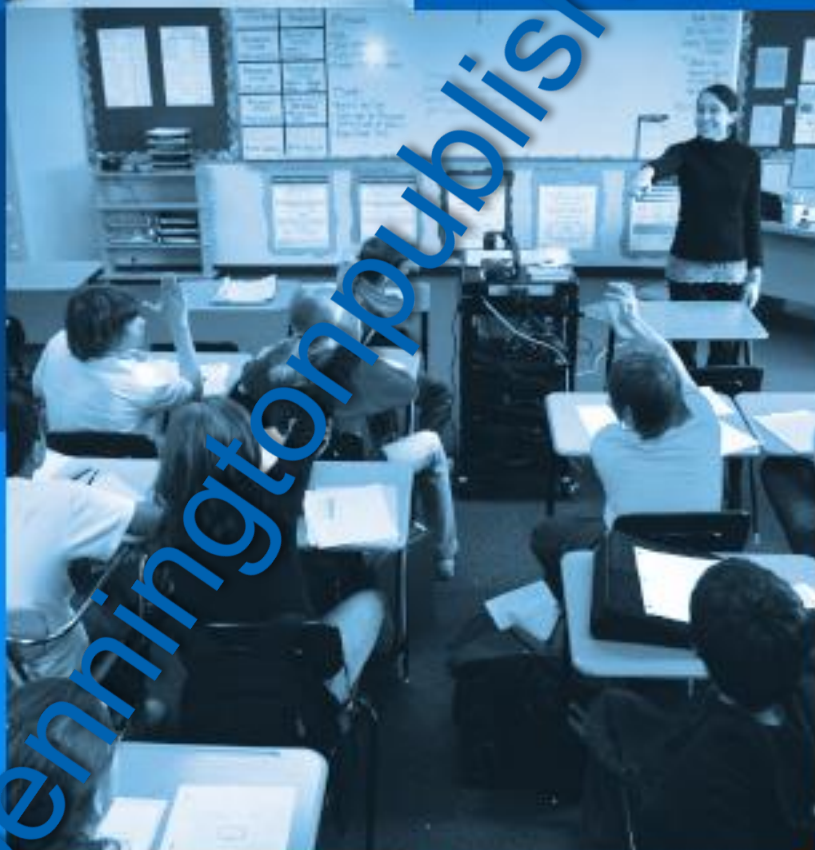


HOW TO TEACH ESSAYS



42 Essay Strategy
Worksheets for
the Argumentative
and Informational
Explanatory
Essays

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



Visual Watermark



PENNINGTON
PUBLISHING

How to Teach Essays

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

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

Introduction

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

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

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

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

This achievement prepares students for two instructional options:

