GRADES 4-ADULT

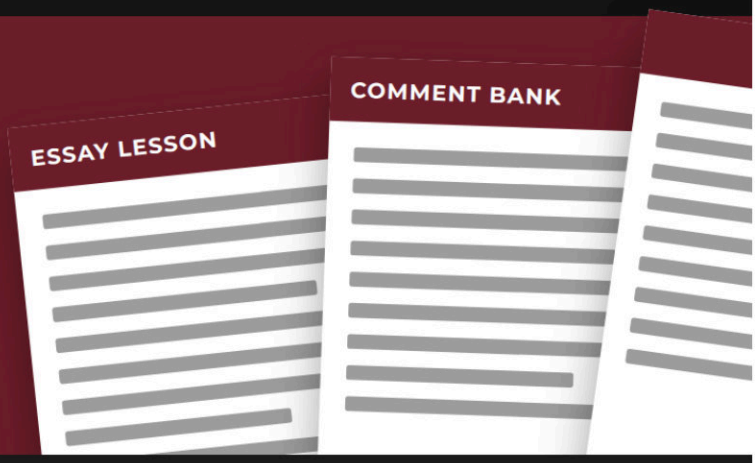
STEP-BY-STEP
ESSAY PROGRAM

TEACHING ESSAY STRATEGIES

42 SKILL LESSONS

97 WORKSHEETS

8 PROCESS ESSAYS



SIMPLE PARAGRAPHS TO FULL ESSAYS

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Writing Posters

Writing Posters include key instructional elements of the *Teaching Essay Strategies* program.

Essay Direction Words
Introduction Strategies
Conclusion Strategies
Essay Numerical Hierarchy
First and Second Person Pronouns
Editing Marks
FANBOYS Coordinating Conjunctions
AAAWWUBBIS Subordinate Conjunctions
Bud is wise, but hot! AAA WWW Subordinate Conjunctions
There, Their, They're
Essay Rules
Types of Evidence
Writing Style
Limit Using "to–be" Verbs
Transitions
Conventional Spelling Rules
Correlative Conjunctions
Eliminate "to be" Verbs

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Introduction

Teaching Essay Strategies is a comprehensive curriculum designed to help teachers teach the essay components of the Common Core State Standards. This step–by–step program provides all the resources that upper elementary, middle school, and high school teachers need to teach students how to compose the standards–based essays.

Writing Process Essays

The *Teaching Essay Strategies* program includes the writing prompts, resource texts, graphic organizers, response, revision, and editing resources to teach four argumentative (Writing 1.0) essays and four informational/explanatory (Writing 2.0) essays.

Diagnostic Assessment and Differentiated Instruction

This essay curriculum is built upon comprehensive assessment. Each of the eight **Writing Process Essays** begins with an on–demand **diagnostic assessment**. Teachers grade this writing task according to relative strengths and weaknesses on an analytical rubric. An analytical rubric affords individual item analysis, rather than just a holistic score. The data is then entered onto a recording matrix to help the teacher plan both direct and differentiated instruction.

Teachers **differentiate writing instruction** according to this diagnostic data with mini–lessons and targeted worksheets. Remedial resources include lessons in subject–predicate, sentence structure, sentence fragments and run–ons, essay structure, paragraph organization, types of evidence, transitions, essay genre, writing direction words, proofreading, introduction strategies, and conclusion strategies. Advanced resources include lessons in fallacious reasoning, logic, coherence, unity, sentence variety, parallelism, grammatical sentence openers, and writing style.

Scaffolded Essay Strategy Worksheets

To master the essay strategies detailed in the writing strand of the Common Core State Standards (Writing 4.0, 5.0, 6.0), students complete 42 **Essay Strategy Worksheets**. Students move from simple three-word paragraphs to complex multi–paragraph (Writing 1.0, 2.0) essays, using a time–tested numerical hierarchy for essay organization. This *coding* takes the mystery out of how to organize and compose coherent and unified essays. Students learn and apply essay writing rules, essay structure, introduction strategies, evidence and argument, conclusion strategies, and the common grammatical sentence structures to mastery syntactic variety.

Students complete the essay strategy worksheets at their own pace, concurrently with the writing process essays. When students are not working on a writing process essay, they are learning and refining their essay skills with these skill worksheets. Procedures for this individualized instruction are simple, yet effective. The student completes an **Essay Strategy Worksheet**, mini–conferences with the teacher, and then revises to mastery level before progressing to the next writing strategy worksheet. The teacher formatively assesses student progress and assigns remedial or advanced p

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Writing Openers and Quick Writes

Teaching Essay Strategies includes a full year (twice per week) program of **Sentence Revision** (sentence combining, sentence manipulation, and grammatical sentence structures), formatted for your display projector. With these 5−10 minute openers, students write down the writing rule or skill; the teacher leads an interactive discussion with the example sentences (teacher tips provided, of course); and students complete the quick sentence writing task and self–correct from the answers.

Teaching Essay Strategies also includes a full year (twice per week) program of **Rhetorical Stance Quick Writes** to help students practice writing dexterity and writing fluency (Writing 10.0). The teacher prepares a short writing sample, such as a literary passage or a poem, appropriate to the given writing task and students adjust the voice, audience, purpose, and form in a quick write. Lessons are formatted for your display projector. Just add the writing sample (student samples work especially well) and let your students' creativity take center stage. Pair share or call on a few students to share their work.

Extended Learning and Practice with AI Chatbot Revision Tasks

For each lesson #s 27–42, students practice sentence revision with **Grammatical Sentence Openers.** Students read a short definition, explanation, and examples to learn how to change the syntactic (word order) patterns for two sentences of their choice. For more in-depth understanding, a one-page lesson on the grammatical focus follows.

For extended learning and practice, **AI Chatbot Learning Tasks** will teach students how to design prompts, change responses, analyze responses, and choose among response options as you practice sentence expansion, combining, and revision with the grammatical focus.

Design the Prompt: Assume the Role

Change the Response: Substitute Responses

Analyze Responses: Provide Feedback on Clarity

Choose the Best Response

Comment Banks

Teaching Essay Strategies provides the tools for interactive **formative assessment.** Writing feedback research emphasizes the importance of specific teacher response throughout the writing process. This program includes an essay e–comments bank of 438 comprehensive writing comments in four sets of comment banks (Grades 3–6, Grades 6 9, Grades 9–12, College and Workplace). Use in the Google Comment Bank for Google docs. Additionally, the comment banks are included as a floating menu in the [Annotate Pro](#) app.

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Learn How to Teach This Book in 10 Minutes

Preparation and Planning

Use the Essay Strategy Worksheets for 20 minutes, 2 days per week and the Writing Openers for 10 minutes, 3 days per week. When teaching a Writing Process Essay, cut back on the Essay Strategy Worksheets and Writing Openers to maintain the same 70 minutes of writing instruction per week.

Have the students create writing notebooks or use three–ring binders to keep all of their Essay Strategy Worksheets. Students will need to refer to previous worksheets throughout this curricular component.

Take out the pages you need to copy to get started. Make sure to file your masters. At this point, you have some options.

- Print copies of all the worksheets for each student **or**
- Print copies of all the Essay Strategy Worksheets #1–10 for each student and then run enough copies of Essay Strategy Worksheets #11–42 for about one–third of the number of your students to share. Since students will spread out among the levels, this works out fine. The students will then use binder paper to complete each Essay Strategy Worksheet.

Print, laminate, and post the **Wall Posters** included at the end of the appendix. You may choose to post them all at once or post as each term or instructional strategy is introduced throughout the writing levels.

Getting Started with the Essay Strategy Worksheets

On the day before you begin instruction, explain to your students that the Essay Strategy Worksheets *only* deal with the essay form. Tell them that they will practice the other forms of writing, such as the narrative form (Writing 3.0), but not with the Essay Strategy Worksheets. Use **The Writing Model** overhead and the four **Writing Domains and Forms** worksheets in the appendix to reinforce this point.

Tell students that *Teaching Essay Strategies* 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). Refrain from layering on the writing jargon at this point. *Teaching Essay Strategies* uses the same language of instruction found in the writing strand of the Common Core State Standards.

Note: Once your students begin multi–paragraph essays in Essay Strategy Worksheet #19, the (2) stands for the thesis statement (topic or claim), the (1) represents the introduction strategies, and the (6) references the conclusion strategies. But, don't share this information with students until they get to that level.

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Do the first four Essay Strategy Worksheets as whole class instruction, one worksheet per day. Just pass out the Essay Strategy Worksheet #1, read the directions out loud, and then give students ten minutes to complete the assignment. After ten minutes (finished or not), call on students to share answers and self–correct them if the responses are off–target. Repeat for Essay Strategy Worksheets #2–4.

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

Student–Teacher Writing Conference Procedures

- Write minimal mechanics (punctuation and capitalization) and spelling editing marks (See the **Writing Response Diacritical Marks and Editing Marks** posters in the appendix).
- Verbally explain any content, structure, or grammatical problems. Refer to both the Writing Hints and Writing Examples on the worksheets to focus on mentor texts, rather than on error fix–a–thons (Jeff Anderson). If there are errors, mark a ✔ in front of the sentence and send the student back to revise and then return. Start off "tough" and then you can "ease off" later with sensitive students.
- If the student requires specific skill practice, assign a remedial worksheet and re–evaluate when the student completes the worksheet to determine if more practice is needed or if the student can progress to the next Essay Strategy Worksheet. For example, don't allow students to progress beyond Essay Strategy Worksheet #5 if they cannot write a complete sentence.
- When the student has mastered an Essay Strategy Worksheet upon the first or subsequent attempts, mark an A (or 100% point value) on the worksheet and then direct the student to place it in his or her writing notebook or three–ring binder and move on to the next worksheet.

Getting Started with the Writing Openers

Select which of the Sentence Revisions, Rhetorical Stance Quick Writes, Writing Style Rules Sentence Openers, and the Transition Word and Phrase Openers you wish to use for your 10–Minute Writing Openers. The Sentence Revisions and Rhetorical Stance Quick Writes are designed for class display on your projector. Simply turn on the projector and have students copy down the assignment while you are taking attendance. Or if you are using the Writing Style Rules Sentence Openers or Transition Word and Phrase Openers, you can either use the projector or refer students to the **Wall Posters**. Then lead an interactive class discussion on the writing focus/skill of the opener and help students self–correct.

Getting Started with the On–Demand Diagnostic Essay Assessments

Select the on-demand Diagnostic Essay Assessment that will serve as your first Writing Process Essay and run-off copies of the assessment for each student. Display the Timing Guide and allot 60 minutes for students to complete the timed writing. Grade each essay on the **Analytical Rubrics** and record results on the **Essay Assessment Recording Matrix**.

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Getting Started with the Writing Process Essays

Teachers may opt to use some or all of the eight Writing Process Essays and/or take their students through some or all of the stages of the writing process, depending upon the needs of their individual students and available instructional time.

Meshing the Writing Process Essays and Essay Strategy Worksheets

Teachers may choose to condense the Writing Process Essays according to their students' progress with the Essay Strategy Worksheets. Here are a few suggestions:

- Students compose a single body paragraph while mastering the essay strategies in Essay Strategy Worksheets #1–18.
- Students compose a thesis statement (or claim) and two body paragraphs while mastering the essay strategies in Essay Strategy Worksheets #19–20.
- Students compose the introduction and two body paragraphs (or more) while mastering the essay strategies in Essay Strategy Worksheets #21–34.
- Students compose the introduction, two body paragraphs (or more), and conclusion (complete essay) while mastering the essay strategies in Essay Strategy Worksheets #35–42.

Down the Road a Bit

- Periodically have a "Pair Share" between students at the same writing level in which students exchange their essays to read and make comments.
- Periodically read an exemplary Essay Strategy Worksheet out loud. This program helps students improve writing through effective sentence modeling. 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 independent editing rules charts (spelling, mechanics, and grammar) found in the appendix.
- **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 Writing Level 11. Guidelines for writing effective essay prompts are provided in the appendix.

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Helpful Hints

- Students just seem to understand the numbers better than all the writing jargon. I suggest that you require students to number each sentence just as in the Writing Examples, until you are sure that they understand proper paragraph and essay structure. Use the Numbering the Essay worksheets in the appendix for practice.
- Should I allow my students to vary the paragraph structure? After all, not every well–written body paragraph follows the same structural pattern. Essay Strategy Worksheets #10–18 require students to practice different paragraph structures. Students first need to learn the different ways to structure body paragraphs through sentence modeling and sequential practice. Beginning with Essay Strategy Worksheet #19, students can shape their paragraph structures according to the demands of the writing prompt and the types of evidence they cite to "prove their point**." There are no straight jackets with the writing resources in this book**; your students will develop their own writing styles.
- "What do I say to a student who can't think of anything to write?" Suggest using a graphic organizer, or suggest changing the focus of the prompt (do so sparingly), or simply give the student a (3) Topic Sentence to get started.
- Can I assign Essay Strategy Worksheets for homework? Of course. However, students may need help with directions. Additionally, because students work at their own pace, note that they will be working on different worksheets.
- 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 read the directions and begin the next worksheet until they can line up for their conference. Sometimes writing down the students' names on the board is a good way to manage the conference schedule.
- Expect students to be productive. Remind students that you will record both their A and ✔ grades periodically. Some worksheets take longer than others, but one can usually be completed by most students in a concentrated twenty-minute session. If students are unproductive, student–parent contracts, homework, or stay–in–and–complete during lunch can help. Having students set their own achievement goals makes sense. Also, expecting a certain number of worksheets to be accomplished each is useful.

The AI Chatbot Revision Tasks

Artificial intelligence is here to stay, and we need to equip students with these tools to enhance the writing process. Students need to learn how to efficiently and ethically interact with the chatbots without resorting to plagiarism. *Teaching Essay Strategies* provides AI Chatbot Revision Tasks to engage students with more language opportunities and to choose among both student-generated and machine-generated options.

Following are the **Design the Prompt, Change the Response, Analyze, and Choose** AI chatbot skills featured in the program. Essay Strategy Worksheets #s27–42 each feature these extended learning tasks.

