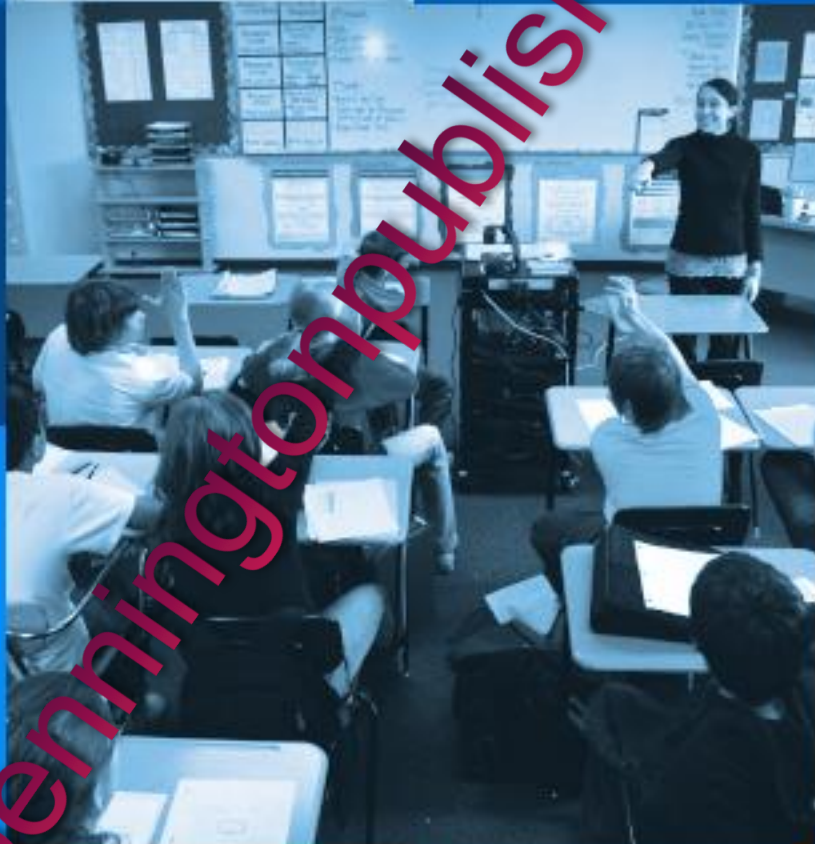


ESSAY SKILLS WORKSHEETS

MARK PENNINGTON



Thesis Statements
Transitions
Errors in
Reasoning
Writing Genre

Essay Paragraph
Structure
Writing Clarity
Sentence
Structure



Visual Watermark



PENNINGTON
PUBLISHING

Essay Skills Worksheets

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Instructional Overview

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

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

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

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

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

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

Google Slide Links

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

Thesis Statement Worksheets

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

Transition Worksheets

<https://docs.google.com/presentation/d/19pqfjmO-1Kz01pg0sZ19DO1T50nX2-1vCrK-BnM0dE/copy>

Errors in Reasoning Worksheets

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

Writing Style Worksheets

<https://docs.google.com/presentation/d/1p1hHvDsNXV1T6rSthw-T-Xv2RrYHZOKljGg3k98AX8/copy>

Writing Genre Worksheets

https://docs.google.com/presentation/d/1WvHm6Q4fXUZ22ls9Hs4evrFvc8r_6kM8WY8N1Wi-W0A/copy

Essay Paragraph Structure Worksheets

https://docs.google.com/presentation/d/1WZ22MNKT6XOa19EA_QQbkX2LB53BIB03tg7sp_niu4/copy

Types of Evidence Worksheets

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

Types of Introduction Strategies Worksheets

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

Types of Conclusion Strategies Worksheets

<https://docs.google.com/presentation/d/1A5qrN1Y-gg3jBzpEbP2p2g7SPfOBf6QaJSz2nZwKqmBw/copy>

Sentence Structure Worksheets

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

Thesis Statement Worksheet #1

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #2

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #3

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #4

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #5

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #6

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #7

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #8

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

Writing Direction Word: Evaluate means to make a judgment after careful observation.

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #9

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

Writing Direction Word: Evaluate means to make a judgment after careful observation.