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

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

Learn How to Teach This Program in 10 Minutes

Print Options

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

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

Digital Options

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

or

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

Getting Started with the Essay Strategy Worksheets

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

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

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

Student–Teacher Writing Conference Procedures

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

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

Helpful Hints

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

Down the Road a Bit

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

Essay Strategy Worksheets Sequence of Instruction

1. (3)-(4)-(4) Word Paragraph
2. (3)-(4)-(4) Word Paragraph
3. (3)-(4)-(4) Phrase Paragraph
4. (3)-(4)-(4) Phrase Paragraph, Writing Prompts
5. (3)-(4)-(4) Sentence Paragraph
6. (3)-(4)-(4) Sentence Paragraph, Use Writing Prompt Words in (3), Writing Rules
7. (3)-(4)-(4) Sentence Paragraph, Third Person
8. (3)-(4)-(4) Sentence Paragraph, No "to be" Words
9. (3)-(4)-(4) Sentence Paragraph, Two Transitions
10. (3)-(4)-(5)-(4)-(5) Sentence Paragraph
11. (4)-(5)-(3)-(4)-(5) Paragraph, Fact Evidence, Writing Direction Word: Examine
12. (4)-(5)-(4)-(5)-(3) Paragraph, Example Evidence, Writing Direction Word: Explain
13. (4)-(5)-(4)-(5) Paragraph, Statistic Evidence, Writing Direction Word: Analyze
14. (3)-(4)-(5)-(4)-(5)-(4)-(5) Paragraph, Comparison Evidence, Writing Direction Words: Compare and Contrast
15. (3)-(4)-(4)-(4)-Concluding Statement Paragraph, Quote from Authority Evidence, Writing Direction Word: Evaluate
16. (3)-(4)-(4)-(5)-(4)-(5) Paragraph, Logic Evidence, Writing Direction Word: Justify
17. (3)-(4)-(5)-(4)-(5)-(5) Paragraph, Experience Evidence, Writing Direction Word: Persuade
18. (Transition Statement)-(4)-(5)-(3)-(4)-(5) Paragraph, Counterclaim/Counterargument Evidence, Writing Direction Word: Argue
- 19-26. Additional Body Paragraph and (2) Thesis Statement (or Claim)
27. Definition (1) Introduction Strategy, Prepositional Phrase Sentence Openers
28. Question to be Answered (1) Introduction Strategy, Adjective Sentence Openers
29. Reference to Something Known in Common (1) Introduction Strategy, Adjective Phrase Sentence Openers
30. Quote from an Authority (1) Introduction Strategy, Adverb Sentence Openers
31. Preview of Topic Sentences (1) Introduction Strategy, Adverbial Clause Sentence Openers
32. Startling Statement (1) Introduction Strategy, Present Participial Phrase Sentence Openers
33. Background (1) Introduction Strategy, Past Participial Phrase Sentence Openers
34. Controversial Statement (1) Introduction Strategy, Past Perfect Participial Phrase Sentence Openers
35. Generalization (1) Introduction Strategy, Infinitive Sentence Openers
36. Question for Further Study (1) Introduction Strategy, Infinitive Phrase Sentence Openers
37. Statement of Significance (6) Conclusion Strategy, Verb before the Subject Sentence Openers
38. Application (6) Conclusion Strategy, Direct Object Sentence Openers
39. Argument Limitations (6) Conclusion Strategy, Gerund Sentence Openers
40. Emphasis of Key Point (6) Conclusion Strategy, Gerund Phrase Sentence Openers
41. Summary Statement (6) Conclusion Strategy, Nominative Absolute Sentence Openers
42. Call to Action (6) Conclusion Strategy, Noun Clause Sentence Openers

Essay Strategies Worksheet #1

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

Writing Hint

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

Good Writing Example

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

Bad Writing Example

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

Directions

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

(3) pets

(4) cat

(4) _____

(3) cities

(4) _____

(4) Dallas

(3) _____

(4) elementary

(4) college

(3) _____

(4) baseball

(4) soccer

(3) zoo

(4) tigers

(4) _____

(3) states

(4) _____

(4) Ohio

(3) _____

(4) Saturday

(4) Sunday

(3) _____

(4) Mexico

(4) Canada

Essay Strategies Worksheet #2

Writing Hint

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

Writing Example

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

Directions

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

(3) heroes

(4) _____

(4) _____

(3) games

(4) _____

(4) _____

(3) friends

(4) _____

(4) _____

(3) teachers

(4) _____

(4) _____

(3) hobbies

(4) _____

(4) _____

(3) trees

(4) _____

(4) _____

(3) rivers

(4) _____

(4) _____

(3) candy

(4) _____

(4) _____

Essay Strategies Worksheet #3

Writing Hint

Using specific descriptions and details improves writing.

Writing Example

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

Directions

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

(3) eye-catching colors

(4) light pink

(4) _____

(3) favorite foods

(4) _____

(4) _____

(3) tasty sodas

(4) _____

(4) _____

(3) _____

(4) scary mysteries

(4) thrilling biographies

(3) _____

(4) taking out the trash

(4) _____

Essay Strategies Worksheet #4

Writing Hint

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

Writing Example

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

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

Directions

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

Writing Prompt: Talk about two kinds of fish. **Writing Prompt: Talk about two types of jobs.**

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

Writing Prompt: Talk about two favorite animals.

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

Writing Prompt: Talk about two popular sports.

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

Writing Prompt: Talk about two good television shows.

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

Writing Prompt: Talk about two delicious desserts.

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

Essay Strategies Worksheet #5

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

Writing Hint

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

A complete sentence—

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

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

Writing Example

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

Directions

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

(3) Getting a good education is _____

_____. (4) Success in school can _____

(4) With education, a student _____

Revision (if necessary)

Essay Strategies Worksheet #6

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

Essay Writing Rules

1. Use correct indentations, margins, and formatting.
2. Use complete sentences.
3. Use correct grammar and word choice.
4. Use third person point of view.
5. Do not over-use the same words or phrases.
6. Do not use slang, idioms, or figures of speech.
7. Use correct capitalization.
8. Use correct punctuation.
9. Use correct spelling. Do not use abbreviations or contractions.
10. Be neat and proofread for errors.

