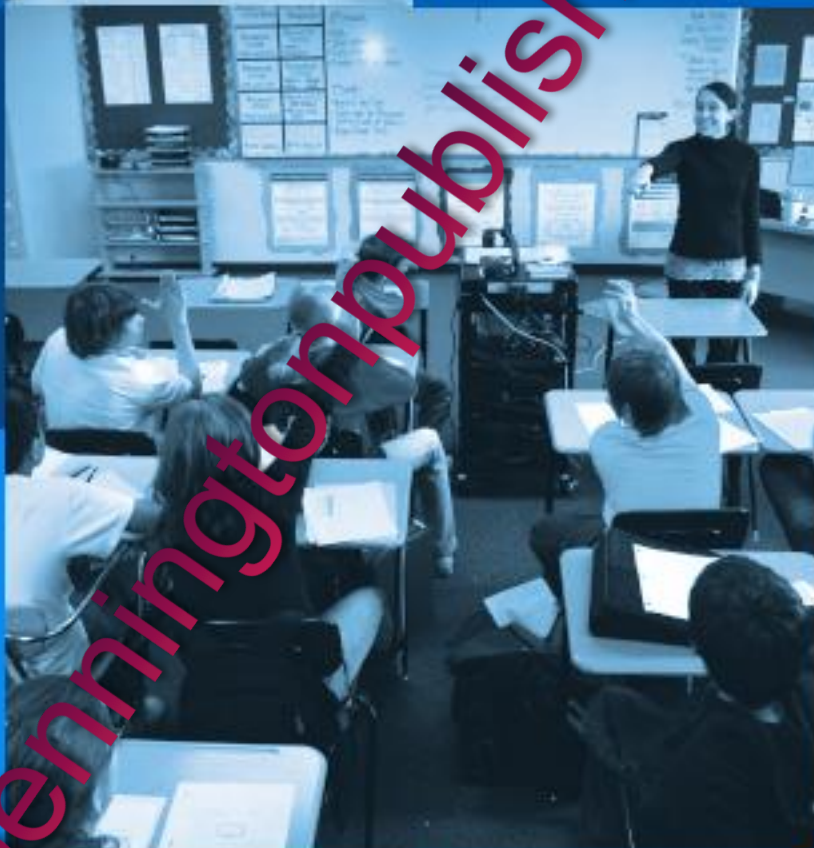


# EIGHT WRITING PROCESS ESSAYS



Four  
Argumentative  
Four  
Informational/  
Explanatory  
Essays with  
Analytical Rubrics

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



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PENNINGTON  
PUBLISHING

# Eight Writing Process Essays

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## Google Slide Links

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Following are the Google slide links to the **Eight Writing Process Essays**.

### **Eight On-Demand Diagnostic Essay Assessments**

[https://docs.google.com/presentation/d/1aqrFp\\_O27Z7g3UDVJX3wqM0dU8\\_YWuI7vQdiKL4jgeQ/copy](https://docs.google.com/presentation/d/1aqrFp_O27Z7g3UDVJX3wqM0dU8_YWuI7vQdiKL4jgeQ/copy)

#### **Writing Process Essay 1: Examine**

[https://docs.google.com/presentation/d/1JfK9FidxBbzTMMEoYsIshYdhSeNGdoMprD\\_vVvglQA/copy](https://docs.google.com/presentation/d/1JfK9FidxBbzTMMEoYsIshYdhSeNGdoMprD_vVvglQA/copy)

#### **Writing Process Essay 2: Explain**

<https://docs.google.com/presentation/d/1sh7XIyqotABAE56E01D0sGFO8vDeNulfUMGrZxVvE/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-p6Lk1IlGw\\_Onz7T4kWU/copy](https://docs.google.com/presentation/d/1N59DnZgreHJAoJT2-WVbf-p6Lk1IlGw_Onz7T4kWU/copy)

#### **Writing Process Essay 5: Evaluate**

<https://docs.google.com/presentation/d/1n7LVAir3fXsfWw4ndWBHXW4dgIYpW7WR7at88LzJNY4/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](https://docs.google.com/presentation/d/1PBPVR0iX9aqJbTScB6kYMfR51Z83ef2_AE2lpK8t6Io/copy)

## Instructional Overview and Step-by-Step Directions

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*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).<sup>\*</sup> 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.