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #10

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #11

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #12

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

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

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

Revise or Replace with Your Own Thesis Statement



Thesis Statement Worksheet #13

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

Directions: Read the definition of the Writing Direction Word and the Writing Prompt. Dissect the Writing Prompt with the **WHO, WHAT, HOW, DO** strategy. **WHO:** Underline any words which identify the audience or the role of the writer. **WHAT:** Circle any words which identify the topic, context, or purpose of the writing task. **HOW:** Bracket any words which identify the writing format or the resources. **DO:** Box any words which identify key writing direction words. Write a **Question To Be Answered**, read the **Poor Thesis Statement** after reading the **Teacher Explanation**, and then **Revise or Replace** with your own thesis statement.

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

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

Question to Be Answered

Poor Thesis Statement: Taxes are both positive and negative.

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

Revise or Replace with Your Own Thesis Statement



Transition Worksheet #1: Definition

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

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

[Bracket] the definition transitions in the following sentences.

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

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

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

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



Transition Worksheet #2: Example

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

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

[Bracket] the example transitions in the following sentences.

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

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

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

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



Transition Worksheet #3: Explanation or Emphasis

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

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

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

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

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

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

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



Transition Worksheet #4: Analysis

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

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

[Bracket] the analysis transitions in the following sentences.

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

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

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

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



Transition Worksheet #5: Comparison

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

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

[Bracket] the comparison transitions in the following sentences.

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

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

1. _____ the other children, they loved recess best. 2. _____, most adults love recreation more than work. However, 3. _____ to children, adults seem to enjoy more organized play. 4. _____ adults prefer following all the rules in their games, while children don't seem to mind making them up as they play. 5. _____, adults are more resistant to try something new, but children try new things every day. 6. _____, children will take more risks, except in the case of eating strange vegetables.

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



Transition Worksheet #6: Contrast

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

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

[Bracket] the contrast transitions in the following sentences.

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

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

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

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



Transition Worksheet #7: Cause-Effect

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

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

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

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

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

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

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



Transition Worksheet #8: Conclusion

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

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

[Bracket] the conclusion transitions in the following sentences.

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

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

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

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



Transition Worksheet #9: Addition

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

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

[Bracket] the addition transitions in the following sentences.

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

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

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

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



Transition Worksheet #10: Number or Sequence

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

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

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

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

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

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

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



Transition Worksheet #11: Time

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

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

[Bracket] the time transitions in the following sentences.

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

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

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

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



Errors in Reasoning Worksheet #1: Synonyms

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

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

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

Practice

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

Explain the Synonym Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Synonym Error: _____

Explain the Synonym Error: _____



Errors in Reasoning Worksheet #2: Non Sequiturs

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

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

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

Practice

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

Explain the Non Sequitur Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Non Sequitur Error: _____

Explain the Non Sequitur Error: _____



Errors in Reasoning Worksheet #3: Red Herrings

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

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

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

Practice

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

Explain the Red Herring Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Red Herring Error: _____

Explain the Red Herring Error: _____



Errors in Reasoning Worksheet #4: Unsupported Generalizations

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

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

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

Practice

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

Explain the Unsupported Generalization Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Unsupported Generalization Error: _____

Explain the Unsupported Generalization Error: _____



Errors in Reasoning Worksheet #5: Poisoning the Well

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

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

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

Practice

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

Explain the Poisoning the Well Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Poisoning the Well Error: _____

Explain the Poisoning the Well Error: _____



Errors in Reasoning Worksheet #6: Cause and Effect

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

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

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

Practice

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

Explain the Cause and Effect Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Cause and Effect Error: _____

Explain the Cause and Effect Error: _____



Errors in Reasoning Worksheet #7: Begging the Question

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

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

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

Practice

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

Explain the Begging the Question Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Begging the Question Error: _____

Explain the Begging the Question Error: _____



Errors in Reasoning Worksheet #8: Either-Or Errors

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

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

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

Practice

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

Explain the Either-Or Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Either-Or Error: _____

Explain the Either-Or Error: _____



Errors in Reasoning Worksheet #9: Comparisons

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

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

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

Practice

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

Explain the Comparison Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Comparison Error: _____

Explain the Comparison Error: _____



Errors in Reasoning Worksheet #10: Questionable Authority

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

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

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

Practice

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

Explain the Questionable Authority Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Questionable Authority Error: _____