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AI Chatbot Tasks

for Sentence Expansion, Combining, and Revision

Design the Prompt	Change the Response	Analyze and Choose
Provide context with what you already know about the topic.	Add further directions.	Evaluate responses by relevance, bias, coherency, currency, or relationship.
Provide specific examples.	Delete responses.	Compare responses, list advantages and disadvantages, or rank order.
Break down complex prompts into step-by-step directions.	Substitute responses.	Evaluate the quality of responses, whether they are reasonable, logical, useful, or fitting.
Compose responses in a specific genre.	Rearrange responses.	Summarize responses, state the main idea, or draw conclusions.
Exclude certain responses.	Provide counter claims, arguments, evidence, and analysis.	Provide feedback on voice, tone, or clarity.
Use quotation marks before and after the exact text you wish to select or reference.	Check the accuracy of "_____" from other sources.	Re-write in a more casual, formal, or age-appropriate style.
Assume the identity, role, or qualifications of someone.	Change the audience for a different purpose or level of expertise.	Make more concise and eliminate repeated language or ideas.
List number of responses.	Change the tone, style, time, or place.	Identify and/or replace overly-academic, questionable, awkward, or robotic word choices.
Help create the prompt.	Combine responses.	Explain how the syntax affects meaning.

Choose the Best Response

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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.	(Transition Statement)-(4)-(5)-(3)-(4)-(5) Paragraph, Experience Evidence, Writing Direction Word: Persuade
18.	(3)-(4)-(5)-(4)-(5)-(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, Present Perfect Participial Phrase Sentence Openers
35.	Generalization (1) Conclusion Strategy, Infinitive Sentence Openers
36.	Question for Further Study (1) Conclusion 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 (

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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) zoo
- (4) tigers
- (4) _____

(3) cities
- (4) _____
- (4) Dallas

(3) states
- (4) _____
- (4) Ohio

(3) _____
- (4) elementary
- (4) college

(3) _____
- (4) Saturday
- (4) Sunday

(3) _____
- (4) baseball
- (4) soccer

(3) _____
- (4) Mexico

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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) _____

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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) _____

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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.

(3) two kinds of ocean fish

(4) _____

(4) _____

Writing Prompt: Talk about two types of jobs.

(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) _____

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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)

_____

_____

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Essay Strategies Worksheet #6

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

Essay Writing Rules

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

Writing Hint

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

Writing Example

Writing Prompt: Talk about a book everyone should read.

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

Directions

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

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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*, *its*, *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.

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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.

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

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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.

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Essay Strategies Worksheet #11

Directions

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

Writing Hints

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

Fact Evidence Writing Examples

(3) Topic Sentence—Television commercials use different strategies to convince children of the dangers of smoking.
Fact (4) or (5) Film of people smoking through holes in their necks shows viewers what might happen as a result of cancer surgery.
Fact (4) or (5) Pictures of celebrities who have died due to smoking-related illnesses give evidence that even the rich and famous get hurt by tobacco.
Fact (4) or (5) Commercials use slogans such as "Don't let your life go up in smoke" to argue that smoking will lead to death.

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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.

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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."

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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.

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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).

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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.

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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.

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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 must endanger their own lives to perform their duties.

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

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Essay Strategies Worksheets #19–26

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.

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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.

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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.

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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.

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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

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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.

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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

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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.

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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

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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.

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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.

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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.

For each of these **Grammatical Sentence Openers,** a short definition, explanation, and examples is provided. For more in-depth understanding, a one-page lesson on the grammatical focus follows.

For extended learning and practice, **AI Chatbot Learning Tasks** will teach you how to design prompts, change responses, analyze responses, and choose among response options as you practice sentence expansion, combining, and revision with the grammatical focus.

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 ask your teacher to correct your work.

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

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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 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 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

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Prepositional Phrases

A preposition shows a relationship, time, position, or location between the preposition and its object. The preposition is always part of a phrase. A *phrase* is a group of related words without a noun and its connected verb. Although we often end sentences with prepositions when we talk, when we write we should usually avoid doing so by rearranging the sentence.

It's important to be able to correctly identify and write prepositional phrases. Prepositional phrases often serve as other parts of speech, and 30% of published writing consists of prepositional phrases.

The preposition comes before its object and asks "what?" or "whom?" to find its object. The object provides the answer. In prepositional phrases, the objects are usually nouns or pronouns and are often preceded by *a, an,* and *the* to identify them. Prepositional phrases can be placed anywhere in the sentence, and more than one preposition can begin a prepositional phrase.

The Preposition Shows a…	Examples	Asks "What?" or "Whom?"	Object
Relationship	**with** the children	**with** "what?" or "whom?"	the children
Time	**at** noon	**at** "what?" or "whom?"	noon
Position or Location	**in** the mirror	**in** "what?" or "whom?"	the mirror
	on the wall	**on** "what?" or "whom?"	the wall

Identifying prepositional phrases can also help you identify the subject of the sentence. First, locate the main verb (the simple predicate) and ask "who?" or "what?" of that verb. Next, eliminate any prepositional phrases from consideration to check your answer. Why? The subject of a sentence is never part of a prepositional phrase. Remember that the simple predicate (main verb) usually follows its subject except in questions and commands.

Example: Above the clouds the birds flew in their v-formation past hills and valleys.

Locate the main verb (the simple predicate)	"flew"
Ask "who?" or "what?" of that verb	"the birds"
Eliminate any prepositional phrases to check your answer.	**Above the clouds, in their v-formation, past hills and valleys**

Example: Since the last game we always cheer **during the National Anthem**.
Explanation: Since the last game and **during the National Anthem** are prepositional phrases which show time. Each phrase modifies the main verb, "cheer," and so they also act as "When" adverbs.

Place a comma after introductory prepositional phrases with more than four words when the subject follows. If no subject follows the prepositional phrase, don't use a comma.

Examples: During dinner Tom proposed. **Through the deep and dark forest,** I followed.
Over the steep and treacherous mountains climbed the bighorn sheep.

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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

-_____

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Prepositional Phrase Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Assume the Role

Type: The guide beside the statue explains the history of its placement in his garden.

Type: Assume the role of an English professor, and explain how do the prepositional phrases make this sentence confusing?

Change the Response: Substitute Responses

Type: Substitute clear prepositional phrases for the poorly constructed ones.

Analyze Responses: Provide Feedback on Clarity

Type: Provide feedback on clarity, and re-write to make clearer.

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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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.

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Adjectives

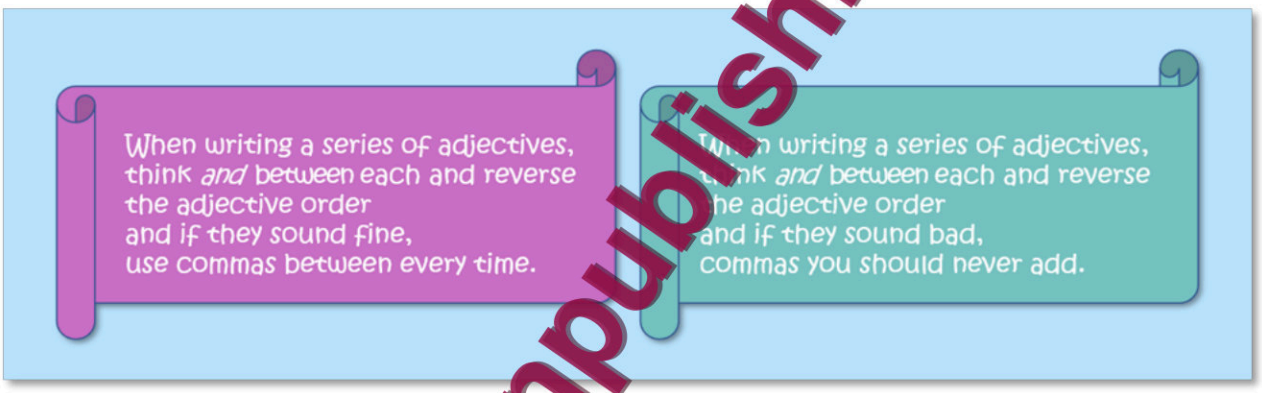
Two kinds of **adjectives** modify nouns. *Modify* means to (identify, define, add to, limit, or describe).

1. Adjectives with **equal importance.** These adjectives are separated by commas. Changing their order and placing *and* between each adjective pair makes sense. They can be placed before the nouns they modify or after linking verbs. *Linking verbs* include the "to be" verbs *is*, am, are, was, were, be, being, been, and others such as become, seem, look, feel, smell, and appear.

Example: Sweet, caring, and kind Bo helps with the dishes. He was friendly, sweet, and generous.

2. Adjectives which build on each other with **different levels, degrees, or ranks.** These adjectives are *not* separated by commas. Changing their order and placing *and* between each adjective pair does *not* makes sense. They can be placed before the nouns they modify, but not after linking verbs.

Examples: A thick-crust sausage pizza cooked in the oven. A warm summer breeze blew steadily.



Adjectives modify nouns in three basic ways and usually follow this order:

- **Which One Adjectives:** this, that, these, those (Commas don't follow these adjectives.)
- **How Many Adjectives:** few, some, several, many, most, all, each, every, and numbers
- **What Kind Adjectives:**
  - ✓ Characteristic or Opinion—beautiful, grumpy
  - ✓ Size—tiny, huge
  - ✓ Age—young, senior
  - ✓ Shape— square, thin
  - ✓ Color or Material—blue, dark, wood, metallic

Example: Those few, grumpy, tiny, young, thin, blue-haired girls work together well.

The adjective-noun combination is known as a *noun phrase.* A *phrase* is a group of related words without a noun and its connected verb. The subject of a sentence is often a noun phrase. Long noun phrases often make sentences confusing for the reader.

Example: Several exciting, young musicians performed at the concert.

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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

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Adjective Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Provide Context

Type: An angry and worried parent and concerned teacher complained to the principal.

Type: These are the types of What Kind Adjectives: characteristic or opinion, size, age, shape, color or material.

Type: Identify the What Kind adjectives in the sentence.

Change the Response: Substitute Responses

Type: Substitute other types of adjectives for these What Kind Adjectives.

Analyze Responses: Change to More Natural Language

Type: Change awkward or robotic wording to more natural language.

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

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_____

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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.

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Adjective Phrases

Remember that adjectives modify nouns or pronouns, answering How Many? Which One? or What Kind? An adjective phrase is a group of related words that acts as a separate unit to modify (identify, define, add to, limit, or describe) nouns or pronouns. Adjective phrases can be placed before subject or object nouns or pronouns.

Examples: Those old and rusty sheds were finally removed. Arthur bought her **the wrong size and wrong color** dress.

Adjective phrases may also be placed after linking verbs. *Linking verbs* include the "to be" verbs: is, am, are, was, were, be, being, been, and others such as become, seem, look, feel, smell, turn, remain, and appear.
Example: Their technology appears **ancient and useless.**

Adjectives often combine with prepositional phrases to serve as sentence complements.
Examples: They remain **optimistic about the future of our country. Happy with the results of the election,** the voters seemed to be.

Adjectives as Comparisons

An adjective phrase can describe a noun or pronoun by comparing it to other nouns or pronouns. The comparative adjective is usually followed by the word *than.*

Use the suffix "_er" for a one-syllable comparison between two nouns or pronouns.
Example: She is older than her brother.

Use "_er" or more (less) for a two-syllable comparison between two nouns or pronouns.
Examples: Prettier than Jane's doll, her doll looked like a movie star.
Compared to middle schoolers, high schoolers seem more talkative.

Use the suffix "_est" for a one-syllable comparison among three or more things.
Example: Of dolphins, squid, and orcas, the orca is by far the meanest of them all.

Use "_est," most, or least for a two-or-more-syllable comparison among three or more things.
Example: Her **most** interesting novel, *The Page*, sold less than her other books.

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Essay Strategies Worksheet #29

Writing Prompt: Analyze how television shows influence children.

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

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_____

Transition

_____

(2) Thesis Statement from Essay Strategy Worksheet #21

_____

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

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Adjective Phrase Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Tell What to Exclude

Type: The class voted Emma the most helpful student and the kindest tutor in math.

Type: Exclude the last adjective phrase, and revise the sentence to make it clearer.

Change the Response: Delete Responses

Type: Re-write the sentence, excluding adjectives, and add another predicate.

Analyze Responses: Evaluate the Response

Type: Compare the meanings of the sentence with two adjective phrases, one adjective phrase, and no adjectives.

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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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.

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Adverbs

An **adverb** modifies (identify, define, add to, limit, or describe) a verb, an adjective, or another adverb. Adverbs may be found before or after the words they modify, so read carefully to determine which word is being modified.

Many, but not all, adverbs end in "_ly." Adverbs can also modify adjectives or other adverbs.

Examples:

Modifying a Verb—They walked *briskly.* The "briskly" adverb modifies the verb, "walked."
Modifying an Adjective—The cake looked *so* delicious. The "so" adverb modifies the adjective, "delicious."
Modifying Another Adverb—Pablo ran *very* fast. The "very" adverb modifies the adverb, "fast."

Adverbs modify verbs, adjectives, or other adverbs in four basic ways. When more than one adverb appears in a sentence, readers can usually expect the adverbs to follow this order:

- **What Degree Adverbs:** less, more, mostly, mainly, loudly
- **How Adverbs:** carefully, quickly, gently, angrily, well
- **Where Adverbs:** there, here, anywhere, outside, inside
- **When Adverbs:** later, soon, now, early, then

Specific adverbs usually come before general ones.

Example: It should be *exactly where* I described, *next* to the desk, or *somewhere over there*.
Explanation: The more specific adverbs *exactly where* and *next* are properly placed before the more general *somewhere over there*.

Adverbs are usually found at the end of a sentence or phrase. However, when the author wishes to emphasize the adverb, it can appear at the beginning or midpoint of a sentence or phrase.

Examples: *only*	**Explanation:**
Only Joe saw Sue in the theater.	No one else saw Sue.
Joe saw *only* Sue in the theater.	Joe did not see anyone except Sue.
Joe saw Sue *only* in the theater.	Joe never saw Sue outside the theater.
Joe *only* saw Sue in the theater.	Joe saw Sue, but did nothing else.

Adverbs serve as transition words at the beginning of sentences. These six are often misunderstood:

thus— signals an explanation of a result
instead— signals an alternative or substitute
moreover— signals an addition
consequently— signals what happened as a result
that is— signals a clearer explanation
similarly— signals that which is the same or alike

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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 #22

_____

_____

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

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-_____

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Adverb Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: List Number of Examples

Type: The children usually quite eagerly volunteer for cleanup duty.

Type: List the adverbs found between the subject and predicate.

Change the Response: Delete Responses

Type: Delete one of the adverbs to make the sentence less confusing.

Analyze Responses: Provide Feedback on Tone

Type: What makes the first sentence sarcastic? What makes the second sentence polite?