<sup>\*</sup>*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 symbols 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?**

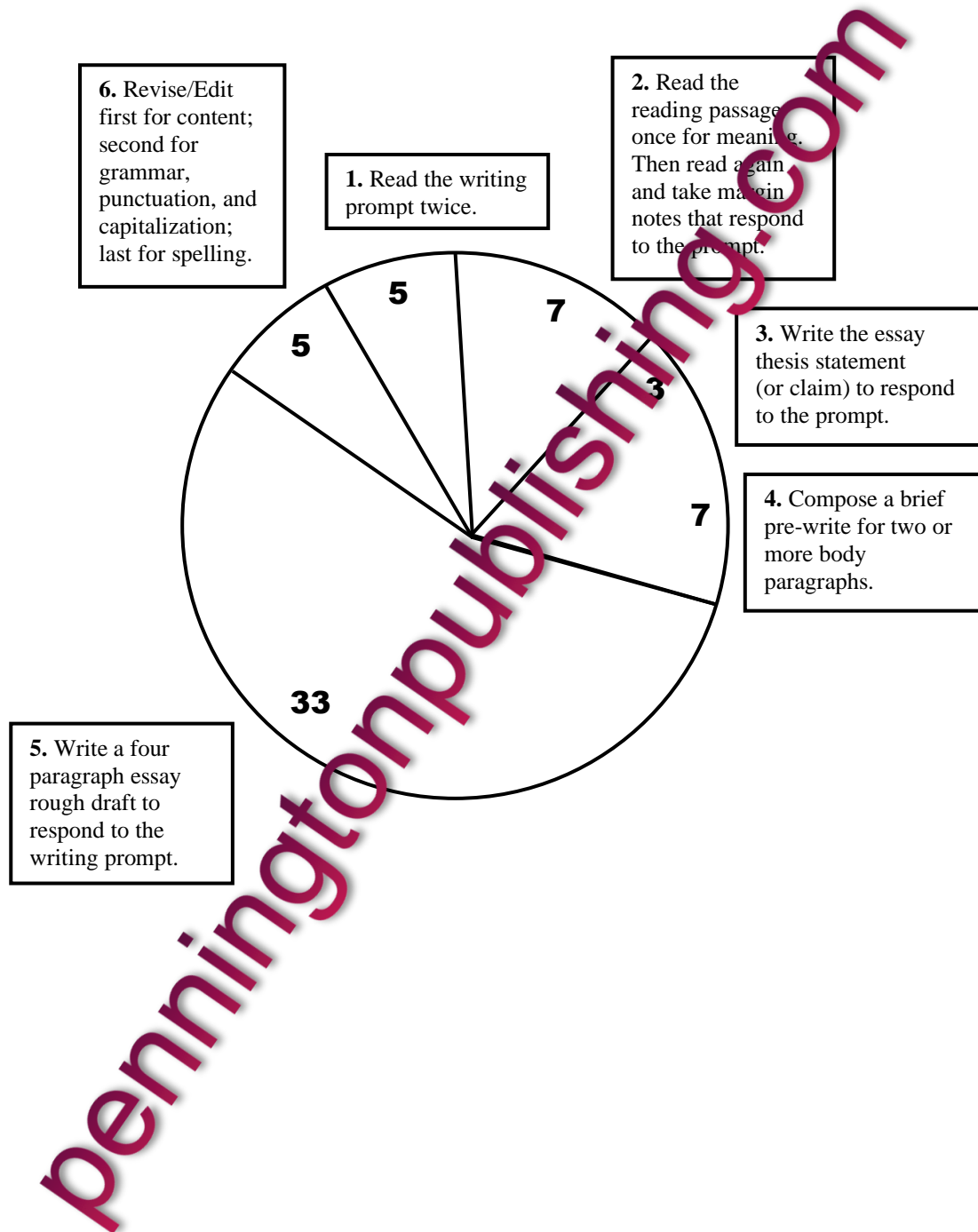
Components of the **Analytical Rubrics** are designed to be objective, so many parts can be graded by evaluators other than the teacher. In fact, the Analytical Rubric provides a grading column for formative assessment by the student writer or response partner.