Explain the Questionable Authority Error: _____



Errors in Reasoning Worksheet #11: Contradictions

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

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

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

Practice

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

Explain the Contradiction Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Contradiction Error: _____

Explain the Contradiction Error: _____



Errors in Reasoning Worksheet #12: Inconsistencies

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

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

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

Practice

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

Explain the Inconsistency Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Inconsistency Error: _____

Explain the Inconsistency Error: _____



Errors in Reasoning Worksheet #13: Omissions

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

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

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

Practice

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

Explain the Omission Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Omission Error: _____

Explain the Omission Error: _____



Errors in Reasoning Worksheet #14: Oversimplifications

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

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

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

Practice

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

Explain the Oversimplification Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Oversimplification Error: _____

Explain the Oversimplification Error: _____



Errors in Reasoning Worksheet #15: Sampling

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

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

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

Practice

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

Explain the Sampling Error: _____

Application

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

Topic Sentence: _____

Evidence: _____

Analysis with Sampling Error: _____

Explain the Sampling Error: _____

Writing Style Worksheet #1

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

Definition and Examples

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

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

Read the rule.

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

[Bracket] the intentional fragments in the following sentences.

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

Revise the intentional fragment.

Avoid intentional fragments. Right?



Writing Style Worksheet #2

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

Definition and Examples

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

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

Read the rule.

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

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

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

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

Avoid big words when more utilitarian words would suffice.

Writing Style Worksheet #3

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

Definition and Examples

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

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

Read the rules.

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

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

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

Revise the sentences to eliminate the writer or essay references.

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



Writing Style Worksheet #4

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

Definition and Examples

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

Read the rule.

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

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

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

Revise this “too general” statement.

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

Writing Style Worksheet #5

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

Definition and Examples

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

Read the rules.

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

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

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

Revise the sentence to eliminate useless adjectives and adverbs.

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



Writing Style Worksheet #6

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

Definition and Examples

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

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

Read the rules.

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

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

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

Revise the intentional fragment.

Prepositions are not good to end sentences with.

Writing Style Worksheet #7

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

Definition and Examples

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

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

Read the rules.

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

[Bracket] the split infinitives in the following sentences.

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

Revise the split infinitive.

It is a mistake to ever split an infinitive.

Writing Style Worksheet #8

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

Definition and Examples

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

Read the rule.

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

[Bracket] the similes in the following sentences.

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

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

Avoid similes like the plague.



Writing Style Worksheet #9

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

Definition and Examples

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

Read the rules.

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

[Bracket] the coordinating conjunctions in the following sentences.

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

Re-write the sentence to eliminate the fragment.

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

Writing Style Worksheet #10

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

Definition and Examples

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

Read the rule.

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

[Bracket] the alliteration in the following sentences.

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

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

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



Writing Style Worksheet #11

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

Definition and Examples

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

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

Read the rules.

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

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

[Bracket] the unnecessary expressions in the following sentences.

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

Revise the sentence by eliminating unnecessary expressions.

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

Writing Style Worksheet #12

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

Definition and Examples

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

Read the rules.

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

[Bracket] the generalizations in the following sentences.

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

Revise the intentional fragment.

Everyone knows to completely avoid using unsupported generalizations.



Writing Style Worksheet #13

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

Definition and Examples

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

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

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

Read the rule.

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

[Bracket] the clichés in the following sentences.

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

Revise the the clichés.

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



Writing Style Worksheet #14

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

Definition and Examples

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

Read the rule.

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

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

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

Revise the sentence, eliminating the appositive.

Parenthetical remarks should (usually) be avoided.



Writing Style Worksheet #15

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

Definition and Examples

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

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

Read the rules.

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

[Bracket] the repetitious writing in the following sentences.

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

Revise the repetitious writing in this sentence.

Avoid repeating verbs and also avoid repeating verb phrases.



Writing Style Worksheet #16

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

Definition and Examples

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

Read the rule.

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

[Bracket] the intentional fragments in the following sentences.

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

Revise the intentional fragment.

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



Writing Style Worksheet #17

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

Definition and Examples

Verbs have two voices: active and passive:

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

Read the rules.

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

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

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

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

Change the passive voice verb to active voice.

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

Writing Style Worksheet #18

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

Definition and Examples

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

The rhetorical question takes several forms:

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

Read the rule.

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

[Bracket] the intentional fragments in the following sentences.

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

Revise the intentional fragment.