Writing Hint

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

Writing Example

Writing Prompt: Talk about a book everyone should read.

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

Directions

Write a three-sentence (3)-(1)-(4) paragraph to respond to the **Writing Prompt: Talk about how pets help people to enjoy life**. Choose one of the following “sentence starters” to begin your (3) Topic Sentence. (3) Pets help... (3) For two reasons, pets... (3) To enjoy life, people... Write the correct sentence number (3) or (4) at the beginning of each sentence as in the **Writing Example** above.

Essay Strategies Worksheet #7

Writing Hint

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

Writing Example

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

Directions

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

Essay Strategies Worksheet #8

Writing Hint

Many students over-use the “to be verbs” in their writing.



To Be Verbs
is am are was were be being been

To replace “to be” verbs...

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

Notice how the writing **Example** below uses active verbs to *show*, not just *tell* the reader.

Writing Example

(3) The Student Council President excited the crowd with two new ideas. (4) First, he promised a spirit day for each month. (4) Second, he announced that the cafeteria would now serve ice cream daily.

Directions

Write a three-sentence (3)-(4)-(4) paragraph without using any “to be” verbs to respond to the **Writing Prompt: How do people relax?** After mastering this worksheet, use no more than one “to be” verb in each paragraph. Write the correct sentence number (3) or (4) at the beginning of each sentence as in the **Writing Example** above.

Essay Strategies Worksheet #9

Writing Hint

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

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

Writing Example

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

Directions

Write a three-sentence (3)-(1)-(4) paragraph with Transitions at the beginning of each of the (4) sentences to respond to the **Writing Prompt: What kinds of school field trips help students learn best?** Write the correct sentence number (3) or (4) at the beginning of each sentence as in the **Writing Example** above.

Essay Strategies Worksheet #10

Writing Hint

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

Writing Example

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

Directions

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



Essay Strategies Worksheet #11

Directions

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

Writing Hints

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

Fact Evidence Writing Examples

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

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

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

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

Essay Strategies Worksheet #12

Directions

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

Writing Hints

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

Example Evidence Writing Examples

(3) Topic Sentence—California certainly has two interesting desert climates.

Example (4) or (5) For example, the high desert in Southern California contains vegetation found nowhere else in the world.

Example (4) or (5) Another kind of desert, the low desert, extends south into Mexico.

Example (4) or (5) Quite often, the Mojave Desert records the highest daily temperature in the nation.

Essay Strategies Worksheet #13

Directions

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

Writing Hints

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

Statistic Evidence Writing Examples

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

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

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

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

Essay Strategies Worksheet #14

Directions

Write a seven-sentence (3)-(4)-(5)-(4)-(5)-(4)-(5), using the **Comparison Evidence** at least once in a (4) or (5) sentence to respond to the **Writing Prompt: Compare and contrast two of the most popular computer, video, or board games.** *Compare* means to show how things are the same, and *contrast* means to show how things are different. If the writing prompt only mentions *compare*, you must still do both tasks. Write the correct sentence number (3), (4), or (5) at the beginning of each sentence.

Writing Hints

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

Comparison Evidence writing Examples

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

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

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

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

Essay Strategies Worksheet #15

Directions

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

Writing Hints

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

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

Quote from an Authority Evidence Writing Examples

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

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

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

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

Essay Strategies Worksheet #16

Directions

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

Writing Hints

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

Logic Evidence Writing Examples

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

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

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

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

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

Essay Strategies Worksheet #17

Directions

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

Writing Hints

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

Experience Evidence Writing Examples

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

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

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

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

Essay Strategies Worksheet #18

Directions

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

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

Writing Hints

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

Counterclaim Evidence Writing Examples

(3) Topic Sentence—The judge’s ruling could be viewed in different ways.
Counterclaim (4) Even though the judge supported the actions of the police, the accused has rights to protect against them against some police actions.
Counterclaim (5) However, protecting the rights of the accused certainly does not mean that police have to endanger their own lives to perform their duties.

Writing Direction Words

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

Common Core State Standard Writing 2.0 *essays designed to inform the reader.*
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Writing Direction Words

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

Common Core State Standard Writing 1.0 *for essays designed to convince the reader...*
Write arguments to support claims with clear reasons and relevant evidence.