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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Essay Strategies Worksheet #31

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

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

Preview of Topic Sentences Introduction Strategy

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

Writing Examples for Preview of Topic Sentences Introduction Strategy

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

Adverbial Clause Sentence Opener

Adverbial Clause—An adverbial clause is a dependent clause (a subject and verb not expressing a complete thought) that describes a verb, an adjective, or an adverb with how, when, where, or what degree. A subordinating conjunction usually introduces an adverbial clause. Because the adverbial clause is always a dependent clause, it is less important than the independent clause.
Example: *Although* my friends had already seen the movie, they saw it a second time.

Subordinating conjunctions that signal adverbial clauses include the following:
after, although, as, as if, as long as, as much as, as soon as, as though, because, before, even if, even though, how, if, in order that, more, once, since, so that, than, that, though, unless, until, when, whenever, where, wherever, whether, while
Place a comma after an adverbial clause sentence opener that begins a sentence.

Writing Examples for Adverbial Clause Sentence Opener

- **How?**

As the player practiced, she improved her skills.

- **When?**

Even after the dog ate, he crept outside.

- **Where?**

Everywhere that Mary went, the lamb was sure to go.

- **What Degree?**

As much as she enjoyed

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Adverb Clauses

Remember that an *independent clause* has a noun and its connected verb that stands *on its own* as a simple sentence. A *dependent clause* has a noun and its connected verb that does *not* stand *on its own* as a complete thought. It *depends* upon its connection an independent clause. The dependent clause is less important to the meaning of the sentence than its connected independent clause. Together, the dependent and independent clauses form a complex sentence.

An adverb clause is a dependent clause. The adverb clause acts as an adverb to modify (identify, define, add to, limit, or describe) a verb, adjective, or another adverb in the connected independent clause by answering one or more of these questions: What degree? How? Where? or When? Additionally, adverb clauses frequently answer a Why? question.

The adverb clause can begin a sentence, come in the middle of a sentence to interrupt the independent clause, or end a sentence. It always begins with a *subordinate conjunction*. The prefix, *sub,* means *under* in *subordinate,* and it signals the reader that the adverb clause which follows is *under the authority* of its connected independent clause. The adverb clause certainly contributes meaning, but the independent clause is the most important thought of the sentence.

Another function of the adverb clause is to express the *conditional mood.* Although simple conditional sentences use *could, would, may,* and *might* to signal what *might take place* if certain conditions are met, the subordinate conjunctions can signal what *will take place* if the conditions are met.

Simple sentence can't express *if—then* and *cause—effect* relationships, but complex sentences with adverb clauses certainly can do so.

Examples:
Before I let you go to the party, I want to know more about the host.
She won't go **unless** you do.
If I give her the money, she won't have to work for it.
Darren will agree to the purchase **after** he reads the details of the contract.

Conditional sentences may also use subordinate conjunctions to signal a prediction, doubt, regret, guess, or a wish. Often, the subordinate conjunction, *that,* is used following these nouns or synonyms. The writer may choose to delete *that* if the sentence sounds better, but this subordinate conjunction is still implied (suggested).

Examples:
I'm sure she will like it **once** she tries it.
Whether Ivy will go to the movies or not, I don't know.
Although Linda seems prepared, she may not have practiced enough.
I so regret **that** I wasn't able to attend the funeral.
or
I'm so sorry I wasn't able to attend the funeral.

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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

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Adverbial Clause Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Write in a Different Genre

Type: After flying across the country, the luggage was lost.

Type: Re-write as a joke, adding details and keeping the adverb clause in this sentence.

Change the Response: Add Further Directions

Type: Write two more jokes, built on dangling adverb clause modifiers.

Analyze Responses: How Syntax Affects Meaning

Type: How does the order of the words in these three sentences make the sentences humorous?

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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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.

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.

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Present Participial Phrases

A **present participle** is a verb ending in ""_ing"" that acts like an adjective to modify (identify, define, add to, limit, or describe) a noun or pronoun. It's connected to an implied (suggested, but not stated) "to be" verb (is, am, are, was, were, be).

Examples: Shivering, they pulled the blankets tighter. The cat, **purring,** curled up on my lap. They sat on the porch, **talking**. Hidden "to be" verbs: **were** shivering, **was** purring, **is** talking.

A **present participial phrase** starts with the base form of a verb + "_ing", adds modifying words, and ends with a noun or pronoun. It is set off from an independent clause (a noun and connected verb) with commas unless the phrase is essential to the meaning of the sentence.

Examples:

At the **beginning** of a sentence, before the noun or pronoun. Set off by a comma because it is not essential to the meaning of the sentence.
Example: Running through the field, the dog chased a butterfly.

In the **middle** of a sentence, after the noun or pronoun it modifies. No comma because it is essential to the meaning of the sentence.
Example: The car **speeding down the road** made a loud noise.

At the end of a sentence, after the noun or pronoun it modifies. Set off by a comma because it is not essential to the meaning of the sentence.
Example: The swimmer climbed out of the pool, **dripping with water.**

A present participial phrase describes something still happening or in progress. In other words, the present participle shows a continuous, uninterrupted action or condition. If the present participial phrase is set off from an independent clause (a noun and connected verb), the action in the phrase is happening at the same time as the action in the independent clauses.
Example: Kicking the ball with all his might, Alex scored a goal. Note that "Kicking" and "scored" happen at the same time. Also note that present participial phrases frequently add emotion to the sentence, such as "with all his might."

As you have learned, many words, phrases, and clauses serve as multiple parts of speech. These present participles often combine with prepositional phrases or adverbs.

Examples:

With a prepositional phrase
We watched the dog, begging below the table.
With an object
We practiced hitting the ball to the left side of the infield.
With an adverb
The climber, falling rap

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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

-_____

_____

-_____

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Present Participial Phrase Sentence Opener Revisions

-_____

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AI Chatbot Revision Tasks

Design the Prompt: Provide an Example

Type: Reading from the book, the dog on the rug closely watched Mr. Santin.

Type: How does the present participial phrase make the sentence confusing?

Change the Response: Rearrange Responses

Type: Place the present participial phrase in a different sentence position, and add details to make the sentence clearer.

Analyze Responses: How Syntax Affects Meaning

Type: How does the position of the present participial phrase affect the meaning or focus in the two sentences?

Choose the Best Response

Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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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 acts on its own or combines with the base form of a verb + a __d, __ed, __en, or __t 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 helping verb 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.

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Past Participial Phrases

A **past participle** is a verb ending in __d, __ed, __en, or __t that acts like an adjective to modify (identify, define, add to, limit, or describe) a noun or pronoun. Past participles can come before or after a noun or pronoun or at the beginning of a sentence, and are set off by commas. Past participles can be used on their own or with helping verbs (is, am, are, was, were, be, being, been, have, has, had, can have, could have, may have, might have, shall have, should have, will have, would have, must have).

Examples:

They should have found the child by now. Found, the child stayed close to his mother.
Leo and I were frightened and hid in the corner. Frightened, Leo and I hid in the corner.
She had mistaken my silence for approval. Mistaken, she asked me for my approval.
She must have hurt, so she walked slowly. Hurt, she walked slowly.

A **past participial phrase** starts with an implied (suggested, but not stated) helping verb + the base form of a verb + __d, __ed, __en, or __t + modifying words that provide a "mini-description" of the noun or pronoun. It is set off from an independent clause (a noun and connected verb) with commas unless the phrase is essential to the meaning of the sentence.

Examples:

At the **beginning** of a sentence, before the noun or pronoun. Set off by a comma because it is not essential to the meaning of the sentence.
Example: Covered in chocolate, the strawberries looked delicious.

In the **middle** of a sentence, after the noun or pronoun it modifies. No comma because it is essential to the meaning of the sentence.
Example: The book **written by my cousin** won a prize.

At the end of a sentence, after the noun or pronoun it modifies. Set off by a comma because it is not essential to the meaning of the sentence.
Example: They marveled at the play structure, **built by a student.**

The phrase describes something already done, something that has already happened, or a condition existing before the present. Often, the past participle suggests an emotion.

As you have learned, many words, phrases, and clauses serve as multiple parts of speech. These past participles often combine with prepositional phrases and adverbs.

Examples

With a prepositional phrase
Surprised beyond belief, the woman could not respond.
With an adverb
Caught quickly, the bar

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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

-_____

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-_____

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Past Participial Phrase Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Provide an Example

Type: Flipped four feet into the air, the dog caught the frisbee.

Type: How does the past participial phrase make the sentence confusing?

Change the Response: Substitute, Combine, and Provide Evidence

Type: Re-write to make the sentence clearer. Re-write and add an independent clause to provide evidence.

Analyze Responses: How Syntax Affects Meaning

Type: How might bias and the relationship of the dog and owner affect the evidence presented?

Choose the Best Response

Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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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.

Present Perfect Participial Phrase Sentence Opener

Present Perfect Participle—A present perfect participle combines *having* + the base form of a verb + a __d, __ed, __en, or __t 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 present 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. A **past perfect participle** combines *had* + a __d, __ed, __en, or __t ending.
Examples: He had watched the movie before recommending it to his friends. She had slept for over an hour.

Writing Examples for Present 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.

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Present Perfect Participial Phrases

A **present perfect participial phrase** begins with having + a past participle (the "done" form of a verb, ending in a __d, __ed, __en, or __t + modifying words that provide a "mini-description" of a noun or sometimes a verb. It is set off from an independent clause (a noun and connected verb) with commas unless the phrase is essential to the meaning of the sentence.

Examples:

At the **beginning** of a sentence, before the noun or pronoun. Set off by a comma because it is not essential to the meaning of the sentence.
Examples: Having finished his homework, Jake went outside to play. **Having lost her keys**, Maria had to wait for her mom to come home.

In the **middle** of a sentence, after the noun or pronoun it modifies.
No commas because the phrase is essential to the meaning of the sentence.
Examples: The dog **having heard the whistle** ran to me. He walked away **having spoken his mind.**
Set off by commas because the phrase is not essential to the meaning of the sentence.
The dog, **having been rescued from the shelter**, was very friendly. My brother, **having just woken up**, looked sleepy.

At the end of a sentence, after the noun or pronoun it modifies. Set off by a comma because it is not essential to the meaning of the sentence.
Examples with Irregular Past Participial Endings: She sat down to rest, **having run all morning**. She awoke refreshed, **having gone to bed early.**

The phrase describes a physical or mental action or a state of being happening or existing before the present in the main clause (the independent clause) of the sentence. It works like an adjective or sometimes an adverb, giving extra information about a noun or about *how* something happened. Think of it like: "This thing had already been done before the other thing happened."

As you have learned, many words, phrases, and clauses serve as multiple parts of speech.
In addition to connecting to objects (for example, Having eaten **two hot dogs**), part participial phrases often combine with prepositional phrases or adverbs.

Examples

With a prepositional phrase
Having hidden the key under the mat she left for the day.
With an adverb
He sat down to relax, having packed neatly.
Serving as an adjective, modifying a noun
The bridge, damaged by the storm, was closed for repairs.
Serving as an adverb, modifying a verb
Given a second chance, she tried again.

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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

-_____

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-_____

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Present Perfect Participial Phrase Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Provide an Example

Type: Having eaten lunch, the trash can overflowed in the cafeteria.

Type: How does the present perfect participial phrase make the sentence confusing?

Change the Response: Substitute and Add Further Directions

Type: Re-write the sentence to make it clearer, and add two reasons for the trash problem.

Analyze Responses: Summarize

Type: Summarize the trash problem in the cafeteria.

Choose the Best Response

Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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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.

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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.

For each of these **Grammatical Sentence Openers,** a short definition, explanation, and examples is provided. For more in-depth understanding, a one-page lesson on the grammatical focus follows.

For extended learning and practice, **AI Chatbot Learning Tasks** will teach you how to design prompts, change responses, analyze responses, and choose among response options as you practice sentence expansion, combining, and revision with the grammatical focus.

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 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

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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 pace himself.

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Infinitives

Infinitives begin with "to" and follow with the base form of a verb. Think of an infinitive as the "dictionary form" of the verb.
Example: walk (*n*): to move by lifting and setting down each foot. The "to move" words in the definition are the infinitive.

Although it *sounds* like a verb, it isn't. The infinitive actually serves as a noun, adjective, or adverb. The infinitive often suggests an emotional condition with these parts of speech.

The infinitive may act as a noun—frequently as the subject of a sentence. Infinitives as nouns may express desire, such as "to want," "to hope," or "to expect."
Example: To swim is an essential skill.

The infinitive may work as an adjective. Infinitives as adjectives may indicate feelings, willingness, or necessity, such as "to care," "to follow," or "to commit."
Example: Cooperation is the best way **to succeed.**

The infinitive may function as an adverb. Infinitives as adverbs may show intentions, decisions, reasons, or mental conditions, such as "to plan," "to promise," "to explain," or "to appear."
Example: To pause helped him think through his answer.

When used in the middle or at the end of a sentence, the "to" may be implied (not stated). The infinitive may drop the "to" after modal verbs (can, could, may, might, shall, should, will, would, must) or "make," "let," and sometimes "help."

Examples: They could **stay.** You must **leave.** They made me **shower.** Oh, let him **try.** Help is always **appreciated.**

Also avoid overusing infinitives. Infinitives often create passive sentences. A **passive sentence** is a sentence in which the subject receives the action of the verb rather than doing it.
Examples: (Passive) **To help** was always her plan. (Active Revision) Her plan was **always to help.**

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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

-_____

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-_____

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Infinitive Sentence Opener Revisions

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-_____

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AI Chatbot Revision Tasks

Design the Prompt: Write in a Different Genre

Type: She made the machine *run* without overheating.

Type: How does the infinitive make this sentence confusing?

Type: Re-write, keeping the infinitive, but add details to make the sentence clearer.

Type: Include this sentence in a four-line poem with infinitives in the other three lines.

Change the Response: Rearrange the Responses

Type: Re-write each line of the poem with the infinitives in different sentence positions.

Analyze Responses: Change to Natural Language

Type: Re-write the poem in less awkward and more natural language.

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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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.

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Infinitive Phrases

Infinitives begin with "to" and follow with the base form of a verb. As previously mentioned, the infinitive *sounds* like a verb. However, an infinitive doesn't function as a verb; it serves as a noun, adjective, or adverb.

An **infinitive phrase** includes the infinitive (usually to + verb) + modifiers (*Modify* means to identify, define, add to, limit, or describe.) + (optional) objects (nouns or pronouns which receive the action of the verb).