### **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. 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.”



## 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! (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 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 14 days" says JFG of L.A., 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!**

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Medically approved by doctors, safe and effective throughout the U.S.

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**BE TALLER!**

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

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

**MAIL THIS COUPON TODAY**

## 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 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 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

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**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

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**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 25<sup>th</sup> 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**

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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

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### 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**.

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## 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**.



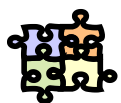
2. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to yourself as the writer, the writing format, introduce evidence, or write a split (divided) thesis.

(2) **Thesis Statement**

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## 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

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

(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.



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b> <b>Writing Standards</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 1</b> <b>Essay Direction Word: <i>Examine</i></b> <b>Writer _____</b> <b>Response Partner _____</b>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
<b>Introduction Paragraph</b>								
→ (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>								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Conclusion Paragraph</b>								
→ Restatement of the Thesis								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
<b>Writing Style and Conventions</b>								
→ 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

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### 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**.

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## 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**.



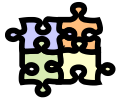
2. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to yourself as the writer, the writing format, introduce evidence, or write a split (divided) thesis.

(2) **Thesis Statement**

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## 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

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

(5)	(4)	(3)	(4)	(5)
	(5)		(5)	
(5)	(4)	(3)	(4)	(5)
	(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**

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.



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b> <b>Writing Standards</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 2</b> <b>Essay Direction Word: <i>Explain</i></b>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
<b>Writer</b> _____ <b>Response Partner</b> _____								
<b>Introduction Paragraph</b>								
→ (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>								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Conclusion Paragraph</b>								
→ Restatement of the Thesis								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
<b>Writing Style and Conventions</b>								
→ 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								
Totals →								

## Writing Process Essay 3

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### 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**.

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## 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**.



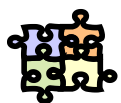
2. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to yourself as the writer, the writing format, introduce evidence, or write a split (divided) thesis.

(2) **Thesis Statement**

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## Step 4: Plan the Body Paragraphs

### Directions



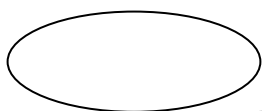
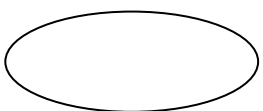

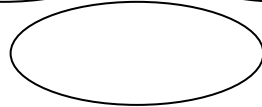



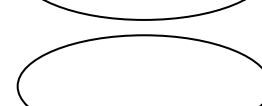

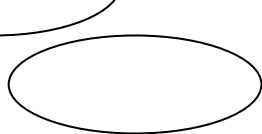
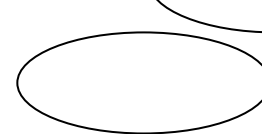

1. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to the writing format, introduce evidence, or write a split (divided) thesis.

### (2) Thesis Statement

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

### Types of Evidence: FE SCALE

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

		<b>Analysis</b> (5)		
		<b>Evidence</b> (4)		
		<b>Topics of Analysis</b> (3)		
		<b>Evidence</b> (4)		
		<b>Analysis</b> (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.
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- **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.



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b> <b>Writing Standards</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 3</b> <b>Essay Direction Word: <i>Analyze</i></b> <b>Writer _____</b> <b>Response Partner _____</b>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
<b>Introduction Paragraph</b>								
→ (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>								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Conclusion Paragraph</b>								
→ Restatement of the Thesis								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
<b>Writing Style and Convention</b>								
→ 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

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### 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**.