Writing Direction Words

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

Types of Evidence

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

Types of Evidence: FE SCALE C

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

Essay Strategies Worksheets #18–26

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

Directions

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

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

Writing Hints

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

How to Write a Good (2) Thesis Statement

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

Mistakes to Avoid in a (2) Thesis Statement

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

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

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

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

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

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

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

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

Essay Strategies Worksheet #19

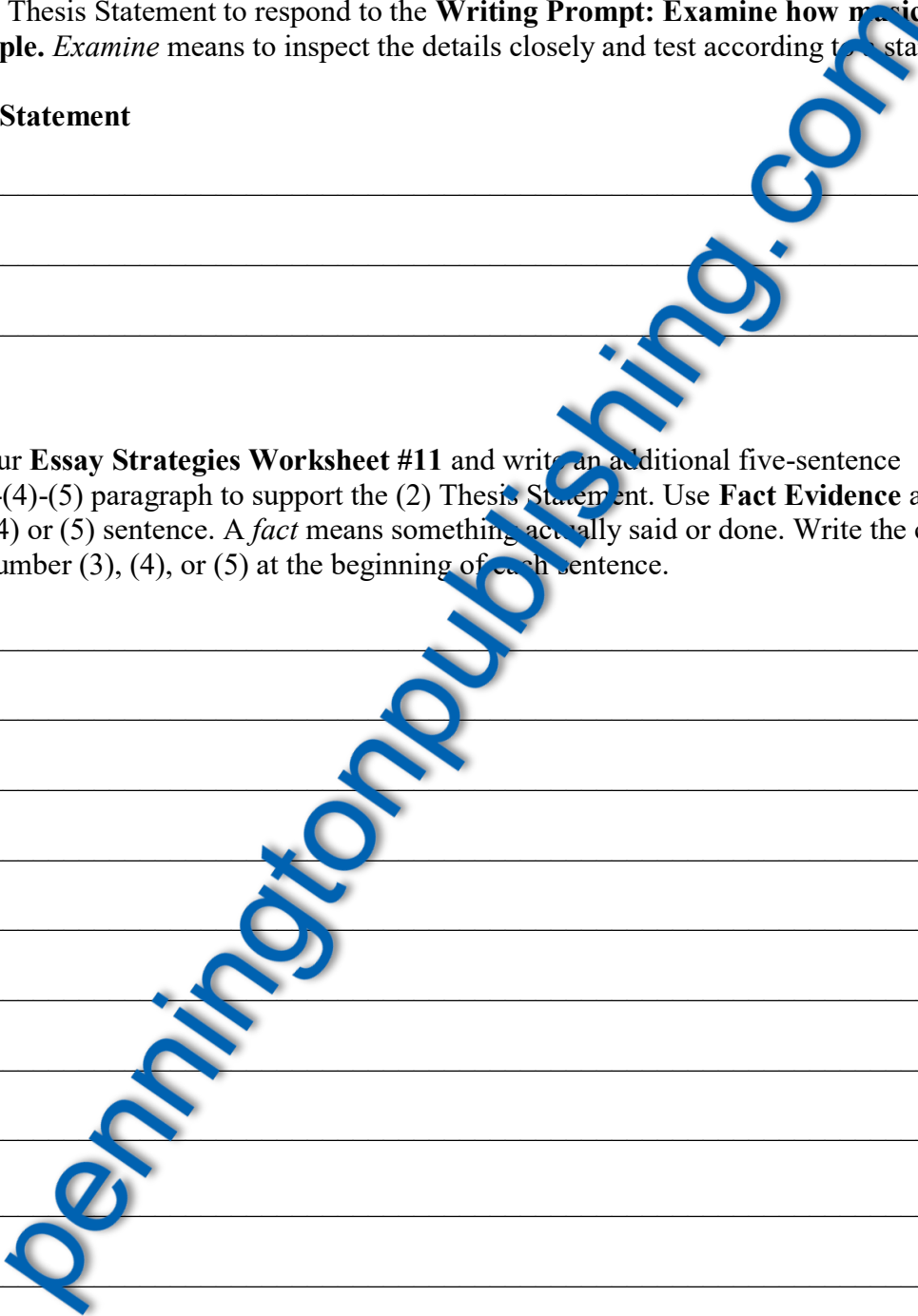
Directions

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

(2) Thesis Statement

Directions

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



Essay Strategies Worksheet #20

Directions

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

(2) Thesis Statement

Directions

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

Essay Strategies Worksheet #21

Directions

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

(2) Thesis Statement

Directions

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

Essay Strategies Worksheet #22

Directions

Write a (2) Thesis Statement to respond to the **Writing Prompt: Compare and contrast two of the most popular computer, video, or board games.** *Compare* means to show how things are the same, and *contrast* means to show how things are different. If the writing prompt only mentions *compare*, you must still do both tasks.

