the Thesis Statement (2)				
	Evidence #1 (4) clearly responds to the Topic Sentence (3)				
	Analysis (5) clearly respond to the Major Detail #1 (4)				
	Evidence #2 (4) clearly responds to the Topic Sentence (3)				
	Analysis (5) clearly respond to the Major Detail #2 (4)				
	Variety of Evidence and Analysis in the (4) and (5) Sentences				
	Relevance of Evidence and Analysis in the (4) and (5) Sentences				
	Topic Sentence (3) clearly states the main idea of the paragraph				
	Topic Sentence (3) clearly responds to the Thesis Statement (2)				
	Evidence #3 (4) clearly responds to the Topic Sentence (3)				
	Analysis (5) clearly respond to the Major Detail #1 (4)				
	Evidence #4 (4) clearly responds to the Topic Sentence (3)				
	Analysis (5) clearly respond to the Major Detail #2 (4)				
	Variety of Evidence and Analysis in the (4) and (5) Sentences				
	Relevance of Evidence and Analysis in the (4) and (5) Sentences				
Restatement of the Thesis					
Conclusion Strategy (6)					
Another Conclusion Strategy (6)					
Transitions					
Sentence Variety					
¶ Indents, Formatting, and Neatness					
Third Person Active Voice					
Word Choice					
Formal Writing					
Grammar and Usage					
Punctuation					
Spelling					
Citations and Format					
Student Names					

	Introduction Paragraph	Body Paragraph #1	Body Paragraph #2	Conclusion Paragraph	Writing Style and Conventions
Essay Recording Matrix <i>Compare and Contrast Essay #4</i> Common Core State Standard Writing 2.0	Introduction Strategy (1)	Topic Sentence (3) clearly states the main idea of the Thesis Statement	Topic Sentence (3) clearly states the main idea of the Thesis Statement	Restatement of the Thesis	
	Another Introduction Strategy (1)	Topic Sentence (3) clearly responds to the Thesis Statement	Topic Sentence (3) clearly responds to the Thesis Statement	Conclusion Strategy (6)	
	Thesis Statement (2) clearly states the topic	Evidence #1 (4) clearly responds to the Topic Sentence (3)	Evidence #3 (4) clearly responds to the Topic Sentence (3)	Another Conclusion Strategy (6)	
	Thesis Statement (2) clearly states the writing purpose	Analysis (5) clearly respond to the Major Detail #1 (4)	Analysis (5) clearly respond to the Major Detail #1 (4)	Transitions	
	Topic Sentence (3) clearly states the main idea of the Thesis Statement	Evidence #2 (4) clearly responds to the Topic Sentence (3)	Evidence #4 (4) clearly responds to the Topic Sentence (3)	Sentence Variety	
	Topic Sentence (3) clearly responds to the Thesis Statement	Analysis (5) clearly respond to the Major Detail #2 (4)	Analysis (5) clearly respond to the Major Detail #2 (4)	¶ Indents, Formatting, and Neatness	
	Evidence #1 (4) clearly responds to the Topic Sentence (3)	Variety of Evidence and Analysis in the (4) and (5) Sentences	Variety of Evidence and Analysis in the (4) and (5) Sentences	Third Person Active Voice	
	Analysis (5) clearly respond to the Major Detail #1 (4)	Relevance of Evidence and Analysis in the (4) and (5)	Relevance of Evidence and Analysis in the (4) and (5)	Word Choice	
	Evidence #2 (4) clearly responds to the Topic Sentence (3)	Topic Sentence (3) clearly states the main idea of the Thesis Statement	Topic Sentence (3) clearly states the main idea of the Thesis Statement	Formal Writing	
	Analysis (5) clearly respond to the Major Detail #2 (4)	Evidence #3 (4) clearly responds to the Topic Sentence (3)	Evidence #3 (4) clearly responds to the Topic Sentence (3)	Grammar and Usage	
	Variety of Evidence and Analysis in the (4) and (5) Sentences	Analysis (5) clearly respond to the Major Detail #1 (4)	Analysis (5) clearly respond to the Major Detail #1 (4)	Punctuation	
	Relevance of Evidence and Analysis in the (4) and (5)	Evidence #4 (4) clearly responds to the Topic Sentence (3)	Evidence #4 (4) clearly responds to the Topic Sentence (3)	Spelling	
	Topic Sentence (3) clearly states the main idea of the Thesis Statement	Analysis (5) clearly respond to the Major Detail #2 (4)	Analysis (5) clearly respond to the Major Detail #2 (4)	Citations and Format	
	Topic Sentence (3) clearly responds to the Thesis Statement	Variety of Evidence and Analysis in the (4) and (5) Sentences	Variety of Evidence and Analysis in the (4) and (5) Sentences		
	Evidence #3 (4) clearly responds to the Topic Sentence (3)	Relevance of Evidence and Analysis in the (4) and (5)	Relevance of Evidence and Analysis in the (4) and (5)		
	Analysis (5) clearly respond to the Major Detail #1 (4)	Topic Sentence (3) clearly states the main idea of the Thesis Statement	Topic Sentence (3) clearly states the main idea of the Thesis Statement		
	Evidence #4 (4) clearly responds to the Topic Sentence (3)	Evidence #1 (4) clearly responds to the Topic Sentence (3)	Evidence #1 (4) clearly responds to the Topic Sentence (3)		
Analysis (5) clearly respond to the Major Detail #2 (4)	Analysis (5) clearly respond to the Major Detail #2 (4)	Analysis (5) clearly respond to the Major Detail #2 (4)			
Variety of Evidence and Analysis in the (4) and (5) Sentences	Variety of Evidence and Analysis in the (4) and (5) Sentences	Variety of Evidence and Analysis in the (4) and (5) Sentences			
Relevance of Evidence and Analysis in the (4) and (5)	Relevance of Evidence and Analysis in the (4) and (5)	Relevance of Evidence and Analysis in the (4) and (5)			
Restatement of the Thesis	Restatement of the Thesis	Restatement of the Thesis			
Conclusion Strategy (6)	Conclusion Strategy (6)	Conclusion Strategy (6)			
Another Conclusion Strategy (6)	Another Conclusion Strategy (6)	Another Conclusion Strategy (6)			
Transitions	Transitions	Transitions			
Sentence Variety	Sentence Variety	Sentence Variety			
¶ Indents, Formatting, and Neatness	¶ Indents, Formatting, and Neatness	¶ Indents, Formatting, and Neatness			
Third Person Active Voice	Third Person Active Voice	Third Person Active Voice			
Word Choice	Word Choice	Word Choice			
Formal Writing	Formal Writing	Formal Writing			
Grammar and Usage	Grammar and Usage	Grammar and Usage			
Punctuation	Punctuation	Punctuation			
Spelling	Spelling	Spelling			
Citations and Format	Citations and Format	Citations and Format			
Student Names					