Of what use are rhetorical questions?

Writing Style Worksheet #19

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

Definition and Examples

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

Read the rule.

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

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

[Bracket] the hyperbole in the following sentences.

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

Revise the sentences eliminating the hyperbole.

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



Writing Style Worksheet #20

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

Definition and Examples

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

Read the rule.

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

[Bracket] the intentional fragments in the following sentences.

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

Revise the intentional fragment.

Cease, desist, and stop wordiness.



Writing Style Worksheet #21

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

Definition and Examples

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

Read the rule.

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

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

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

Revise the intentional fragment.

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



Writing Style Worksheet #22

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

Definition and Examples

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

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

Read the rule.

Don’t use idiomatic expressions or idioms in essays.

[Bracket] the formulaic phrases in the following sentences.

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

Revise the sentence to eliminate the formulaic phrase.

It goes without saying to avoid using formulaic phrases.

Writing Style Worksheet #23

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

Definition and Examples

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

Read the rule.

Don’t use double negatives in essays or reports.

[Bracket] the double negatives in the following sentences.

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

Revise the intentional fragment.

Never write no double negatives.



Writing Style Worksheet #24

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

Definition and Examples

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

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

Read the rule.

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

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

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

Revise the vague pronoun to clearly identify its antecedent.

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

Writing Genre Worksheet #1

Sensory/Descriptive

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

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

The Trojan Horse

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

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

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

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

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

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

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

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

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

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

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



Writing Genre Worksheet #2

Imaginative/Narrative

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

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

The Trojan Horse

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

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

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

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

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

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

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

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

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

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

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



Writing Genre Worksheet #3

Informative/Practical

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

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

The Trojan Horse

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

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

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

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

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

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

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

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

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

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

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



Writing Genre Worksheet #4

Analytical/Persuasive

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

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

The Trojan Horse

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

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

The Greeks won the Trojan War because _____



Essay Paragraph Structure: Numbering the Essay

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

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

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

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

The Essay Numerical Hierarchy

Introductory Paragraph

(1) Introduction Strategies

(2) Thesis Statement (Claim)

Body Paragraphs

(3) Topic Sentences

(4) Major Details, Concrete Details, Evidence

(5) Minor Details, Commentary, Analysis

Conclusion Paragraph

(TR) Thesis Re-statement

(6) Conclusion Strategies



Essay Paragraph Structure Worksheet #2

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

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

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

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



Essay Paragraph Structure Worksheet #3

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

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

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

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



Essay Paragraph Structure Worksheet #4

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

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

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

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



Essay Paragraph Structure Worksheet #5

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

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

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

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



Essay Paragraph Structure Worksheet #6

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

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

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

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



Essay Paragraph Structure Worksheet #7

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

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

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

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

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

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



Types of Evidence Worksheet #1

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

Types of Evidence: FE SCALE C

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

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



Types of Evidence Worksheet #2

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

Types of Evidence: FE SCALE C

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

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



Types of Evidence Worksheet #3

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

Types of Evidence: FE SCALE C

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

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

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

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



Types of Introduction Strategies Worksheet #1

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

Introduction Strategies: DQ REPS BC

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

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

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

Types of Introduction Strategies Worksheet #2

Directions: Identify the number of the introduction strategy that best matches the bolded text which follows in the space provided before each sentence in the selection from *The Federalist Papers #1* by Alexander Hamilton.. Also, label TS for the thesis statement.

Introduction Strategies: DQ REPS BC

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

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



Types of Introduction Strategies Worksheet #3

Directions: Identify the number of the introduction strategy that best matches the bolded text which follows in the space provided before each sentence in the selection from the *I Have a Dream* speech by Doctor Martin Luther King, Jr. Also, label TS for the thesis statement.

Introduction Strategies: DQ REPS BC

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

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

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

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

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

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



Types of Conclusion Strategies Worksheet #1

Directions: Identify the number of the conclusion strategy that best matches the bolded text which follows in the space provided before each sentence in the following excerpt from the *Declaration of Independence* by Thomas Jefferson. Also, label TR for the thesis restatement.