(2) Thesis Statement

Directions

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

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Essay Strategies Worksheet #23

Directions

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

(2) Claim

Directions

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

Essay Strategies Worksheet #24

Directions

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

(2) Claim

Directions

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

Essay Strategies Worksheet #25

Directions

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

(2) Claim

Directions

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

Essay Strategies Worksheet #26

Directions

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

(2) Claim

Directions

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

Essay Strategies Worksheets #27–34

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

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

Directions

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

Essay Strategy Worksheet Matches

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

Essay Strategies Worksheet #27

Directions: Review your Essay Strategy Worksheet #19 and copy the (2) Thesis Statement. Write a (1) **Definition Introduction Strategy** sentence and connect to the (2) Thesis Statement with a transition word or phrase. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #11 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with a **Prepositional Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Definition Introduction Strategy

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

Writing Examples for Definition Introduction Strategy

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

Prepositional Phrase Sentence Opener

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

Common Prepositions

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

Writing Examples for Prepositional Phrase Sentence Opener

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

Essay Strategies Worksheet #27

Writing Prompt: Examine how music affects young people.

(1) Introduction Strategy (Definition)

Transition

(2) Thesis Statement from Essay Strategy Worksheet #19

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

Prepositional Phrase Sentence Opener Revisions

Essay Strategies Worksheet #28

Directions: Review your Essay Strategy Worksheet # 20 and copy the (2) Thesis Statement. Write a (1) **Question to be Answered Introduction Strategy** sentence and connect to the (2) Thesis Statement with a transition word or phrase. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #12 and copy and any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with an **Adjective Sentence Opener**. Refer to the **Writing Examples** for help.

Question to be Answered Introduction Strategy

Question to be Answered—A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.

Writing Examples for Question to be Answered Introduction Strategy

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

Adjective Sentence Opener

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

Writing Examples for Adjective Sentence Opener

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

Essay Strategies Worksheet #28

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

(1) Introduction Strategy (Question to be Answered)

Transition

(2) Thesis Statement from Essay Strategy Worksheet #20

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

Adjective Sentence Opener Revisions

Essay Strategies Worksheet #29

Directions: Review your Essay Strategy Worksheet # 21 and copy the (2) Thesis Statement. Write a (1) **Reference to Something Known in Common Introduction Strategy** sentence and connect to the (2) Thesis Statement with a transition word or phrase. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #13 and copy and any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with an **Adjective Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Reference to Something Known in Common Introduction Strategy

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

Writing Examples for Reference to Something Known in Common Introduction Strategy

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

Adjective Phrase Sentence Opener

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

Writing Examples for Adjective Phrase Sentence Opener

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

Essay Strategies Worksheet #29

Writing Prompt: Analyze how television shows influence children.

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

Transition

(2) Thesis Statement from Essay Strategy Worksheet #21

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

Adjective Phrase Sentence Opener Revisions

Essay Strategies Worksheet #30

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

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

Quote from an Authority Introduction Strategy

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

Writing Examples for Quote from an Authority

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

Adverb Sentence Opener

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

Writing Examples for Adverb Sentence Opener

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

Essay Strategies Worksheet #30

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

(1) Introduction Strategy (Quote from an Authority)

Transition

(2) Thesis Statement from Essay Strategy Worksheet #21

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

Adverb Sentence Openers Revisions

Essay Strategies Worksheet #31

Directions: Review your Essay Strategy Worksheet # 23 and copy the (2) Claim. Write a (1) **Preview of Topic Sentences Introduction Strategy** sentence and connect to the (2) Claim with a transition word or phrase. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #15 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with an **Adverbial Clause Sentence Opener**. Refer to the **Writing Examples** for help.

Preview of Topic Sentences Introduction Strategy

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

Writing Examples for Preview of Topic Sentences Introduction Strategy

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

Adverbial Clause Sentence Opener

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

Example: *Although* my friends had already seen the movie, they saw it a second time.
Subordinating conjunctions that signal adverbial clauses include the following:
after, although, as, as if, as long as, as much as, as soon as, as though, because, before, even if, even though, how, if, in order that, more, once, since, so that, than, that, though, unless, until, when, whenever, where, wherever, whether, while

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

Writing Examples for Adverbial Clause Sentence Opener

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

Essay Strategies Worksheet #31

Writing Prompt: Evaluate why cheating on tests is wrong.