At the **beginning** of a sentence, the infinitive phrase ends with a comma and is followed by the main clause (independent clause).
Examples: (To + verb) To **bake a delicious** meal takes preparation and skill. **(Implied, not stated, verb)** My mother **makes** me clean my room daily.

In the **middle** or **end** of a sentence, the infinitive phrase is set off by commas if it is not essential to the meaning of the sentence. No commas are used if the phrase is essential to the meaning of the sentence.
Examples: (Not essential) The old mansion, **to be restored** in the spring, has been empty for years. (Essential) The directions provided the ways **to solve the puzzle.**

Often the infinitive phrase includes a past participle (the base form of the verb + a __d, __ed, __en, or __t ending) to show an action that was completed in the past.
Example: What an honor **to be chosen** as a prize-winner!

The infinitive phrase may also connect to the perfect form "to have" + the past participle (the base form of the verb + a __d, __ed, __en, or __t ending) to show something that happened or was in progress before the present moment or the present action of the main verb.
Example: I'm relieved to **have completed** the homework assignment.
to show that the infinitive's action happened **before** a point in the past.
Example: He claimed **to have met** her before the party.
to show an action that will be **completed before** a future point in time.
Example: She expects **to have earned** her spot on the team by the start of the season.

Often the infinitive phrase includes "to have been" to show an emotional response.

Examples

Past: The cabin would have to be at least 50 years old to have been built by Grandpa.
Present: She appears **to have been** busy all morning.
Future: At this time next year, I hope to have been paying all my expenses for at least sixth months.
Avoid placing to many words between the "to" and the base form of the verb. These added words form *split infinitives.*
She decided to quickly and immediately leave. Revision: She decided to leave quickly and immediately.

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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

-_____

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-_____

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Infinitive Phrase Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Provide Step-by-Step Directions

Type: They walked along the river to fish and to enjoy their day together.

Type: How do the infinitive phrases make this sentence confusing?

Type: Re-write, keeping the infinitive phrases, but making the sentence clearer.

Change the Response: Delete the Responses

Type: Delete the infinitive phrases, keeping present tense verbs.

Analyze Responses: How Syntax Affects Meaning

Type: Examine the order of the words and explain when is it helpful to the meaning of the sentence to use infinitives and infinitive phrases?

Choose the Best Response

Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

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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.

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Verb before the Subject

In English, the usual word order in a declarative (a statement) sentence is the following:

Subject → Verb → Direct Object (Answers *what?* or *whom?* of the verb.)
or Complement (Words which complete the meaning of the sentence)
Examples: The bird (subject) ate (verb) bread crumbs (direct object). The room (subject) will be (verb) warm enough by noon (complement).

However, sometime the verb (or part of the verb phrase) comes before the subject.

Common Verb before the Subject Patterns

In Questions: When asking a question (except with the question words, "Who," "Whom," "Whose," "What," "Which," "When," "Where," "Why," and "How" as the subject), the **helping verbs** (is, am, are, was, were, be, been), the "to have" verb (has, have, had), or the "to do" verb (do, does, did) or **modals** (could, should, would, can, shall, will, may, might, must) come before the subject.

Examples: Are you ready to go? **Has** she worked long enough? **Did** you see the concert? **Could** you show him?

With Adverbs and Adverb Phrases: Remember that an adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When? An adverb phrase adds related words. Adverbs or adverb phrases may be placed before a helping verb or modal and before the subject of the sentence.

Examples: Seldom does he speak in public. **Quietly without warning** did she walk onto the stage.

After "So," "Such," "Here," and "There": Starting sentences with "So" or "Such" may be used for emphasis or to add excitement in verb before subject sentences. When "Here" or "There" begins a sentence to show location, the verb can come before the subject (especially with nouns, not pronouns).
Examples: So interesting was the speaker that everyone paid attention. **Such** was his anger that he slammed the door in her face. **Here** lies the body of Abraham Lincoln. **There** goes our last chance.

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Essay Strategies Worksheet #37

Writing Prompt: Describe how music affects young people.

(2) Thesis Statement from Essay Strategy Worksheet #19

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Transition

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(1) Conclusion Strategy (Statement of Significance)

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

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Verb before the Subject Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Help Create the Prompt

Type: Into the dark forest vanished the last of the search party, looking for the lost child.

Type: Help create a prompt that will explain why using the verb before the subject makes the sentence confusing.

Change the Response: Add Further Directions

Type: Re-write to clarify the meaning of the sentence, and add two sentences explaining how the child got lost.

Analyze Responses: Evaluate Responses

Type: Evaluate how reasonable and logical the explanations are, and select the bests.

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

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Explanation: _____

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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.

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Objects

A sentence includes a subject (noun or pronoun), a verb which acts upon the subject, and (usually) a **complement**. A complement includes objects which interact with the main verb and nouns or pronouns which rename or describe the subject.

Sentences may have two types of object complements. A **direct object** answers *what?* or *whom?* of an action verb. The direct object may be a noun, noun phrase, noun clause, singular object pronoun (*me, you, him, her, it, whom*) or plural object pronoun (*us, you, them, whom*).

Examples of Direct Objects

As a Noun: I studied (what?) **history**.
As a Noun Phrase: Luis hugged (whom?) **his favorite aunt.**
As a Noun Clause: Sue bought (what?) **the chair that you like.**
As a Singular Object Pronoun: I will write (what?) **it**.
As a Plural Object Pronoun: I will visit (whom?) **them**.

At the beginning of a sentence: That old hammer, I use for every project.
In the middle of a sentence: She painted **the old white fence** yesterday.
At the end of a sentence: Juan likes **the short story that you wrote for him.**

An **indirect object** answers *to* or *for what?* or *to* or *for whom?* of the verb. The indirect object may be a noun, noun phrase, or an object pronoun (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*).

Examples: I gave (to or for what?) Kate and her mom a home. I lent (to or for whom?) him a box.

A sentence with an indirect object must also have a direct object. Usually, the indirect object is found between the verb and direct object, but the "to" + indirect object form may also be placed at the end of a sentence.

Ursula mailed the package to (to or for whom?) Nancy.

Some nouns or subject pronouns (*I, we, you, he, she, it, they*) follow linking verbs to rename the subject. *Linking verbs* include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, and others such as *become*, *seem*, *look*, *feel*, *smell*, *turn, remain,* and *appear*.

Examples: The painting is *Wildflowers*. No, I am she. Casper became a ghost.

Adjectives may follow linking verbs to describe the subject.

Examples: Pablo was courteous. Joni and Raul look fabulous and stylish.

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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

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Transition

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(1) Conclusion Strategy (Application)

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

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Direct Object Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Provide an Example

Type: Amanda photographed the bride with her new camera

Type: How does the direct object phrase make the sentence confusing?

Change the Response: Rearrange Responses

Type: Place the simple direct object, "the bride" in a different sentence position, and add details to make the sentence clearer.

Analyze Responses: How Syntax Affects Meaning

Type: How does the position of the direct object affect the meaning or focus in the two sentences?

Choose the Best Response

Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

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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.

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Gerunds

A **gerund** is a verb form that functions as a noun. It consists of the base form of a verb + "_"_ing"."
Examples: Smoking is hazardous to one's health. A favorite winter sport is **snowboarding**.

Gerunds may serve as the subject, object, or complement in a sentence at the beginning, in the middle, or at at the end of sentences. Usually no commas are required.

As a Subject (at the beginning of a sentence): Thinking is hard work.
As an Object (in the middle of a sentence): Pablo enjoys **drawing** in his free time.
As a Complement (at the end of a sentence): My hobby is coin **collecting.**

To identify a gerund, if you can replace the "_"_ing"" word with a regular noun and the sentence still makes sense, it's a gerund.
Example: Fishing is a popular pastime. **Revision: Baseball** is a popular pastime.
Explanation: "Fishing" can be replaced with the regular noun, **"Baseball,"** so **"Fishing"** is a gerund.

Gerunds are often confused with past participles. Here are side-by-side comparisons to show the differences between these grammatical constructions.

Feature	Gerund	Present Participle
Form	Verb + "_"_ing""	Verb + -"_"_ing""
Function	Acts as a noun	Acts as an adjective or is part of a verb phrase
Position	Can be subject, object, or complement	Appears before a noun to describe it, or after a helping verb to form continuous (happening now) tenses
Example	Swimming is fun. (*subject*)	She is swimming in the pool. (*part of verb phrase*)
Replace with a Regular Noun?	Yes, the sentence still makes sense.	No, the sentence becomes incorrect.
Question to Ask	"Is it naming an activity or thing?"	"Is it describing or showing an ongoing action?"

ChatGPT. "Gerunds vs. Present Participles." OpenAI, 13 Aug. 2025, chat.openai.com.

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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

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_____

Transition

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(1) Conclusion Strategy (Argument Limitations)

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

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Gerund Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Write in a Different Genre

Type: Researching, Mark found that the issue of football concussions surprised everyone.

Type: Re-write to make make clearer and to serve as the claim in a five-sentence news editorial.

Change the Response: Provide Counterclaim Responses

Type: Re-write the news editorial from the opposing viewpoint, including evidence, and analysis, including a different gerund.

Analyze Responses: Re-write in a Different Style

Type: Re-write as a formal three-sentence news bulletin, including a different gerund.

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

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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.

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Gerund Phrases

Remember that a **gerund** is a verb form that functions as a noun. It consists of the base form of a verb + "_"_ing"" and may be placed at the beginning, in the middle, or at the end of sentences. Gerunds may serve as the subject, object, or complement in a sentence at the beginning, in the middle, or at at the end of sentences. Usually no commas are required.
Examples: Reading is a lifelong skill. I love **listening** to live music. The floor needs **cleaning.**

Gerund phrases feature gerunds connected with other parts of speech.

Examples

- **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.
- **As an adverb**
  His favorite exercise is **walking quickly.**
- **As an adjective or adjectives**
  A favorite camp activity was **exciting and thrilling windsurfing.**
- **With pronouns that show ownership (my, your, his, her, its, our, your, their)**
  My cooking is terrible.
- **With nouns that show ownership**
  Pete's (or Gus') mean joking about the problem helped us relax.
  The old bridges' creaking scared us all.

Note that singular nouns that show ownership include an apostrophe before an ending *s* (Jose's house) or after an ending *s* if the noun ends in *s* (Chris' farm). Plural nouns that show ownership include an apostrophe after an ending *s* or *z* (Smiths' dogs, Perez' cars, churches' windows).

Be careful not to use confusing gerunds.

When using gerunds as the subject or object, the meaning may change if used as a word or a phrase.
Example: Exercising quickly becomes a habit. **Explanation:** "Exercising" is intended "habit."

When gerunds appear in passive voice (the subject receives the action of the verb) sentences, the sentence can be quite confusing.
Example: Full attention was given to **following** the teacher's directions by the students.
Explanation: The gerund, "following" comes after the passive form, "was given."

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Essay Strategies Worksheet #40

Writing Prompt: Analyze why cheating on tests is wrong.

(2) Thesis Statement from Essay Strategy Worksheet #19

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_____

Transition

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(1) Conclusion Strategy (Emphasis of Key Point)

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

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Gerund Phrase Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Help Create the Prompt

Type: Waiting for the bus made me re-think my decision to not buy a bicycle.

Type: Help me write a prompt to clarify the meaning of the sentence and teach me about gerund phrases used as modifiers.

Change the Response: Add Further Directions

Type: Re-write to clarify the meaning of the sentence.

Type: Add an independent clause to form a compound sentence, showing the result of the first sentence.

Analyze Responses: Evaluate Relationship

Type: Evaluate the relationship between the two independent clauses.

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

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Explanation: _____

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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 continued to play the game.

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Nominative Absolutes

A **nominative absolute** begins with a possessive pronoun (my, our, your, his, her, its, or their) + a noun + a past participle (the "done" form of a verb, ending in a __d, __ed, __en, or __t). These phrases are set off by commas.

A **nominative absolute phrase** is a group of words made of:

1. A **noun or pronoun** (that's the "nominative" part)
2. A **participle** or other words describing that noun

The nominative absolute is separate from and modifies the main clause (independent clause) and gives extra information, like background, context, or setting. The nominative absolute does not modify a single part of speech. It's kind of like an add-on fact that's loosely connected to the main idea.

Note: If you can add "with" to the front of the phrase and it still makes sense, it's probably a nominative absolute.

Example: Her arms folded, she waited. → **With** her arms folded, she waited.

The nominative absolute can be at the **beginning**, **middle**, or **end** of a sentence, usually with a comma.

Examples:

At the Beginning

- **His homework finished**, Jake grabbed his skateboard.
- **The sun setting**, we headed home from the park.
- **Her hands trembling**, Maria opened the letter.

In the Middle

- The puppy, **its tail wagging**, ran to greet us.
- The book, **its pages torn**, was hard to read.
- The teacher, **her voice calm**, explained the rules again.

At the End

- We sat by the fire, **our marshmallows toasting**.
- He stood at the bus stop, **his backpack on the ground**.
- The game ended, **the crowd cheering loudly**.
- She walked away, **her head held high**.

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Essay Strategies Worksheet #41

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

(2) Thesis Statement from Essay Strategy Worksheet #19

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Transition

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(1) Conclusion Strategy (Summary Statement)

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

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Nominative Absolute Sentence Opener Revisions

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AI Chatbot Revision Tasks

Design the Prompt: Use Quotation Marks to Select Text

Type: Their theories proven by our experiments, we celebrated with them in the lab.

Type: How does the nominative absolute make the sentence confusing?

Change the Response: Combine Responses

Type: Re-write to clarify the meaning, and combine with two additional sentences to form a three-sentence paragraph.

Analyze Responses: Draw a Conclusion

Direction: Does the nominative absolute add important meaning to the paragraph? Why or why not?

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

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Explanation: _____

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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.

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Noun Clauses

Unlike a phrase, a *clause* is group of words with a subject noun or pronoun (the do-er) and its connected verb (the action). A clause which expresses a complete thought is called an *independent clause* because it could stand *on its own* as a *simple sentence.* A clause which doesn't express a complete thought is called a *dependent clause* because it *depends* upon its connection to the more important independent clause. Without a connected independent clause, the dependent clause would be a *sentence fragment.*

A **noun clause** refers to a person, place, thing, or idea and serves five different functions within a sentence: As a **subject, direct object, indirect object, object of the preposition,** and **complement.** Notice that each of these functions is only one part of a sentence, so the noun clause is a dependent clause.