Conclusion Strategies GQ SALE SC

1. **G**eneralization: Sentences that make one of your specific points more general in focus.
2. **Q**uestion for Further Study: Sentences that mention a related subject or question that is beyond the focus of the essay.
3. Statement of **S**ignificance: Sentences that discuss the importance and relevance of the proven thesis statement.
4. **A**pplication: Sentences that apply the proven thesis statement to another idea or issue.
5. Argument **L**imitations: Sentences that explain how or why your conclusions are limited.
6. **E**mphasis of Key Point: Sentences that mention and add importance to one of the points of your essay.
7. **S**ummary Statement: Sentences that list the main ideas and major details of the essay.
8. **C**all to Action: Sentences that challenge the reader to take a stand, make a difference, or get involved.

1. ____ We, therefore, the Representatives of the United States of America, appealing to the Supreme Judge of the World to help us do what is right, do, in the name, and by the authority of the good people of these Colonies, 2. ____ solemnly publish and declare, that these United Colonies are, and have the right to be, free and independent states; that they are removed from all allegiance to the British Crown, and that all political connection between them and Great Britain, is and ought to be totally ended; 3. ____ and that as free and independent states, they have full power to declare war, make peace, form alliances, establish trade, and to do all other acts and things which independent states have the right to do. And for the support of this declaration, relying firmly on the protection of God, we mutually pledge to each other our lives, our fortunes, and our sacred honor.



Types of Conclusion Strategies Worksheet #2

Directions: Identify the number of the conclusion strategy that best matches the bolded text which follows in the space provided before each sentence in the following excerpt from the *Federalist Papers* by Alexander Hamilton. Also, label TR for the thesis restatement.

Conclusion Strategies GQ SALE SC

1. **G**eneralization: Sentences that make one of your specific points more general in focus.
2. **Q**uestion for Further Study: Sentences that mention a related subject or question that is beyond the focus of the essay.
3. Statement of **S**ignificance: Sentences that discuss the importance and relevance of the proven thesis statement.
4. **A**pplication: Sentences that apply the proven thesis statement to another idea or issue.
5. Argument **L**imitations: Sentences that explain how or why your conclusions are limited.
6. **E**mphasis of Key Point: Sentences that mention and add importance to one of the points of your essay.
7. **S**ummary Statement: Sentences that list the main ideas and major details of the essay.
8. **C**all to Action: Sentences that challenge the reader to take a stand, make a difference, or get involved.

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



Types of Conclusion Strategies Worksheet #3

Directions: Identify the number of the conclusion strategy that best matches the bolded text which follows in the space provided before each sentence in the selection from the *I Have a Dream* speech by Doctor Martin Luther King, Jr. and the following commentary. Also, label TS for the thesis statement.

Conclusion Strategies GQ SALE SC

1. **G**eneralization: Sentences that make one of your specific points more general in focus.
2. **Q**uestion for Further Study: Sentences that mention a related subject or question that is beyond the focus of the essay.
3. Statement of **S**ignificance: Sentences that discuss the importance and relevance of the proven thesis statement.
4. **A**pplication: Sentences that apply the proven thesis statement to another idea or issue.
5. Argument **L**imitations: Sentences that explain how or why your conclusions are limited.
6. **E**mphasis of Key Point: Sentences that mention and add importance to one of the points of your essay.
7. **S**ummary Statement: Sentences that list the main ideas and major details of the essay.
8. **C**all to Action: Sentences that challenge the reader to take a stand, make a difference, or get involved.

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

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



Sentence Structure Worksheet #1: Simple Subject

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

Examples: A nurse assisted the patient.

Simple Subject

The police officer helped prevent the accident.

Complete Subject

Writing Hints

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

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

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

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

Directions: Write your own sentence with a simple subject.



Sentence Structure Worksheet #2: Compound Subject

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

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

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

Writing Hints

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

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

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

Directions: Write your own sentence with a compound subject.



Sentence Structure Worksheet #3: Simple Predicate

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

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

Writing Hints

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

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

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

Ice-cream always has pleased young and old alike as a favorite summertime dessert. One ice-cream that pleases many is neapolitan. This ice-cream has chocolate, strawberry, and vanilla all in one. Rocky Road delights children of all ages with small bits of marshmallows and nuts in a rich chocolate ice-cream. For some, the nuts or marshmallows may cause an allergic reaction. Is anything better than a creamy double scoop on a sugar or waffle cone? Watch out! Eating too much ice-cream can be an addictive behavior.