(1) Introduction Strategy (Preview of Topic Sentences)

Transition

(2) Claim from Essay Strategy Worksheet #23

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

Adverbial Clause Sentence Opener Revisions

Essay Strategies Worksheet #32

Directions: Review your Essay Strategy Worksheet # 24 and copy the (2) Claim. Write a (1) **Startling Statement Introduction Strategy** sentence and connect to the (2) Claim with a transition word or phrase. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #16 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with a **Present Participial Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Startling Statement Introduction Strategy

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

Writing Examples for Startling Statement Introduction Strategy

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

Present Participial Phrase Sentence Opener

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

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

Writing Examples for Present Participle Phrase Sentence Opener

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

Essay Strategies Worksheet #32

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

(1) Introduction Strategy (Startling Statement)

Transition

(2) Claim from Essay Strategy Worksheet #24

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

Present Participial Phrase Sentence Opener Revisions

Essay Strategies Worksheet #33

Directions: Review your Essay Strategy Worksheets #25 and copy the (2) Claim. Write a (1) **Background Introduction Strategy** sentence and connect to the (2) Claim with a transition word or phrase. Refer to the **Writing Examples** for help.

Review your Essay Strategy Worksheet #17 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with a **Past Participial Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Background Introduction Strategy

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

Writing Examples for Background Introduction Strategy

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

Past Participial Phrase Sentence Opener

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

Writing Examples for Past Participial Phrase Sentence Opener

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

Essay Strategies Worksheet #33

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

(1) Introduction Strategy (Background)

Transition

(2) Claim from Essay Strategy Worksheet #25

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

Past Participial Phrase Sentence Opener Revisions

Essay Strategies Worksheet #34

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

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

Controversial Statement Introduction Strategy

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

Writing Examples for Controversial Statement Introduction Strategy

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

Past Perfect Participial Phrase Sentence Opener

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

Writing Examples for Past Perfect Participial Phrase Sentence Opener

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

Essay Strategies Worksheet #34

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

(1) Introduction Strategy (Controversial Statement)

Transition

(2) Claim from Essay Strategy Worksheet #26

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

Past Perfect Participial Phrase Sentence Opener Revisions

Introduction Strategies: DQ RAPS BC

1. **D**efinition

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

2. **Q**uestion to be Answered

A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.

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

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

4. Quote from an **A**uthority

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

5. **P**review of Topic Sentences

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

6. **S**tartling Statement

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

7. **B**ackground

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

8. **C**ontroversial Statement

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

Essay Strategies Worksheets #35–42

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

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

Directions

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

Essay Strategy Worksheet # Worksheet Matches

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

Essay Strategies Worksheet #35

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

Review your Essay Strategy Worksheet #11 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with an **Infinitive Sentence Opener**. Refer to the **Writing Examples** for help.

Generalization Conclusion Strategy

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

Writing Examples for Generalization Conclusion Strategy

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

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

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

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

Infinitive Sentence Opener

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

Example: To smile takes great effort.

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

Writing Examples for Infinitive Sentence Opener

▪ *As a noun*

To bake requires good measurement skills.

▪ *As an adjective*

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

▪ *As an adverb*

To win, he must face himself.

Essay Strategies Worksheet #35

Writing Prompt: Examine how music affects young people.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Generalization)

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

Infinitive Sentence Opener Revisions

Essay Strategies Worksheet #36

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

Review your Essay Strategy Worksheet #12 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with an **Infinitive Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Question for Further Study Conclusion Strategy

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

Writing Examples for Question for Further Study Conclusion Strategy

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

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

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

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

Infinitive Phrase Sentence Opener

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

Example: To smile when sad, takes great effort.

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

Writing Examples for Infinitive Phrase Sentence Opener

▪ *As a noun*

To go to dental school was always his goal.

▪ *As an adjective*

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

▪ *As an adverb*

To fix the problem, she uses a flathead screwdriver.

Essay Strategies Worksheet #36

Writing Prompt: Discuss how television shows influence children.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Question for Further Study)

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

Infinitive Phrase Sentence Opening Revisions

Essay Strategies Worksheet #37

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

Review your Essay Strategy Worksheet #13 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with an **Verb before the Subject Sentence Opener**. Refer to the **Writing Examples** for help.