When the noun clause (or any other type of dependent clause) is connected to an independent clause, it is called a *complex sentence.*

Example: Whatever she says (dependent noun clause), you must do (independent clause).

A sentence with two or more independent clauses and one or more dependent clauses is called a *compound-complex* sentence.

Example: I will be there for you (independent clause), and I will be ready to help (independent clause) whenever you need me (dependent noun clause).

Following are the functions of noun clauses:

Sentence Subject

Noun clauses may begin with if, how, however, that, the "wh" words: what, when, where, which, who, whom, whose, why, or the "wh"—ever words: whatever, whenever, wherever, whichever, whoever, or whomever. Place a comma following an introductory noun clause.

Examples:
Whenever you wish, I will do (independent clause).
What the student said was very inappropriate (verb + complement).

Another noun clause that serves as the subject of a sentence begins with *The fact that.*

Example: The fact that the earth is not flat was known by ancient astronomers.

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Essay Strategies Worksheet #42

Writing Prompt: Evaluate how young people spend their money.

(2) Thesis Statement from Essay Strategy Worksheet #19

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Transition

_____

(1) Conclusion Strategy (Call to Action)

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

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-_____

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Noun Clause Sentence Opener Revisions

-_____

_____

-_____

_____

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AI Chatbot Revision Tasks

Design the Prompt: Tell What to Exclude

Type: He found what seemed to be an old coin, but the treasure that had been discovered was stolen later.

Type: How do the noun clauses make this sentence confusing?

Type: Re-write, making the sentence clearer. Exclude the second noun clause.

Change the Response: Change the Tone

Type: Re-write, adding humor to the sentence.

Analyze Responses: Replace Awkward Wording and Questionable Word Choices

Type: Replace awkward phrasing and questionable word choices.

Choose the Best Response

Directions: Write the best sentence, and explain your reason for its selection.

Sentence: _____

_____

Explanation: _____

_____

_____

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Conclusion Strategies GQ SALE SC

1. **G**eneralization

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

2. **Q**uestion for Further Study

   Sentences that mention a related subject or question that is beyond the focus of the essay.

3. Statement of **S**ignificance

   Sentences that discuss the importance and relevance of the proven thesis statement.

4. **A**pplication

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

5. Argument **L**imitations

   Sentences that explain how or why your conclusions are limited.

6. **E**mphasis of Key Point

   Sentences that mention and add importance to one of the points of your essay.

7. **S**ummary Statement

   Sentences that list the main ideas and major details of the essay.

8. **C**all to Action

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

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Eight On-Demand Diagnostic Essay Assessments

Teaching Essay Strategies includes eight on-demand essays, each aligned to the writing strand of the Common Core State Standards (CCSS). Four essays are informative/explanatory (Writing 2.0) and four essays are argumentative (Writing 1.0). Each writing task addresses all sub-points within the CCSS writing strands. These eight essays serve as diagnostic assessments to inform teachers how to plan and differentiate instruction according to students' needs. Each essay has a connected resource text and writing prompt based upon a key writing direction word.

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

Writing Direction Words

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

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

Writing Direction Words

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

Diagnostic Essay Components

The eight on-demand **Diagnostic Essay Assessments** each share the same **Writing Prompt**, **Essay Direction Word** (introduced in Writing Level Worksheets 11-18), and connected **Resource Text** as the corresponding eight **Writing Process Essays**.

The connected **Resource Texts** reflect the "real life" resources used in the Common Core Reading Standards. Standardized tests, including state standard tests, high school exit exams, and the Advanced Placement DBQs use these types of connected reading resources.

With each of these on-demand writing formative assessments, students dissect a writing prompt, interact with the resource text, brainstorm, plan, write, revise, and edit on their own. Students are provided a **Timed Writing Pacing Guide** to help them get the whole essay finished within the allotted 60-minute test

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Grading and Recording

Each of the eight **Diagnostic Essay Assessments** has a different **Analytical Rubric** and **Essay Recording Matrix**. First, grade the essays on the Analytical Rubric, according to the five-point scale. Record all un-mastered writing standards (those *not* scoring either 4 or 5) with slashes (/) in the appropriate boxes for each student on the class Essay Recording Matrix.

Using the Diagnostic Data to Plan Instruction

Use the diagnostic data on the **Essay Recording Matrix** to plan whole-class and differentiated instruction. Knowing *what* and *what not* to emphasize informs efficient instructional decision-making. For example, if all but six students on the Essay Recording Matrix indicate that they can't construct a thesis statement, it may be best to use whole-class instruction and practice to re-teach this writing skill. The six students who have mastered the thesis statement will have other writing skills to work on that they have not yet mastered. However, if the converse is true, then it would make sense to differentiate instruction for the six who did not master the thesis statement through individual or group instruction.

FAQS

*We have our own writing prompts. Can I still use the on-demand **Diagnostic Essay Assessments*** and the ***Writing Process Essays**?*
Yes. Teachers can certainly substitute their own writing prompts and/or connected resource texts and still use the relevant **Analytical Rubrics**, **Essay Recording Matrices**, instructional writing process, remedial worksheets, and advanced skill worksheets.

*When should I administer the on-demand **Diagnostic Essay Assessments**?*
Begin using these assessments after the majority of your students have passed Writing Level 18. At this stage, students have mastered the **Writing Direction Words**, varied paragraph structures, and types of evidence. Students are beginning to construct thesis statements and additional complementary body paragraphs. Don't wait until all students have gotten to this point to administer the on-demand Diagnostic Essay Assessments.

*Do I have to administer all eight of the on-demand **Diagnostic Essay Assessments** or teach all eight of the **Writing Process Essays**? Do I have to teach them in the order that they are listed?*
No. There are not straight-jackets in the *Teaching Essay Strategies* program. Available instructional time, teacher judgment, district and/or state writing standards, instructional scope and sequences (curricular maps), and standardized testing will inform the teacher as to *when* and *which* essays should or should not be taught.

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*Can I grade only parts of the **Diagnostic Essay Assessment** on the **Analytical Rubric** and record only those parts on the **Essay Recording Matrix**?*
Yes. This makes sound instructional sense. Teachers may choose to limit their grading and data recording according to the following guidelines:

- A single body paragraph while students are mastering the essay strategies in **Writing Level Worksheets #1-18**.
- The thesis statement (or claim) and two body paragraphs while students are mastering the essay strategies in **Writing Level Worksheets #19-26**.
- The introduction and two body paragraphs (or more) while students are mastering the essay strategies in **Writing Level Worksheets #27-34**.
- The introduction, two body paragraphs (or more), and conclusion (complete essay) while students are mastering the essay strategies in **Writing Level Worksheets #35-42**.

Not to sound lazy, but can I use parents, instructional aides, teaching assistants, or students to help grade and record?
That's not lazy; that's working *smarter, not harder*. Components of the **Analytical Rubrics** are designed to be objective, so many parts can be graded by evaluators other than the teacher. In fact, the Analytical Rubric provides a grading column for formative assessment by the student writer or response partner. Any parent or student can transfer this data from the Analytical Rubric to the **Essay Recording Matrix**.

*Do students have to write the entire essay in the **Diagnostic Essay Assessment**? What if I'm only going to grade and record part of the assessment?*
Students should complete the entire essay (introduction, at least two body paragraphs, and conclusion) in the on-demand assessment, even though the teacher may elect to grade, teach, and have students compose *only parts* of the **Writing Process Essay**. It's simply good practice.

*Why are the **Writing Prompts**, **Writing Direction Words**, and the connected **Resource Texts** the same in the **Diagnostic Essay Assessments** and the **Writing Process Essays**?*
This instructional design permits effective formative and summative assessment with progress monitoring of the specific **Writing Standards** on the same recording matrix. The design ensures internal validity and reliability of the data to accurately inform teacher decision-making.

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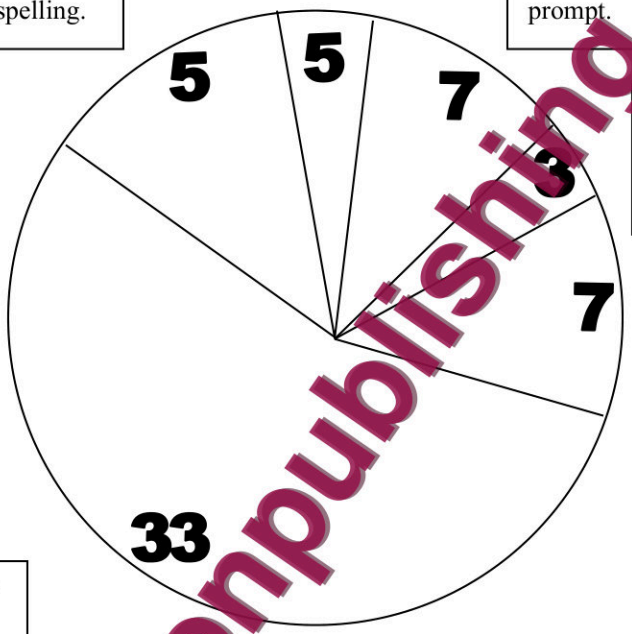
On-Demand Diagnostic Essay Assessments Pacing Guide



1. Read the writing prompt once, noting the writing domain. Read again, then dissect

WHO, WHAT, HOW, DO

2. Read the reading passage once for meaning. Then read again and take margin notes that respond to the prompt.

3. Write the essay thesis statement (or claim) to respond to the prompt.

4. Compose a brief pre-write for two or more body paragraphs.

5. Leave space for an introduction; then compose the body paragraphs; next write the introduction with a revised thesis statement and finally, the conclusion.

6. Revise/Edit first for content; second for grammar, punctuation, and capitalization; last for spelling.

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Diagnostic Essay Assessment 1

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

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

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

Resource Text: "Sonnet 18" by William Shakespeare with *Parallel Text* **Margin Notes**

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

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Diagnostic Essay Assessment 2

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

Writing Prompt: The tragedy of American treatment of its Native Americans has left problems that continue to this day. Throughout United States history, Congress passed many acts resettling Native Americans on "protected homelands" called *reservations*. From the information in this history textbook excerpt, explain the reasons given to support passage of the acts which resettled Native Americans onto reservations.

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

Resource Text: "Reservations" *America's Story* by Mark Pennington **Margin Notes**

By creating Indian reservations, the United States government hoped to end problems between Native Americans and white settlers by forcing Native Americans to move off their lands. Those in favor of these "protected homelands" argued that Native Americans would benefit by having their own protected nations within a nation. Reservations they argued, would allow the tribes to keep their own religion, language, and culture. Reservations would also protect tribal hunting grounds.

Others claimed that Native Americans were "savages" who could never *assimilate* (the social process of absorbing one cultural group into harmony with another) into the dominant white culture. Some white settlers believed that Native Americans were also incapable of being civilized and that Indians and whites could never co-exist. Those in favor of resettling Native Americans pointed out that Indians did not share the basic religious beliefs of white settlers. Indians were *pantheists*, believing that the "Great Spirit" lived within nature, not outside of nature as Christians believed. Additionally, Indians did not share the same concept of government and laws that whites valued as essential to civilization. Many of the white laws were designed to protect individuals from the abuses of centralized government—something that Native Americans, with their decentralized tribal governments, had never experienced. Furthermore, these laws were designed to protect private property ownership—a concept that Native Americans did not practice in their hunting and gathering economy.

Unfortunately, most reservations had poor hunting and limited gathering. Laws were passed to divide up many of the reservation lands into small, privately owned farming plots. Most Native Americans refused to, or could not, farm due to poor soil quality and lack of water supplies. Many became dependent upon the federal government in order to survive. In an interesting twist of fate, many of these reservation lands owned by Native Americans are now quite valuable due to discoveries of rich oil and

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Diagnostic Essay Assessment 3

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

Writing Prompt: From the invention of the steam engine to the latest designs of personal computers, America has always been a land of invention. Thomas Alva Edison was one of America's greatest inventors. Analyze why this inventor was so successful from this biographical novel excerpt of Edison.

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

Resource Text: *Thomas Alva Edison* by Mark Pennington **Margin Notes**

Thomas Alva Edison was born into a well-educated family, but he had a lot of challenges to overcome. Tom was the youngest of seven children. In the busy Edison household, Tom did not receive undivided attention from his parents. The young boy did not learn to talk until he was almost four years old. But when he did learn how, he would not stop. He asked Why? and How? questions about everything.

Tom was sent to school at age seven, but only lasted three months. His teacher, frustrated by Tom's persistent questioning and constant demands for attention, told Tom's mother that his brain was "addled" (mixed up) and that he did not fit in at the one-room, multi-age schoolhouse. Later, Tom's parents found out that Tom had completely lost most of his hearing. No wonder he demanded individual attention!

Tom's mother took him out of school and began home-schooling him. Over the years, Tom learned how to learn on his own. He read most every book in the Edison home library, including all the plays of William Shakespeare. At age 12, Tom began achieving his own goal of "reading every book in the local library." He especially loved books about science. His father hired a tutor to help focus his studies.

Tom had amazing energy. He would stay up late into the night, experimenting with chemicals and electricity, until his father would have to make him go to bed. Then, Tom would get up early to go to his job selling newspapers on a train. With the money he made, Tom could buy more materials for his experiments.

His experiments taught Tom how to be detailed and patient. These lessons served him well as Thomas Alva Edison went on to become one of America's greatest inventors. Tom "failed" over 1,000 times before finding the right materials and design for his most famous invention—the incandescent light bulb.

Eventually, Tom developed a team of like-minded inventors and built his famous "Invention Factory." His team-approach let individuals work on their own schedules on their own choice of projects. Edison's team produced over 1,000 succ

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Diagnostic Essay Assessment 4

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

Writing Prompt: Both the Abominable Snowman and the Loch Nest Monster have interested curious-minded people for years. The question of whether either creature really exists is probably still unanswered. Compare and contrast the evidence for the existence of these creatures found in this blog post and magazine article excerpt.

Essay Direction Word: *Compare* means to show how things are the same, and *contrast* means to show how things are different. If the writing prompt only mentions *compare*, you must still do both tasks.