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## 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**.



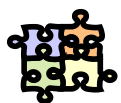
2. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to yourself as the writer, the writing format, introduce evidence, or write a split (divided) thesis.

(2) **Thesis Statement**

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## 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 this graphic organizer. Use a variety of evidence to describe your topic.

### Types of Evidence: FE SCALE

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

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.
- **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**

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.



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b> <b>Writing Standards</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 4</b> <b>Essay Direction Words: <i>Compare and Contrast</i></b> <b>Writer _____</b> <b>Response Partner _____</b>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
<b>Introduction Paragraph</b>								
→ (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: to <i>compare and contrast</i>								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Conclusion Paragraph</b>								
→ Restatement of the Thesis								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
<b>Writing Style and Conventions</b>								
→ 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

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### 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**.

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## 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: **Summarize**, **Re-think**, **Connect**, **Interpret**, and **Predict**.
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 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 .....  
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**.



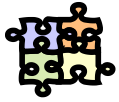
2. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to yourself as the writer, the writing format, introduce evidence, or write a split (divided) thesis.

(2) **Claim**

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## Step 4: Plan the Body Paragraphs

### Directions

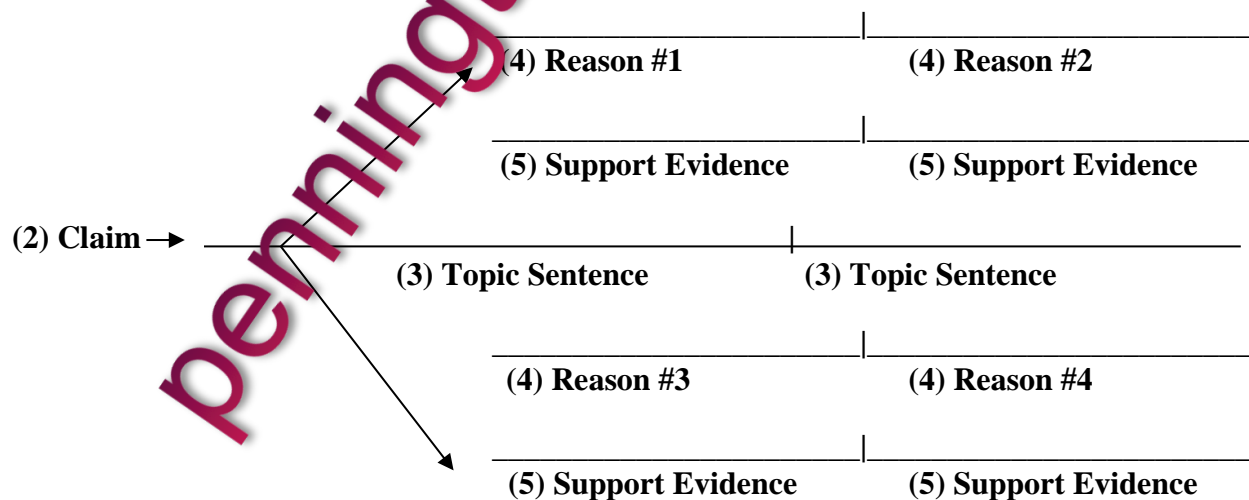
- Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Claim**. Don't refer to the writing format, introduce evidence, or write a split (divided) claim.

(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 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.





## 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

- **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.
- **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.
- **Reference to Something Known in Common**-Sentences that refer to a fact or idea already known by most people, including your reader.
- **Quote from an Authority**-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **Preview of Topic Sentences**-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **Startling Statement**-Sentences that are designed to startle the reader with an emotional response to help support the claim.
- **Background**-Sentences that briefly explain the setting or help your reader better understand the claim.
- **Controversial 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

- **Generalization**-Sentences that make one of your specific points more general in focus.
- **Question for Further Study**-Sentences that mention a related subject or question that is beyond the focus of the essay.
- **Statement of Significance**-Sentences that discuss the importance and relevance of the proven claim.
- **Application**-Sentences that apply the proven claim to another idea or issue.
- **Argument Limitations**-Sentences that explain how or why your conclusions are limited.
- **Emphasis of Key Point**-Sentences that mention and add importance to one of the points of your essay.
- **Summary Statement**-Sentences that list the main ideas and major details of the essay.
- **Call 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.