Statement of Significance Conclusion Strategy

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

Writing Examples for Statement of Significance Conclusion Strategy

(2) Thesis Statement—The *Miranda* court decision outlined arrest procedures for police to follow.

(6) The court should have gone farther by requiring police to read the rights to accused criminals in their own language.

(6) It is not enough to simply read accused criminals their rights—these rights must be explained as well.

(6) The *Miranda* case means that real criminals may be freed simply because a police officer makes a simple mistake.

Verb before the Subject Sentence Opener

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

Writing Examples for Verb before the Subject Sentence Opener

▪ *After a prepositional phrase*

Along the path crawled a green and white insect.

▪ *After an adverb*

Quickly marched the band to their proper positions on the field.

▪ *After an adverbial phrase*

More often wrote Rachel than did her boyfriend.

Essay Strategies Worksheet #37

Writing Prompt: Describe how music affects young people.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Statement of Significance)

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

Verb before the Subject Sentence Opener Revisions

Essay Strategies Worksheet #38

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

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

Application Conclusion Strategy

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

Writing Examples for Application Conclusion Strategy

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

Direct Object Sentence Opener

Direct Object—A direct object is the *who* or *what* of a sentence that receives the action.

For example, examine this sentence: John and Rafael sent a gift to their parents.

The subject of the sentence is “John and Rafael.”

The predicate of the sentence is “sent” because it *does* the action.

The direct object is “gift” because, as the *what*, it receives the action in the sentence.

Linking verbs (verbs that express no action) and prepositions do not signal direct objects nor do

Possessive pronouns, such as *my, mine, our, ours, your, yours, his, her, hers, their, and theirs*.

No commas follow the direct object when it serves as the sentence opener.

Writing Examples for Direct Object Sentence Opener

Red, white, and blue Betsy Ross chose for the colors of the American flag.

Perfect relaxation she promised for Laura’s next vacation.

A new skateboard his brother demanded for his tenth birthday.

Essay Strategies Worksheet #38

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

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Application)

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

Direct Object Sentence Opener Revisions

Essay Strategies Worksheet #39

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

Review your Essay Strategy Worksheet #15 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with a **Gerund Sentence Opener**. Refer to the **Writing Examples** for help.

Argument Limitations Conclusion Strategy

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

Writing Examples for Argument Limitations Conclusion Strategy

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

Gerund Sentence Opener

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

Writing Examples for Gerund Sentence Opener

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

Essay Strategies Worksheet #39

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

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Argument Limitations)

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

Gerund Sentence Opener Revisions

Essay Strategies Worksheet #40

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

Review your Essay Strategy Worksheet #16 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with a **Gerund Phrase Sentence Opener**. Refer to the **Writing Examples** for help.

Emphasis of Key Point Conclusion Strategy

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

Writing Examples for Emphasis of Key Point Conclusion Strategy

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

Gerund Phrase Sentence Opener

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

Writing Examples for Gerund Phrase Sentence Opener

- *With a prepositional phrase*
Riding in the car leaves some people bored and tired.
- *With an object*
Tasting the sauce makes many cooks hungry for dinner.
- *With an adverb*
Walking quickly is a favorite exercise.

Essay Strategies Worksheet #40

Writing Prompt: Analyze why cheating on tests is wrong.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Emphasis of Key Point)

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

Gerund Phrase Sentence Opener Revisions

Essay Strategies Worksheet #41

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

Review your Essay Strategy Worksheet #17 and copy any two (4) or (5) sentences from the body paragraphs that have been written in the subject-verb-object (or complement) sentence patterns. Then revise the two body paragraph sentences, beginning each with a **Nominative Absolute Sentence Opener**. Refer to the **Writing Examples** for help.

Summary Statement Conclusion Strategy

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

Writing Examples for Summary Statement Conclusion Strategy

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

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

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

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

Nominative Absolute Sentence Opener

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

Writing Examples for Nominative Absolute Sentence Opener

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

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

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

Essay Strategies Worksheet #41

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

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Summary Statement)

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

Nominative Absolute Sentence Opener Revisions

Essay Strategies Worksheet #42

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

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

Call to Action Conclusion Strategy

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

Writing Examples for Call to Action Conclusion Strategy

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

Noun Clause Sentence Opener

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

Writing Examples for Noun Clause Sentence Opener

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

Essay Strategies Worksheet #42

Writing Prompt: Evaluate how young people spend their money.