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

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



Sentence Structure Worksheet #4: Compound Predicate

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

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

Writing Hints

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

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

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

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

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

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

Write your own sentence with a compound predicate.



Sentence Structure Worksheet #5: Simple Sentence

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

Example: Janie and George left their assignments at home.

Writing Hints

Complete sentences can be identified by their purposes.

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

Example: Joanna went shopping at the mall.

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

Example: Would you mind cooking your own dinner tonight?

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

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

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

Example: I can't believe you said that!

Remember: A complete sentence—

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

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

Look at me when I talk to you.

That answer really shocked me.

Why should I have to wait?

Tom asked me a question.

Please pass the chocolates.

Write your own simple sentence.



Sentence Structure Worksheet #6: Compound Sentence

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

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

Writing Hints

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

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

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

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

I enjoy watching old television shows the new ones are better

Do you want vanilla do you want strawberry

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

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

This route takes too long there must be another way

Directions: Write your own compound sentence.



Sentence Structure Worksheet #7: Complex Sentence

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

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

Writing Hints

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

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

Example: whose work is well-known

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

Example: as long as she can wait

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

Example: whatever he demands

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

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

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

Directions: Write your own complex sentence.



Sentence Structure Worksheet #8: Compound-Complex Sentence

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

Writing Hints

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

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

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

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

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

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

Directions: Write your own compound-complex sentence.



Sentence Structure Worksheet #9: Sentence Fragment

Definition: A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words without a subject and verb), or a list of related words.

Writing Hints

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

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

Remember: A complete sentence—

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

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

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



Sentence Structure Worksheet #10: Sentence Fragment

Definition: A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words without a subject and verb), or a list of related words.

Writing Hints

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

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

Remember: A complete sentence—

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

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

Running down the hill to my friend.

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

Because the playground seems wet with ice.

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



Sentence Structure Worksheet #11: Run-on Sentence

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

Writing Hints

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

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

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

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



Sentence Structure Worksheet #12: Run-on Sentence

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

Writing Hints

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

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

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

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

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

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



Essay Skills Worksheet Answers

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

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

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

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

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

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

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

Transition Worksheet #8: 1. On the whole (In conclusion) 2. As one can see (In any event) 3. therefore (in any event, in any case) 4. At any rate (In the final analysis) 5. For these reasons (In the final analysis) 6. In any case (At any rate, In the final analysis)

Transition Worksheet #9: 1. as well as (plus) 2. Also (Additionally, Plus, Furthermore, Moreover) 3. What is more (Also, Additionally, Plus, Furthermore, Moreover) 4. Besides 5. Furthermore (In addition, Additionally, Plus, Moreover, What is more) 6. Plus (In addition, Additionally, Furthermore, Moreover, What is more)

Transition Worksheet #10: 1. To start with (First of all) 2. Before 3. first 4. following 5. Subsequently (Afterwards) 6. finally

Transition Worksheet #11: 1. Recently (At that time) 2. Now 3. Previously 4. Since then 5. simultaneously 6. Eventually



Essay Skills Worksheet Answers

Error in Reasoning Worksheet #1: Synonyms The writer substitutes *dictatorship* for *undemocratic*. However, not all undemocratic forms of government are the same as dictatorships.

Error in Reasoning Worksheet #2: Non Sequiturs The conclusion that “the sky must be made of ocean water” does not follow logically from the facts presented.

Error in Reasoning Worksheet #3: Red Herrings The statement “the world has always had its share of poor people” attempts to distract the reader from the issue of poverty as the most important world problem.

Error in Reasoning Worksheet #4: Unsupported Generalizations The fact that specific children who have blonde hair are good athletes does not justify the broad generalization that “All blonde children excel at sports.”

Error in Reasoning Worksheet #5: Poisoning the Well The president’s argument that reducing taxes will encourage taxpayers to spend more money is weakened by the comment that all leading economists have criticized the plan.

Error in Reasoning Worksheet #6: Cause and Effect Sneezing after a commercial is a matter of coincidence. Commercials do not cause sneezing. There is no logical cause-effect connection.

Error in Reasoning Worksheet #7: Begging the Question The statement assumes an advisory document requires homeowners to agree to the advice.

Error in Reasoning Worksheet #8: Either-Or The statement ignores other options that true Americans might choose.