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 5</b> <b>Essay Direction Word: <i>Evaluate</i></b>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
<b>Writing Standards</b> <b>Writer</b> _____ <b>Response Partner</b> _____								
<b>Introduction Paragraph</b>								
→ (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>								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Conclusion Paragraph</b>								
→ Restatement of the Claim								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
<b>Writing Style and Conventions</b>								
→ Is the judgment about the advertisement consistent throughout the essay?								
→ Transitions								
→ Sentence Variety								
→ Indents, Formatting, and Neatness								
→ Third Person Active Voice								
→ Word Choice: No over-use of "to be" Verbs, No Padding, Appropriate Vocabulary								
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections								
→ Grammar and Usage								
→ Punctuation								
→ Spelling								
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format								
Totals →								



## Writing Process Essay 6

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### 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**.

---

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## 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: **Summarize**, **Re-think**, **Connect**, **Interpret**, and **Predict**.
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**.



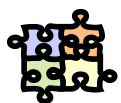
2. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to yourself as the writer, the writing format, introduce evidence, or write a split (divided) thesis.

(2) **Claim**

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## 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 “+ and -” Pre-Write. Use a variety of evidence to describe your topic.

### Types of Evidence: FE SCALE CC

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

Use key + words to support your argument; use – words to state and argue against (refute) the opposing view.

+	–
(3) _____ (3) _____	<b>Counterclaim</b>
(4) _____	(4) _____
(5) _____	<b>Counterargument</b>
(4) _____	(5) _____
(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.



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b> <b>Writing Standards</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 6</b> <b>Essay Direction Word: <i>Justify</i></b> <b>Writer _____</b> <b>Response Partner _____</b>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
<b>Introduction Paragraph</b>								
→ (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								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Conclusion Paragraph</b>								
→ Restatement of the Claim								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
<b>Writing Style and Conventions</b>								
→ 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

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### 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**.

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## 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**.



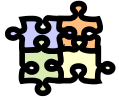
2. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to yourself as the writer, the writing format, introduce evidence, or write a split (divided) thesis.

(2) **Claim**

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## 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 "Hierarchy Chart." Use a variety of evidence to describe your topic.

### Types of Evidence: FE SCALE CC

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

(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.

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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.



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b> <b>Writing Standards</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 7</b> <b>Essay Direction Word: <i>Persuade</i></b>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
<b>Writer</b> _____ <b>Response Partner</b> _____								
<b>Introduction Paragraph</b>								
→ (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								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Conclusion Paragraph</b>								
→ Restatement of the Claim								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
<b>Writing Style and Convention</b>								
→ Transitions								
→ Sentence Variety								
→ Indents, Formatting, and Neatness								
→ Third Person Active Voice								
→ Word Choice: No Cliches, No "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								
<b>Totals</b>		→						

## Writing Process Essay 8

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### 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**.

---

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## 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 25<sup>th</sup> 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**.



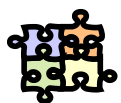
2. Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Thesis Statement**. Don't refer to yourself as the writer, the writing format, introduce evidence, or write a split (divided) thesis.

(2) **Claim**

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## Step 4: Plan the Body Paragraphs

### Directions

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

### (2) Claim

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

### Types of Evidence: FE SCALE CC

- **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.

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.
- **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.
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**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.
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- **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.

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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.

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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**

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.