	Introduction Paragraph	Body Paragraph #1	Body Paragraph #2	Conclusion Paragraph	Writing Style and Conventions
Essay Recording Matrix <i>Evaluate Essay #5</i> Common Core State Standard Writing 1.0	Introduction Strategy (1)				
	Another Introduction Strategy (1)				
	Claim (2) clearly states the topic				
	Claim (2) clearly states the point of view				
	Topic Sentence (3) clearly states the main idea of the paragraph				
	Topic Sentence (3) clearly responds to the Claim (2)				
	Reason #1 (4) clearly responds to the Topic Sentence (3)				
	Support Evidence (5) clearly responds to Reason #1 (4)				
	Reason #2 (4) clearly responds to the Topic Sentence (3)				
	Support Evidence (5) clearly responds to Reason #2 (4)				
	Variety of Reasons and Evidence in the (4) and (5) Sentences				
	Relevance of Reasons and Evidence in the (4) and (5) Sentences				
	Topic Sentence (3) clearly states the main idea of the paragraph				
	Topic Sentence (3) clearly responds to the Claim (2)				
	Reason #3 (4) clearly responds to the Topic Sentence (3)				
	Support Evidence (5) clearly responds to Reason #3 (4)				
	Reason #4 (4) clearly responds to the Topic Sentence (3)				
	Support Evidence (5) clearly responds to Reason #4 (4)				
	Variety of Reasons and Evidence in the (4) and (5) Sentences				
	Relevance of Reasons and Evidence in the (4) and (5) Sentences				
	Restatement of the Claim				
Conclusion Strategy (6)					
Another Conclusion Strategy (6)					
Transitions					
Sentence Variety					
¶ Indents, Formatting, and Neatness					
Third Person Active Voice					
Word Choice					
Formal Writing					
Grammar and Usage					
Punctuation					
Spelling					
Citations and Format					
Student Names					



Essay Recording Matrix
Justify Essay #6
Common Core State Standard Writing 1.0

Student Names

Introduction Paragraph

Body Paragraph #1

Body Paragraph #2 with Counter-Argument/Refutation Paragraph

Conclusion Paragraph

Writing Style and Conventions

Introduction Strategy (1)

Another Introduction Strategy (1)

Claim (2) clearly states the topic

Claim (2) clearly states the point of view

Topic Sentence (3) clearly states the main idea of the

Topic Sentence (3) clearly responds to the Claim (2)

Reason #1 (4) clearly responds to the Topic Sentence (3)

Support Evidence (5) clearly responds to Reason #1 (4)

Reason #2 (4) clearly responds to the Topic Sentence (3)

Support Evidence (5) clearly responds to Reason #2 (4)

Variety of Reasons and Evidence in the (4) and (5)

Relevance of Reasons and Evidence in the (4) and (5)

Topic Sentence (3) clearly states the main idea of the

Topic Sentence (3) clearly responds to the Claim (2)

Reason #3 (4) clearly responds to the Topic Sentence (3)

Support Evidence (5) clearly responds to Reason #3 (4)

Reason #4 (4) clearly responds to the Topic Sentence (3)

Support Evidence (5) clearly responds to Reason #4 (4)

Variety of Reasons and Evidence in the (4) and (5)

Relevance of Reasons and Evidence in the (4) and (5)

Restatement of the Claim

Conclusion Strategy (6)

Another Conclusion Strategy (6)

Transitions

Sentence Variety

¶ Indents, Formatting, and Neatness

Third Person Active Voice

Word Choice

Formal Writing

Grammar and Usage

Punctuation

Spelling

Citations and Format