(2) Thesis Statement from Essay Strategy Worksheet #19

Transition

(1) Conclusion Strategy (Call to Action)

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

Noun Clause Sentence Opener Revisions

Essay Direction Words

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

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



Essay Direction Words

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

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



Essay Direction Words

5. Evaluate means to make a judgment after careful observation.

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



Essay Direction Words

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

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



Essay Rules

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



Essay Rules

4. Use third person point of view.

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

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

7. Use correct capitalization.



Essay Rules

8. Use correct punctuation.

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

10. Be neat and proofread for errors.

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Introduction Strategies

DQ RAPS BC

1. Definition

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



Introduction Strategies

DQ RAPS BC

2. **Q**uestion

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



Introduction Strategies

DQ RAPS BC

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



Introduction Strategies

DQ RAPS BC

4. Quote from an **Authority**

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



Introduction Strategies

DQ RAPS BC

5. Preview of Topic Sentences

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



Introduction

Strategies

DQ RAPS BC

6. **S**tartling Statement

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



Introduction Strategies

DQ REPS BC

7. B Background

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



Introduction

Strategies

DQ REPS BC

8. **C**ontroversy

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



Types of Evidence

FE SCALE C

1. Fact means something actually done or said.

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



Types of Evidence

FE SCALE C

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

Peas, beans, and corn are examples of vegetables.



Types of Evidence

FE SCALE C

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

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



Types of Evidence

FE SCALE C

4. Comparison

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

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



Types of Evidence

FE SCALE C

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

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



Types of Evidence

FE SCALE C

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

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



Types of Evidence

FE SCALE C

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

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



Types of Evidence

FE SCALE C

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

Some doctors favor a high protein diet because...

However, others argue that...



Conclusion Strategies

GQ SALE SC

1. **G**eneralization

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



Conclusion Strategies

GQ SALE SC

2. **Q**uestion for **F**urther Study

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



Conclusion Strategies

GQ SALE SC

3. Statement of Significance

States why the proven thesis statement is important or relevant.



Conclusion Strategies

GQ SALE SC

4. **A**pplication

Applies the proven thesis statement to another idea or issue.



Conclusion Strategies

GQ SALE SC

5. Argument

Limitations

Explains how or why your conclusions are limited.



Conclusion Strategies

GQ SALE SC

6. **E**mphasis of Key Point

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



Conclusion Strategies

GQ SALE SC

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

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



Conclusion Strategies

GQ SALE SC

8. **C**all to Action

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



Writing Style

1. Avoid intentional fragments. Right?

2. Avoid big words when more utilitarian words would suffice.

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



Writing Style

4. Generally be sort of specific in your writing.

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

6. Prepositions are not good to end sentences with.

Writing Style

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

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

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



Writing Style

10. Always avoid attention-getting alliteration.

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

12. Writers should always avoid using generalizations.

Writing Style

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

14. Parenthetical remarks should (usually) be avoided.

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

Writing Style

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

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

18. What use are rhetorical questions?



Writing Style

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

20. Absolutely avoid overstating ideas.

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

Writing Style

22. Avoid formulaic phrases in this day and age.

23. Never write no double negatives.

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



Essay Numerical Hierarchy

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



Limit Using “to be” Verbs

is

am

are

was

were

be

being

been

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No 1st Person Pronouns in Essays

I me my
mine we us
our ours

or 2nd Person Pronouns

you your yours



Transitions

Definition

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

Example

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



Transitions

Explanation or Emphasis

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



Transitions

Analysis

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

Comparison

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



Transitions

Contrast

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



Transitions

Contrast

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



Transitions

Cause-Effect

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

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Transitions

Cause-Effect

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

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Transitions

Conclusion

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



Transitions

Addition

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

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Transitions

Number or Sequence

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



Transitions

Time

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

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Editing Marks

Correct
spelling

thoer^{sp}

Delete

~~a very~~

~~good~~

~~man~~

Close

be fore

gap



Editing Marks

Reverse

that

new

one

Add a

word

stays in

brick

a house

Insert a

comma

very,

very

nice

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Editing Marks

Insert an

apostrophe

her friends' car

Insert quotation
marks

“Look,” he said.

Capitalization
error



Editing Marks

awk awkward

sentence

cs comma splice

dev inadequate

development

frag sentence

fragment

gr error in

grammar

irr irrelevant

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Editing Marks

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



Editing Marks

trans transition

wordy excessively
wordy

ww wrong word
needs new

¶ paragraph

v word or letter
omitted

// lacks parallel
structure