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b> <b>Writing Standards</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 8</b> <b>Essay Direction Word: <i>Argue</i></b>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
<b>Writer</b> _____		<b>Response Partner</b> _____						
<b>Introduction Paragraph</b>								
→ (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								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Counterclaim Paragraph #3</b>								
→ 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								
<b>Counterargument Paragraph #4</b>								
→ 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								



<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 8</b> <b>Essay Direction Word: <i>Argue</i></b>		
<b>Writing Standards</b> <b>Writer</b> _____ <b>Response Partner</b> _____		Diagnostic Assessment 1-5	Response X	Revision Checklist X
<b>Conclusion Paragraph</b>				
→ Restatement of the Claim				
→ (6) Conclusion Strategy				
→ (6) Another Conclusion Strategy				
<b>Writing Style and Conventions</b>				
→ 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 →				



## 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 *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.



## **Appendix: Respond, Revise, Edit, and Publish Resources**

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- **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**



## SCRIP Comprehension Cueing Strategies

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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

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### 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

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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-prettiest*).

### 3. The Silent *e* Rule

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

### 4. The Double the Consonant Rule

Double the consonant, when adding on an ending (*permit-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 (*readable, 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	began
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



Student Names	Introduction Paragraph										Body Paragraph #1										Body Paragraph #2										Conclusion Paragraph										Writing Style and Conventions									
	Introduction Paragraph										Body Paragraph #1										Body Paragraph #2										Conclusion Paragraph										Writing Style and Conventions									
Essay Recording Matrix	Introduction Strategy (1)										Topic Sentence (3) clearly states the main idea of the paragraph										Topic Sentence (3) clearly states the main idea of the paragraph										Conclusion Strategy (6)										Indents, Formatting, and Neatness									
Examine Essay #1	Another Introduction Strategy (1)										Topic Sentence (3) clearly responds to the Thesis Statement (2)										Topic Sentence (3) clearly responds to the Thesis Statement (2)										Another Conclusion Strategy (6)										Third Person Active Voice									
Common Core	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)										Transitions										Word Choice									
State Standard	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)										Sentence Variety										Formal Writing									
Writing 2.0	Topic Sentence (3) clearly states the main idea of the paragraph										Evidence #2 (4) clearly responds to the Topic Sentence (3)										Evidence #4 (4) clearly responds to the Topic Sentence (3)										Grammar and Usage										Punctuation									
Student Names	Topic Sentence (3) clearly responds to the Thesis Statement (2)										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) Sentences										Spelling									
	Evidence #1 (4) clearly responds to the Topic Sentence (3)										Relevance of Evidence and Analysis in the (4) and (5) Sentences										Restatement of the Thesis										Conclusion Strategy (6)										Citations and Format									
	Analysis (5) clearly respond to the Major Detail #1 (4)										Topic Sentence (3) clearly states the main idea of the paragraph										Topic Sentence (3) clearly responds to the Thesis Statement (2)										Another Conclusion Strategy (6)																			
	Evidence #2 (4) clearly responds to the Topic Sentence (3)										Topic Sentence (3) clearly responds to the Thesis Statement (2)										Evidence #3 (4) clearly responds to the Topic Sentence (3)										Transitions																			
	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)										Sentence Variety																			
	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										Grammar and Usage																			
	Relevance 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)																			
	Restatement of the Thesis										Conclusion Strategy (6)										Another Conclusion Strategy (6)										Transitions																			
	Conclusion Strategy (6)										Sentence Variety										Indents, Formatting, and Neatness										Third Person Active Voice																			
	Another Conclusion Strategy (6)										Word Choice										Formal Writing										Grammar and Usage																			
	Transitions										Punctuation										Spelling										Citations and Format																			
	Sentence Variety																																																	



[illegible]

[illegible]

[illegible]



Student Names		Essay Recording Matrix <i>Justify</i> Essay #6 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
			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 #1 (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

<b>Essay Recording Matrix</b> <b>Persuade Essay #7</b> <b>Common Core</b> <b>State Standard</b> <b>Writing 1.0</b>																																		
Student Names	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) Sentences	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) Sentences	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	