Resource Text: "Trust Me—They're Real" ***Strange Truths Blog*** **Margin Notes**

March 23, 2011 Mark Pennington | Investigative Blogger

In my last post I examined the evidence for extra-terrestrial visits to earth. This post tackles the subject of the Yeti. The existence of the Yeti, also called the Abominable Snowman or Bigfoot, has been well-documented by scientists. As recently as May of 2011, Doctor Joseph Limon from the University of Chicago published pictures of Yeti sightings in Tibet. A picture is worth a thousand words, as is the expert testimony of the editorial board of *International Geographic*, which just last month issued an official statement that the Yeti does exist in Asia and most probably in North America as well. The "Tibetan Association for the Yeti" recently produced hair samples and two toenail clippings from this animal as proof of its existence. Sound recordings made by hikers of the Yeti's grunting and whistling sounds are widely available on the Internet. Casts of footprints have been made and collected as evidence both in the Himalayas and in the Rockies.

"Unsolved Mysteries" in ***Mystery Magazine*** **by Mark Pennington**

The Loch Nest Monster is a legendary dinosaur-like sea serpent that lives in a deep ocean inlet (loch) in Northern Scotland. Several photographs and one short blurry movie film show a huge creature, rising out of the water. Witnesses usually claim sightings on foggy early morning or evening hours. Scientists speculate that the creature may indeed be a giant squid.

Whether real or imagined, the Loch Nest Monster is one of Scotland's greatest tourist attractions. Tourists visit Loch Ness from all over the world, hoping to catch a glimpse of this sea creature. Some claim that they have heard strange moaning sounds when walking on the beach. Tourist often report this information to local police. Sergeant MacDowell of the Loch Ness Police Department commented, "We get one or two reports each

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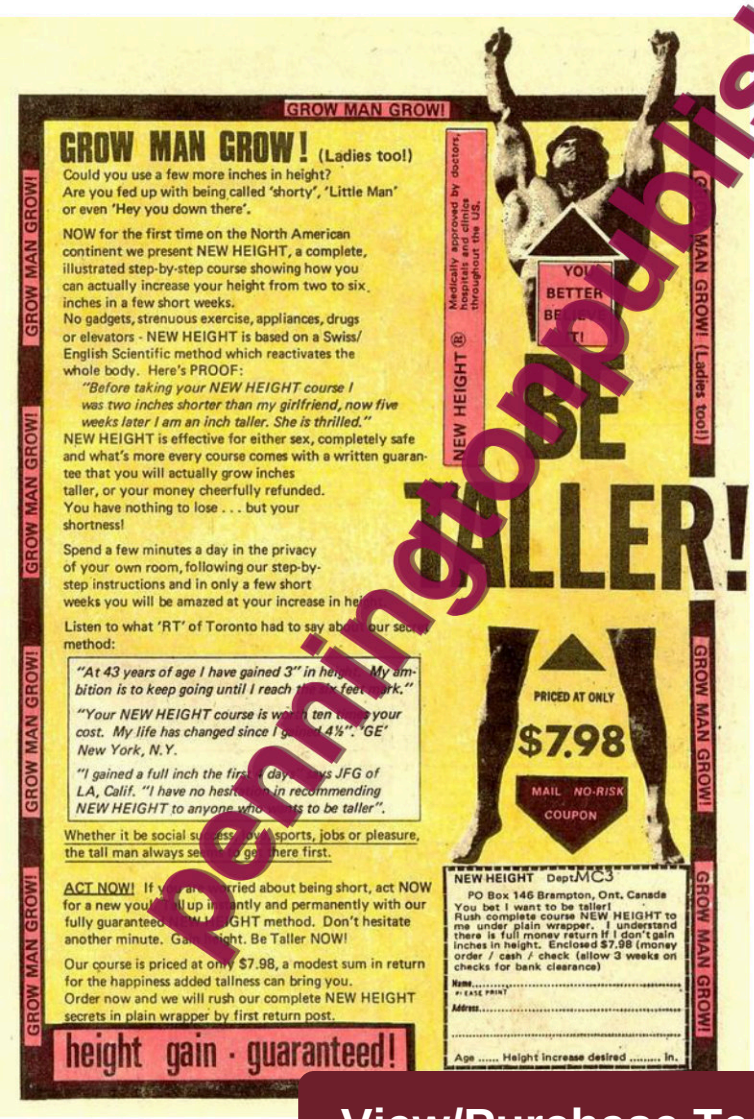
Diagnostic Essay Assessment 5

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

Writing Prompt: The purpose of an advertisement is to sell a product or a service. Unfortunately, some advertisements can be less than truthful about their claims. Sometimes what is *not* said is just as important as what *is* said in advertising. Consumers can often avoid falling for false advertising by carefully "reading between the lines." *Evaluate* the claims of this advertisement.

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

Resource Text: "New Height" Advertisement in 1960s Comic Books **Margin Notes**



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Diagnostic Essay Assessment 6

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

Writing Prompt: Gambling has been around since the beginning of recorded history. Some see gambling as morally wrong and favor keeping gambling illegal; others see it as an entertainment industry that should be legalized with certain controls. Reference the Voters' Pamphlet to justify your arguments for or against legalized gambling.

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

Resource Text: Voters' Pamphlet Pierce County, Washington **Margin Notes**

Ballot Title: The Town Council of the Town of Ruston has passed Ordinance No. 1316 concerning gambling in the Town of Ruston. This Ordinance would prohibit the operation of social card games within the Town of Ruston, except for those operated by charitable or nonprofit organizations. **Should this Ordinance be approved or rejected?**

Statement For: Voting '*Yes'* on Ruston Referendum Measure 1 will *end* house-banked card rooms (casinos) in Ruston forever. Finally, "We the people of Ruston" will decide the fate of casinos in our community and not have it decided by business people who don't live in Ruston. Ruston Measure 1 does not eliminate any current gaming activity, thus there is no revenue loss to the town. This measure helps our town limit new casino development. This measure may actually make our town safer. This is a real possibility as casinos traditionally add work load to local police forces, reducing their availability to their community. Indeed, casino presence usually comes with a cost to a community that includes reputation, image, and lower property values. Ruston Measure 1 was unanimously endorsed by the Ruston Town Council and offers us the opportunity to be heard. Please vote '*Yes*' on Ruston Measure No. 1.

Statement Against: The Point Defiance Cafe and Casino was a successful business serving a public need until the Town Council decided to close them down. People enjoy gambling and the gambling tax helps pay for much-needed services, such as schools, the library, and the senior center. Now, Ruston has lost its largest taxpayer. Taxes will have to be raised to cover this loss. The Ordinance already closed down our town's major business with the loss of thirty jobs and all the casino owners' investment. With this Ordinance, no future gaming interests can come to our town, providing much needed taxes and jobs. This measure was rushed through to meet a deadline. Vote *No* on Measure No. 1 and suppo

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Diagnostic Essay Assessment 7

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

Writing Prompt: This science text excerpt states that "Endangered species have been identified on every continent, in every country of the world." Some would say that whether a species survives should be left to nature and that humans ought not to interfere in nature's ways, while others disagree. Persuade your classmates and teacher why endangered species should or not be saved through human intervention. Make sure to consider the opposing point of view in your essay.

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

Resource Text "Endangered Species" *Science Matters* by Mary Pennington Margin Notes

Scientists have identified thousands of animals, insects, and plants on endangered species lists. Many of these endangered species are in danger of extinction because of humans. Humans often interfere with nature and the process of natural selection. But, should humans try to solve human-created problems?

Those in favor of saving endangered species argue that humans have a basic duty to care for the creatures on this planet. Because humans have used so many dangerous chemicals to farm, some waterways have become death traps for animal species. Birds have been wiped out in some poisoned environments. This unnatural extinction has created problems in the food webs; insects have multiplied into problem levels because there are no birds to eat these insects.

To save engendered species, humans need to save their habitats. For example, burning down South American rain forests to add land for farming or grazing has decreased the earth's supply of oxygen. The earth gets over 50% of its oxygen from the plants found in the rain forests. Furthermore, scientists believe that protecting habitats may even save species that could one day contribute to medical advancements.

Those who believe that people should not try to save endangered species argue that extinction is simply part of nature. Some species are dangerous to humans. For example, hunting the grizzly bear in California saved human lives and livestock. Additionally, chemical spraying to reduce mosquito populations has limited the spread of deadly viruses. Indeed, not every species can co-exist with humans.

Also, sometimes humans must interrupt the process of natural selection. Overpopulation of certain species can cause economic problems. For example, protecting endangered swallows that damage business property, prohibiting logging to save the spotted owl, and holding up construction projects because a few endangered field mice may have to relocate, all place the n

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Diagnostic Essay Assessment 8

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

Writing Prompt: Boxing is one of the world's most popular sports. Many argue that the violent nature of the sport leads to serious injuries and deaths and so boxing should be banned. Others point out important safety reforms in the sport and suggest that other sports such as football and martial arts can be equally as violent. Argue whether boxing should remain legal or not, using information from the song excerpt, newspaper editorial, and letter to the editor.

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

Resource Text: "Time to Ban Boxing" ***The Reno Times*** **by Mark Pennington Margin Notes**

Editorial

"Who killed Davey Moore
Why an' what's the reason for?
…It wasn't me that made him fall,
No, you can't blame me at all."

Bob Dylan Copyright © 1964, 1965 by Warner Bros. Inc.;
renewed 1992, 1993 by Special Rider Music

In 1964, folksinger Bob Dylan wrote the song "Who Killed Davey Moore?" to call attention to the serious injuries that often take place within the sport of boxing. In a 1963 boxing match, Moore suffered a brain injury that caused his death four days later. Dylan's song shared blame among the referee, crowd, managers, gamblers, newspaper writers, and the boxers themselves. Largely as a result of this song, many Americans called for a complete ban on the sport of boxing.

Doctors have raised concerns about the level of violence in boxing for years. In 1984, members of the American Medical Association voted in favor of a complete ban on boxing. Doctors agree that severe blows to the head can result in damage to nerve pathways and cause bleeding in the brain. Muhammad Ali's slurred speech and difficulty walking, due to boxing-related brain trauma, provide ample evidence to ban this violent sport.

In fact, since 2002 six boxers have died in the ring during boxing matches. It's time to follow the advice of doctors and assign blame where it most ma

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Letter to the Editor **Margin Notes**

The editor is misinformed in her July 25th editorial titled "Time to Ban Boxing." The medical community is certainly not unanimous in the view that boxing is unsafe. In fact, the 1963 death of boxer Davey Moore provides an interesting case in point. Some months after the match, a group of medical specialists viewed film of the fight. These doctors concluded that Moore's brain trauma may have been caused when his head landed on the tight bottom rope in the 10th round. These same doctors hypothesized that a punch or series of punches may not have caused the boxer's death.

In response to Moore's death, California officials adopted several important safety rules. A fourth rope around the boxing ring was added and the bottom rope was loosened to prevent future injury. Referees and ringside doctors were instructed to stop fights earlier when needed and to call more technical knockouts when medical concerns were evident.

Today's professional boxers wear more heavily padded gloves. Boxers are required to wear a mouthpiece to protect the teeth. A foul protector is worn under the trunks to protect against low punches. Female boxers are allowed to wear a chest protector. Amateur (non-professional) boxers and all Olympic boxers wear helmets to prevent injury. Deaths do occur in the ring, but not as often as a half century ago.

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Eight Writing Process Essays

The following eight **Writing Process Essays** serve as the instructional components for the eight on-demand **Diagnostic Essay Assessments** (See above). Before beginning instruction on any of the writing process essays, administer the matching 60-minute diagnostic essay assessment, grade the essays on the **Analytical Rubric**, and record the un-mastered writing standards for each student on the class **Essay Recording Matrix**. Use the diagnostic data on the **Essay Recording Matrix** to plan whole-class and differentiated instruction. Knowing *what* and *what not* to emphasize informs efficient instructional decision-making.

For each of the eight **Writing Process Essays**, students work through all or part of the stages of the traditional writing process:

- Writing Prompt Dissection
- Pre-writing
  - Resource Text Reading and Marginal Note-taking
  - Brainstorming
  - Planning (Graphic Organizer)
- First Draft
- Response Groups
- Revision
- Editing
- Second Draft (Formative Assessment)
- Final Draft
- Publishing
- Summative Assessment

Essay Form

All eight **Writing Process Essays** are composed in the traditional essay design:

Introduction

- Provides a variety of introduction strategies to build the prior knowledge of the audience and set the thesis in proper context
- States the traditional thesis in which the purpose and point of view are set up as the objectives to be proven in the essay

Body (Two Paragraph Minimum)

- States a topic sentence, major, and support details in a flexible structure dependent upon the needs of the **Purpose**, **Audience**, **Writer**, and **Subject**
- Uses a variety of types of evidence and sentence openers

Conclusion

- Re-states the thesis (or claim)
- Provides a variety of conclusion strategies to demonstrate the degree to which the thesis has been proven

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Writing Domains (Genres)

The focus of the eight essays is the traditional essay in the practical/informative and analytical/persuasive writing domains (genres). *Teaching Essay Strategies* does not teach the sensory/descriptive or imaginative/narrative writing domains (genres). In other words, students won't be writing poetry, stories, or research reports in these process papers. Appendix C provides extensive practice to help students understand, practice, and manipulate each of the four writing domains (genres) and their writing forms.

Each of the eight essays has a key **Essay Direction Word**, a concise **Writing Prompt**, and a connected **Resource Text**. The first four essays are in the practical/informative domain (genre) and examine a topic with a thesis statement which states the purpose of the essay: to inform the reader. The last four essays are in the analytical/persuasive writing domain (genre) which states the point of view of the essay: to convince the reader. Of the last four essays, the fifth and sixth are analytical essays, frequently referred to as **Response to Literature Essays**. The seventh and eighth essays are argumentative essays, often referred to as **Persuasive Essays**.

Essay Direction Words and Resource Texts

Each of the **Resource Texts** is a different writing form. These connected readings are designed as "real life" resources with both relevant and irrelevant information to be used or not used by the writer in the essay. The variety of resources is excellent test practice. Standardized tests, including state standard tests, high school exit exams, and the Advanced Placement DBQs all use this variety of forms in their connected reading resources.

Essay #	Essay Direction Words	Resource Texts
1	Examine	Poem
2	Explain	History Text Excerpt
4	Compare and Contrast	Blog Post and Magazine Excerpt
3	Analyze	Biographical Novel Excerpt
5	Evaluate	Advertisement
6	Justify	Voters' Pamphlet
7	Persuade	Science Text Excerpt
8	Argue	Song and Newspaper Editorial with Letter to the Editor

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Writing Process Essays Instructional Design

Each of the eight process essays follows a similar instructional design. Instruction differs with respect to the planning step in which different graphic organizers and different types of evidence are used to reflect the different demands of the **Writing Prompt** and **Resource Text**. Following is the instructional sequence for each of the eight process essays:

Step 1 Dissect the **Writing Prompt**, using the **WHO, WHAT, HOW, DO** strategies.