Error in Reasoning Worksheet #9: Comparisons The price of tea and gas are unrelated issues and cannot be compared.

Error in Reasoning Worksheet #10: Questionable Authority In the first example, the expert is non-specific. In the second example, a mathematician is not an expert in matters of love.

Error in Reasoning Worksheet #11: Contradictions Skateboard injuries contradict the claim that the sport is completely safe.

Error in Reasoning Worksheet #12: Inconsistencies The arguments that children should be required to wear helmets while riding bicycles, but not while in-line skating, are not in agreement.



Essay Skills Worksheet Answers

Error in Reasoning Worksheet #13: Omission The fact that the Folsom High School Band is the only band in the city has been omitted.

Error in Reasoning Worksheet #14: Oversimplification This oversimplification ignores the complicated components such as baseball strategy, substitutions, and statistical probability.

Error in Reasoning Worksheet #15: Sampling Only about 20 dentists were surveyed as part of the sample group—hardly enough people upon whom to base a conclusion that “three out of every four dentists recommend flossing three times per day.”

Writing Style Worksheet #1

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

Writing Style Worksheet #2

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

Writing Style Worksheet #3

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



Essay Skills Worksheet Answers

Writing Style Worksheet #4

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

Writing Style Worksheet #5

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

Writing Style Worksheet #6

1. "Whom will you go [to]?" she asked.
2. Down the road, through the gate, and [past the fence] rode the bicyclist. This sentence has one too many prepositional phrase strings.
3. I don't know where you're [at].
4. Would you please hand me the coat [of Sue]. Don't use prepositional phrases instead of possessive adjectives, such as "Sue's coat."
5. The lady found my dog in a [blue dress]. Keep prepositional phrases close to the words they modify.

Writing Style Worksheet #7

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



Essay Skills Worksheet Answers

Writing Style Worksheet #8

1. Her best friend seemed [as wise as an owl], but he really was [as dumb as an ox].
2. Those roommates were [like two peas in a pod]. They both had the same interests, like music and video games.
3. Anything he loses is as if he could care less about finding. Plus, he is [as blind as a bat].
4. As amazing as this price seems, an additional discount would bring in customers [like wildfire].
5. Like a cold drink to a thirsty man, so is a good book to a reader. True readers are [like ships in a storm], never finding rest in a safe harbor.

Writing Style Worksheet #9

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

Writing Style Worksheet #10

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

Writing Style Worksheet #11

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



Essay Skills Worksheet Answers

Writing Style Worksheet #12

1. Over half of the boys left the assembly early, but [the girls liked the presentation].
2. [Mexican food is so spicy], but not the way my father cooks.
3. The problem is that [young people just do not vote], and so [seniors have more say in determining who gets elected]. Only 28% of under age 30 Americans voted in the last election.
4. [The students all want more electives]; however, the school does not have enough teachers.
5. [Boys tend to like video gaming more than girls], but the number of girls who play is increasing.

Writing Style Worksheet #13

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

Writing Style Worksheet #14

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

Writing Style Worksheet #15

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



Essay Skills Worksheet Answers

Writing Style Worksheet #16

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

Writing Style Worksheet #17

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

Writing Style Worksheet #18

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

Writing Style Worksheet #19

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

Writing Style Worksheet #20

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



Essay Skills Worksheet Answers

Writing Style Worksheet #21

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

Writing Style Worksheet #22

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

Writing Style Worksheet #23

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

Writing Style Worksheet #24

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

Essay Paragraph Structure Worksheet #1	3-4-5-4-5
Essay Paragraph Structure Worksheet #2	4-5-4-5-3
Essay Paragraph Structure Worksheet #3	3-4-5-4-5-4-5
Essay Paragraph Structure Worksheet #4	3-4-5-4-5-4
Essay Paragraph Structure Worksheet #5	4-5-3-4-5
Essay Paragraph Structure Worksheet #6	4-5-4-5



Essay Skills Worksheet Answers

Essay Paragraph Structure Worksheet #7 1-1-2-3-4-5-4-5-3-4-5-4-3-4-5-4-5-TR-6-6-6

Types of Evidence Worksheet #1 1. 8 2. 6 3. 1 4. 4 5. 2 6. 3
7. 5 8. 7 9. 7 10. 5 11. 8 12. 3
13. 1 14. 2 15. 4 16. 6

Types of Evidence Worksheet #2 1. 7 2. 8 3. 2 4. 4 5. 1 6. 6
7. 3 8. 5 9. 6 10. 7 11. 1 12. 3
13. 8 14. 5 15. 2 16. 4

Types of Evidence Worksheet #3 1. 6 2. 4 3. 1 4. 2 5. 5 6. 2
7. 8 8. 3

(Answers may vary, but are listed in best order.)

Types of Introduction Strategies Worksheet #1 1. 7 2. 3 3. 1 4. 8 5. 3
6. 7 or 8 7. TS

Types of Introduction Strategies Worksheet #2 1. 3, 7, or 8 2. 5 or 8 3. 3 or 4
4. TS

Types of Introduction Strategies Worksheet #3 1. 2 2. 3 or 7 3. 7 4. 4
5. 6, 7, or 8 6. 1 or 7 7. TS

(Answers may vary, but are listed in best order.)

Types of Conclusion Strategies Worksheet #1 1. 1, 8, 3 2. 8 3. 5

Types of Conclusion Strategies Worksheet #2 1. 6, 5, 1 2. 5, 4 3. 5, 6, 7, 8
4. 3, 5, 4, 8

Types of Conclusion Strategies Worksheet #3 1. 4, 7 2. 3, 5 3. 4, 6
4. 6 5. 3, 8 6. 3, 4
7. 2, 3, 4 8. 6, 7



Essay Skills Worksheet Answers

Sentence Structure Worksheet #1: Simple Subject

traveler, Tasco, cathedral, Guadalajara, city, you (implied), Mexico City, trip, an experienced traveler

Sentence Structure Worksheet #2: Compound Subject

running 28 miles+the marathon, Track fans+casual spectators, Basketball+ice hockey, The “Dream Team”+the United States hockey team, These two popular events+the track-and-field contests

Sentence Structure Worksheet #3: Simple Predicate

Ice cream+[has pleased], ice cream+[is], treat+[has], Rocky Road+[delights], nuts+marshmallows+[may cause], double-scoop+[tastes], You (implied)+[watch], Eating ice cream+[can be], has pleased young and old alike as a favorite summertime dessert

Sentence Structure Worksheet #4: Compound Predicate

[stand]+[are remembered], [entertains]+[informs], [will learn]+[will understand], [teaches]+[preaches], [wrestles]+[triumphs], Bobbie walked into the room, sat down in the chair, then heaved a sigh of relief.

Sentence Structure Worksheet #5: Simple Sentence

imperative, exclamatory, interrogative, declarative

Sentence Structure Worksheet #6: Compound Sentence

I enjoy watching old television shows, but (yet) the new ones are better.
Do you want vanilla, or (and) do you want strawberry?
No one really wants to go; they just feel like they must attend.
This route takes too long; there must be another way.

Sentence Structure Worksheet #7: Complex Sentence

Any of the following adverbs: after, as long as, as soon as, before, if, once, when, or whenever
whose



Essay Skills Worksheet Answers

Sentence Structure Worksheet #8: Compound-Complex Sentence

The order may vary in the following:

After the sun set, John told a campfire story, and the campers roasted marshmallows.
Since the captain had a beard, he knew the sailor, and the sailor did not recognize him.
Although he knew better, he could not teach her, because she just would not listen.
The pack's strap was broken, so he had to carry it in his hands wherever he went.

Sentence Structure Worksheet #9: Sentence Fragments

1. F 2. CS 3. F 4. F 5. CS

Sentence Structure Worksheet #10: Run-On Sentences

Options: Running down the hill, I saw her. I saw her running down the hill.
Finally, (any subject then predicate) the reason he left.
The playground seems wet with ice.

Sentence Structure Worksheet #11: Run-On Sentences

#Mohandas K. Gandhi has been called the most important Indian leader of this century, his ideas about non-violent protesting helped unite the entire nation of India against the British Empire. Gandhi's ideas also influenced the Reverend Martin Luther King, Jr. in the United States both men were murdered for their views.
King learned much from Mohandas K. Gandhi so did many Americans.

Sentence Structure Worksheet #12: Run-On Sentences

Ms. Clements always prepared well for her lesson plans, and (so) the results paid off. Jonathan seemed very selfish; he never shared with the other children.
Nicco enjoyed video games playing only after completing his chores.