Step 2 Interact with the Resource Text, using **How to Talk to the Text** and **How to Take Margin Notes** strategies.

Step 3 Brainstorm the topic, using the **Open Mind** strategy.

Step 4 Plan the essay body paragraphs in a graphic organizer by writing the (2) **Thesis Statement (or Claim)**, then the **(3) Topic Sentence**, (4) **Major Details**, and **(5) Support Details**, using a variety of **FE SCALE (CC) Types of Evidence**.

Step 5 Draft the essay, using the **DQ RAPS BC Introduction Strategies**, the graphic organizer, and the **GQS SALES Conclusion Strategies**.

Step 6 Complete the essay, using the **Respond, Revise, Edit, and Publish** instructional resources. Students use response partners, revision, and editing resources to polish their essays. The second revised draft serves as the formative assessment. The writer, response partner, parent, or teacher can evaluate. The final draft serves as the summative assessment.

How Do the Eight Writing Process Essays Mesh with the Writing Level Worksheets?

Of course, teachers may opt to use some, not all, of the eight process essays and/or take their students through some stages of the writing process, depending upon the needs of the class and individual students. These needs are determined by several factors: student mastery of the **Writing Level Worksheets**, results of the diagnostic on-demand assessments, district and/or state writing standards and instructional scope and sequence (curricular maps), and test preparation. Depending upon these needs, teachers may choose to limit student process essays according to the following guidelines:

- A single body paragraph while students are mastering the essay strategies in **Writing Level Worksheets #1-18**.
- The thesis statement (or claim) and two body paragraphs while students are mastering the essay strategies in **Writing Level Worksheets #19-26**.
- The introduction and two body paragraphs (or more) while students are mastering the essay strategies in **Writing Level Worksheets #27-34**.
- The introduction, two body paragraphs (or more), and conclusion (complete essay) while students are mastering the essay strategies in **Writing Level Worksheets #35-42**.

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Grading and Recording

Each of the eight **Writing Process Essays** has a different **Analytical Rubric** and **Essay Recording Matrix**. Follow these simple directions to grade and record student essays:

1. First, grade the on-demand **Diagnostic Essay Assessment** on the Analytical Rubric, according to the five-point scale.
2. Record all un-mastered writing standards (those *not* scoring either 4 or 5) with slashes (/) in the appropriate boxes for each student on the class Essay Recording Matrix.
3. Then, after students complete their edited first draft (Step 6 in the Writing Process), the writer or response partner grades the essay in the **Formative Assessment** column of the Analytical Rubric.
4. Next, after students complete their second draft with additional teacher guidance, the teacher grades the final essay.
5. Finally, the teacher then records the scores in the **Summative Assessment** column of the Analytical Rubric and transfers this data to the Essay Recording Matrix. Previously un-mastered writing standards that have now been mastered are changed to an X.

Using the Diagnostic Data to Plan Instruction

Use the diagnostic data on the **Essay Recording Matrix** to plan whole-class and differentiated instruction. Knowing *what* and *what not* to emphasize informs efficient instructional decision-making. For example, if all but six students on the Essay Recording Matrix indicate that they can't construct a thesis statement, it may be best to use whole-class instruction and practice to re-teach this writing skill. The six students who have mastered the thesis statement will have other writing skills to work on that they have not yet mastered. However, if the converse is true, then it would make sense to differentiate instruction for the six who did not master the thesis statement through individual or group instruction.

FAQS

*We have our own writing prompts. Can I still use the instructional resources of the **Writing Process Essays**?*
Yes. Teachers can certainly substitute their own writing prompts and/or connected resource texts and still use the relevant **Analytical Rubrics**, **Essay Recording Matrices**, instructional writing process, remedial worksheets, and advanced skill worksheets.

*Do I have to teach all eight of the **Writing Process Essays**? Do I have to teach them in the order that they are listed?*
No. There are not straight-jackets in the *Teaching Essay Strategies* program. Available instructional time, teacher judgment, district and/or state writing standards, instructional scope and sequences (curricular maps), and standardized testing will inform the teacher as to *when* and *which* essays should or should not be taught.

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*I know I begin teaching the Teaching Essay Strategies curriculum with the Writing Level Worksheets. At what point in the program do I start the on-demand **Diagnostic Essay Assessments** and the **Writing Process Essays**?*
Begin the on-demand **Diagnostic Essay Assessments** and the **Writing Process Essays** after the majority of your students have passed Writing Level 18. At this stage, students have mastered the **Writing Direction Words**, varied paragraph structures, and types of evidence. Students are beginning to construct thesis statements and additional complementary body paragraphs. Don't wait until all students have gotten to this point to begin these program components.

*Can I teach, have students write, and grade only parts of the **Writing Process Essays**?*
Yes. This makes sound instructional sense. Teachers may choose to limit their grading and data recording according to the following guidelines:

- A single body paragraph while students are mastering the essay strategies in **Writing Level Worksheets #1-18**.
- The thesis statement (or claim) and two body paragraphs while students are mastering the essay strategies in **Writing Level Worksheets #19-26**.
- The introduction and two body paragraphs (or more) while students are mastering the essay strategies in **Writing Level Worksheets #27-34**.
- The introduction, two body paragraphs (or more), and conclusion (complete essay) while students are mastering the essay strategies in **Writing Level Worksheets #35-42**.

Not to sound lazy, but can I use parents, instructional aides, teaching assistants, or students to help grade and record?
That's not lazy; that's working *smarter, not harder!* Components of the **Analytical Rubrics** are designed to be objective, so many parts can be graded by evaluators other than the teacher. In fact, the Analytical Rubric provides a grading column for formative assessment by the student writer or response partner. Any parent or student can transfer this data from the Analytical Rubric to the **Essay Recording Matrix**.

*Why are the **Writing Prompts**, **Writing Direction Words**, and the connected **Resource Texts** the same in the **Diagnostic Essay Assessments** and the **Writing Process Essays**?*
This instructional design permits effective formative and summative assessment with progress monitoring of the specific **Writing Standards** on the same recording matrix. The design ensures internal validity and reliability of the data to accurately inform teacher decision-making.

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Writing Process Essay 1

Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

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

Essay Direction Word

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

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Now put the **Writing Prompt** into your own words.

_____

_____

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Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, "talk to the text" with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text

"Sonnet 18" by William Shakespeare **Margin Notes**
***Parallel Text* by Mark Pennington**

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

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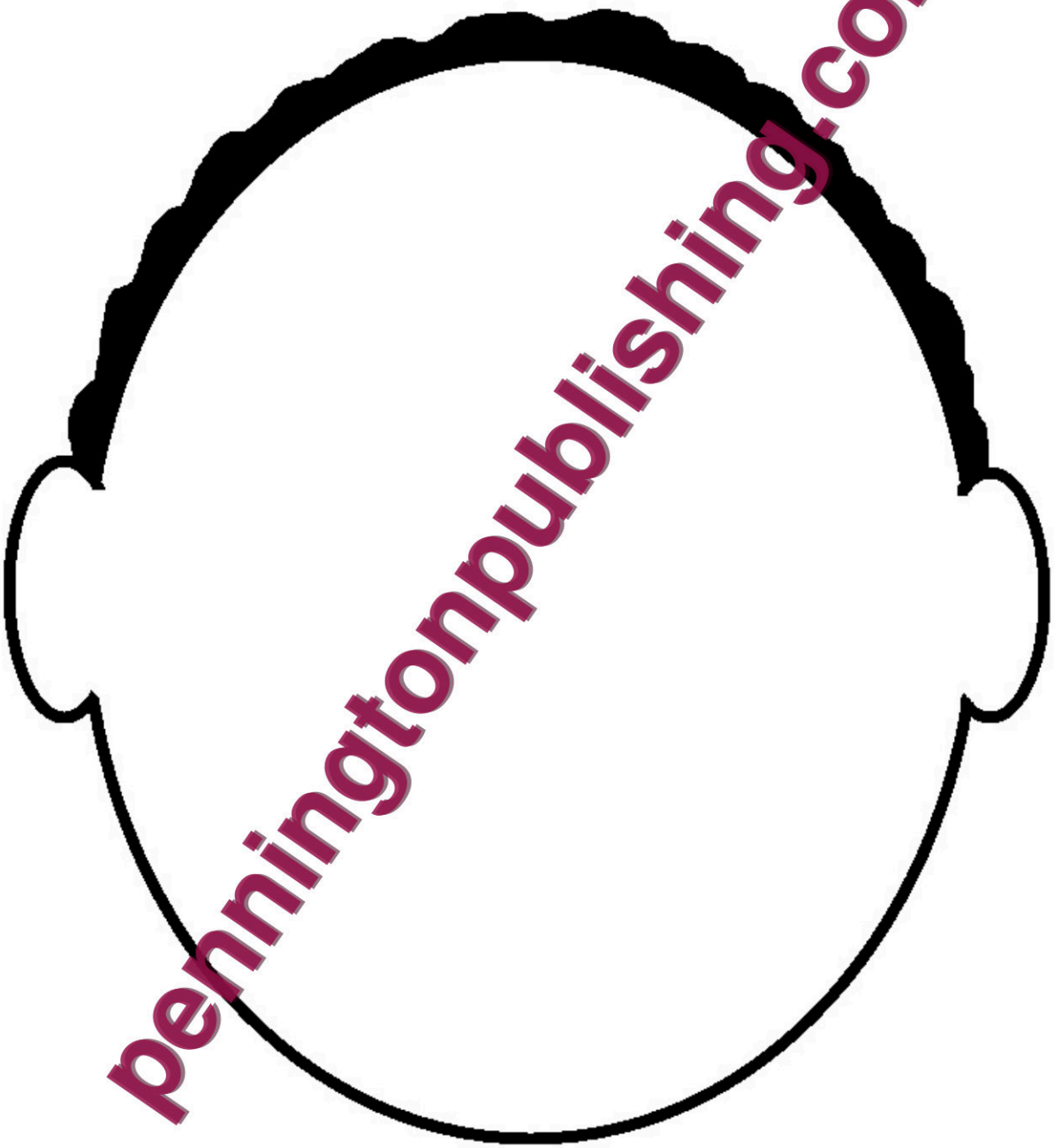
Step 3: Brainstorm the Topic

Directions

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



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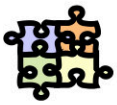

Step 4: Plan the Body Paragraphs

Directions

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

(2) Thesis Statement

_____

_____

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

Types of Evidence: FE SCALE

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

(3) Topic Sentences	(4) Evidence		(5) Analysis	
(3)	(4)	(4)	(5)	(5)
(3)	(4)	(4)	(5)	(5)

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Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Thesis Statement**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the thesis statement.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the thesis statement.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three sentences that offer **(4) Evidence**, each supported by one or two sentences that offer **(5) Analysis**. These evidence and analysis sentences should include a variety of evidence and analysis.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Thesis Statement**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SAL E SC

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

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Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write √ marks for each mastered component in the **Response** √ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive √ marks in the **Response** √ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a √ mark in the **Revision Checklist** √ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart.** This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises, with teacher guidance, and publishes the final draft.

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Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Writing Prompt

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

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Step 2: Interact with the Resource Text Guided Practice

How to Talk to the Text

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check √ marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark **?**
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows ↕ in the margin to connect related ideas.

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5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic **Writing Standards**	**Analytical Rubric** **Writing Process Essay 1** **Essay Direction Word: *Examine*** **Writer** _____ **Response Partner** _____	**Diagnostic Assessment 1-5**	**Response √**	**Revision Checklist √**	**Formative Assessment 1-5**	**Summative Assessment 1-5**
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) Thesis Statement clearly states both topics: metaphor and personification						
→ (2) Thesis Statement clearly states the writing purpose: to *examine*						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the first topic to examine						
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement						
→ (4) Evidence #1 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #1 Sentence						
→ (4) Evidence #2 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #2 Sentence						
→ Variety of Evidence and Analysis in the (4) and (5) Sentences						
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the second topic to examine						
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement						
→ (4) Evidence #3 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #3 Sentence						
→ (4) Evidence #4 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #4 Sentence						
→ Variety of Evidence and Analysis in the (4) and (5) Sentences						
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Thesis						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Are the examples from the poem clearly examined according to the poetic devices?						
→ Transitions						
→ Sentence Variety						
→¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						

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Writing Process Essay 2

Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

The tragedy of American treatment of its Native Americans has left problems that continue to this day. Throughout United States history, Congress passed many acts resettling Native Americans on "protected homelands" called *reservations*. From the information in this history textbook excerpt, explain the reasons given to support passage of the acts which resettled Native Americans onto reservations.

Essay Direction Word

Explain means to make something clear or easy to understand.

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Now put the **Writing Prompt** into your own words.

_____

_____

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Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, "talk to the text" with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text

"Reservations" ***America's Story*** **by Mark Pennington** **Margin Notes**

By creating Indian reservations, the United States government hoped to end problems between Native Americans and white settlers by forcing Native Americans to move off of their lands. Those in favor of these "protected homelands" argued that Native Americans would benefit by having their own protected nations within a nation. Reservations they argued, would allow the tribes to keep their own religion, language, and culture. Reservations would also protect tribal hunting grounds.

Others claimed that Native Americans were "savages" who could never *assimilate* (the social process of absorbing one cultural group into harmony with another) into the dominant white culture. Some white settlers believed that Native Americans were also incapable of being civilized and that Indians and whites could never co-exist. Those in favor of resettling Native Americans pointed out that Indians did not share the basic religious beliefs of white settlers. Indians were *pantheists*, believing that the "Great Spirit" lived within nature, not outside of nature as Christians believed. Additionally, Indians did not share the same concept of government and laws that whites valued as essential to civilization. Many of the white laws were designed to protect individuals from the abuses of centralized government—something that Native Americans, with their decentralized tribal governments, had never experienced. Furthermore, these laws were designed to protect private property ownership—a concept that Native Americans did not practice in their hunting and gathering economy.

Unfortunately, most reservations had poor hunting and limited gathering. Laws were passed to divide up many of the reservation lands into small, privately owned farming plots. Most Native Americans refused to, or could not, farm due to poor soil quality and lack of water supplies. Many became dependent upon the federal government in order to survive. In an interesting twist of fate, many of these reservation lands owned by Native Americans are now quite valuable due to discoveries of rich oil and mineral deposits.

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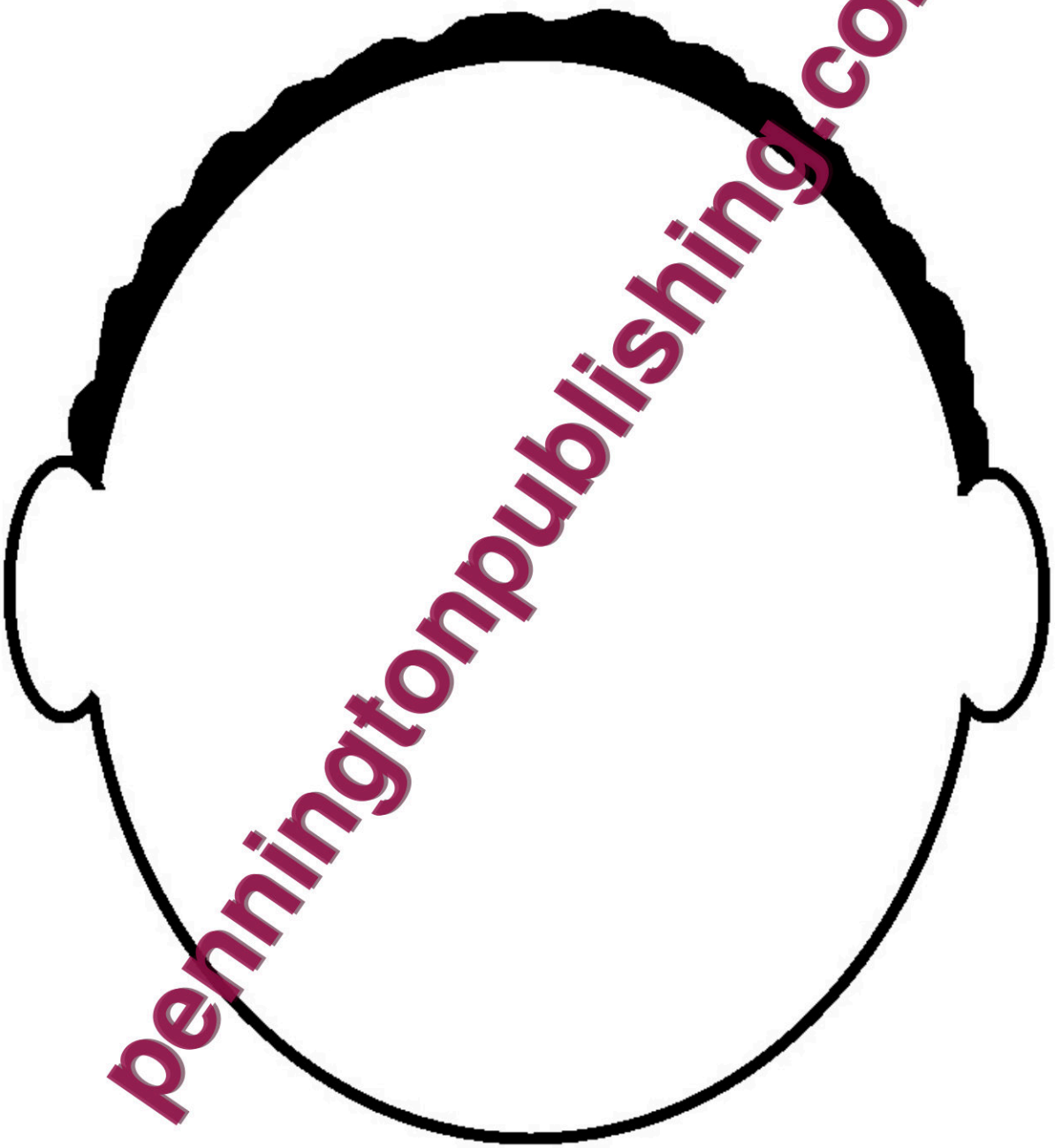
Step 3: Brainstorm the Topic

Directions

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



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Step 4: Plan the Body Paragraphs

Directions

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

(2) Thesis Statement

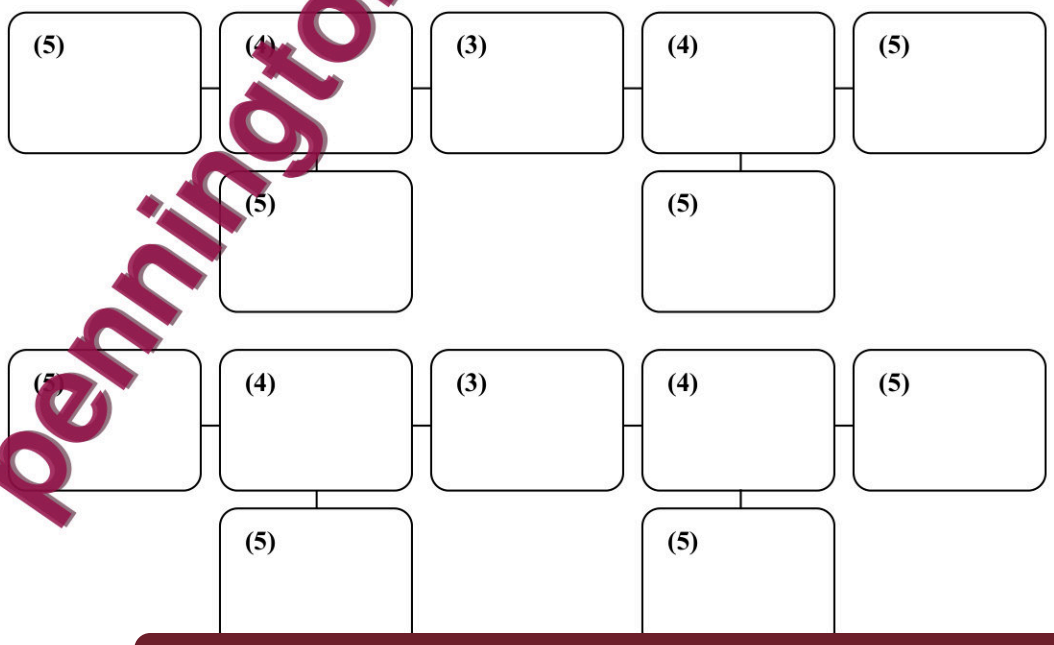
_____

_____

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

Types of Evidence: FE SCALE

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



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Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Thesis Statement**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the thesis statement.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the thesis statement.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three sentences that offer **(4) Evidence**, each supported by one or two sentences that offer **(5) Analysis**. These evidence and analysis sentences should include a variety of evidence and analysis.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Thesis Statement**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SAL E SC

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

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Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write √ marks for each mastered component in the **Response** √ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive √ marks in the **Response** √ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a √ mark in the **Revision Checklist** √ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart.** This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises

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Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Writing Prompt

The tragedy of American treatment of its Native Americans has left problems that continue to this day. Throughout United States history, Congress passed many acts resettling Native Americans on "protected homelands" called *reservations*. From the information in this history textbook excerpt, explain the reasons given to support passage of the acts which resettled Native Americans onto reservations.

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Step 2: Interact with the Resource Text Guided Practice

How to Talk to the Text

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check √ marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark **?**
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows ↕ in the margin to connect related ideas.

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5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic **Writing Standards**	**Analytical Rubric** **Writing Process Essay 2** **Essay Direction Word: *Explain*** **Writer** _____ **Response Partner** _____	**Diagnostic Assessment 1-5**	**Response √**	**Revision Checklist √**	**Formative Assessment 1-5**	**Summative Assessment 1-5**
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) Thesis Statement clearly states the reasons given to establish reservations						
→ (2) Thesis Statement clearly states the writing purpose: to *explain*						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the first topic to explain						
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement						
→ (4) Evidence #1 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #1 Sentence						
→ (4) Evidence #2 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #2 Sentence						
→ Variety of Evidence and Analysis in the (4) and (5) Sentences						
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the second topic to explain						
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement						
→ (4) Evidence #3 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #3 Sentence						
→ (4) Evidence #4 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #4 Sentence						
→ Variety of Evidence and Analysis in the (4) and (5) Sentences						
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Thesis						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Clarity: Are the reasons given to establish reservations clearly explained?						
→ Transitions						
→ Sentence Variety						
→¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						

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Writing Process Essay 3

Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

From the invention of the steam engine to the latest designs of personal computers, America has always been a land of invention. Thomas Alva Edison was one of America's greatest inventors. Analyze why this inventor was so successful from this biographical novel excerpt of Edison.

Essay Direction Word

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

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO — **Underline any words which identify the audience and the role of the writer.**

WHAT — **Circle any words which identify the topic and format of the writing task.**

[HOW] — **Bracket any words which identify the context, author(s), and source(s).**

DO — **Box any words which identify key writing direction words.**

Now put the **Writing Prompt** into your own words.

_____

_____

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Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, "talk to the text" with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text

Thomas Alva Edison **by Mark Pennington** **Margin Notes**

Thomas Alva Edison was born into a well-educated family, but he had a lot of challenges to overcome. Tom was the youngest of seven children. In the busy Edison household, Tom did not receive undivided attention from his parents. The young boy did not learn to talk until he was almost four years old. But when he did learn how, he would not stop. He asked Why? and How? questions about everything.

Tom was sent to school at age seven, but only lasted three months. His teacher, frustrated by Tom's persistent questioning and constant demands for attention, told Tom's mother that his brain was "addled" (mixed up) and that he did not fit in at the one-room, multi-age schoolhouse. Later, Tom's parents found out that Tom had completely lost most of his hearing. No wonder he demanded individual attention!

Tom's mother took him out of school and began home-schooling him. Over the years, Tom learned how to learn on his own. He read most every book in the Edison home library, including all of the plays of William Shakespeare. At age 12, Tom began achieving his own goal of "reading every book in the local library." He especially loved books about science. His father hired a tutor to help focus his studies.

Tom had amazing energy. He would stay up late into the night, experimenting with chemicals and electricity, until his father would have to make him go to bed. Then, Tom would get up early to go to his job selling newspapers on a train. With the money he made, Tom could buy more materials for his experiments.

His experiments taught Tom how to be detailed and patient. These lessons served him well as Thomas Alva Edison went on to become one of America's greatest inventors. Tom "failed" over 1,000 times before finding the right materials and design for his most famous invention—the incandescent light bulb.

Eventually, Tom developed a team of like-minded inventors and built his famous "Invention Factory." His team-approach let individuals work on their own schedules on their own choice of projects. Edison's team produced over 1,000 successful inventions, including the movie projector

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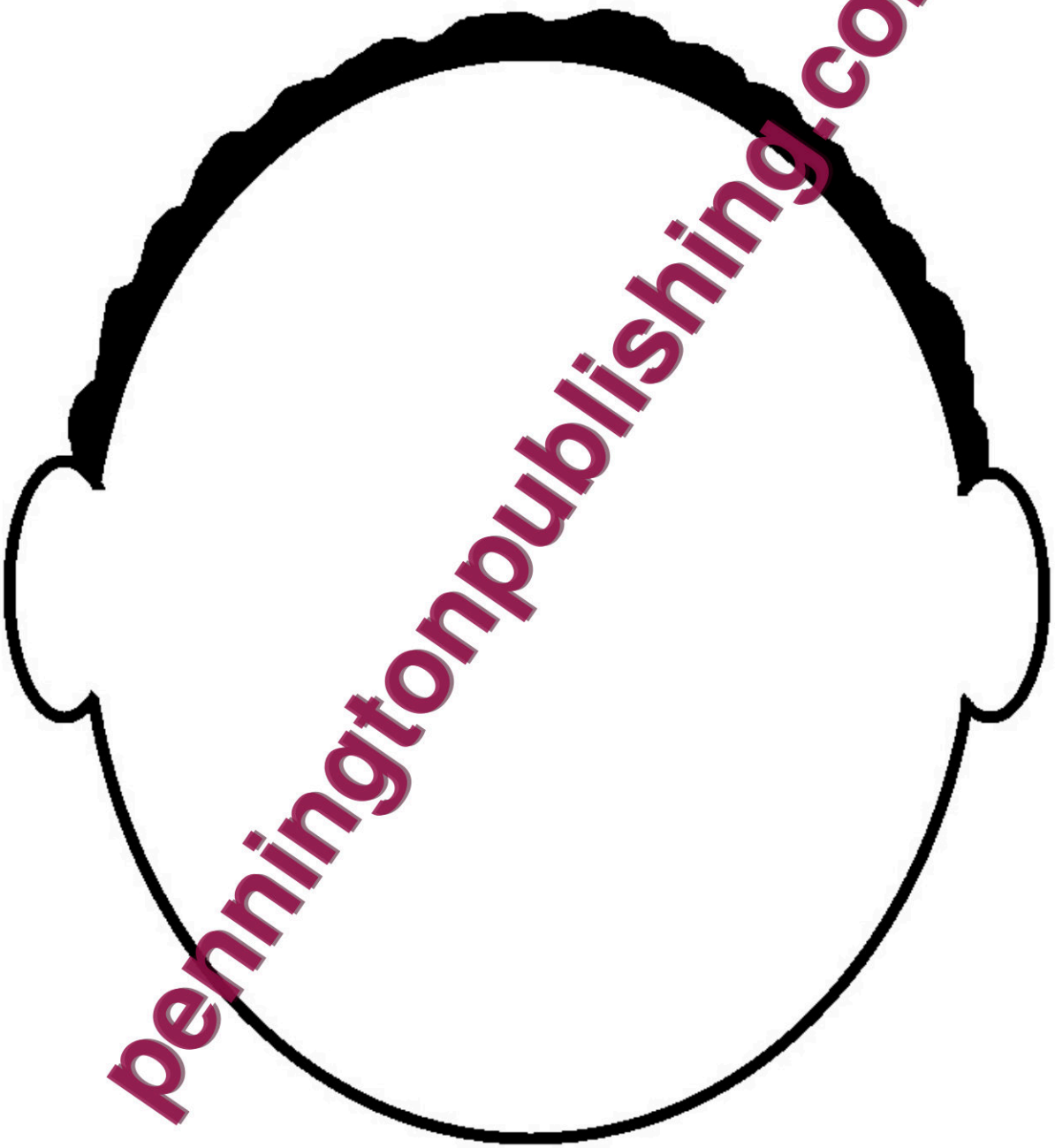
Step 3: Brainstorm the Topic

Directions

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



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Step 4: Plan the Body Paragraphs

Directions

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

(2) Thesis Statement

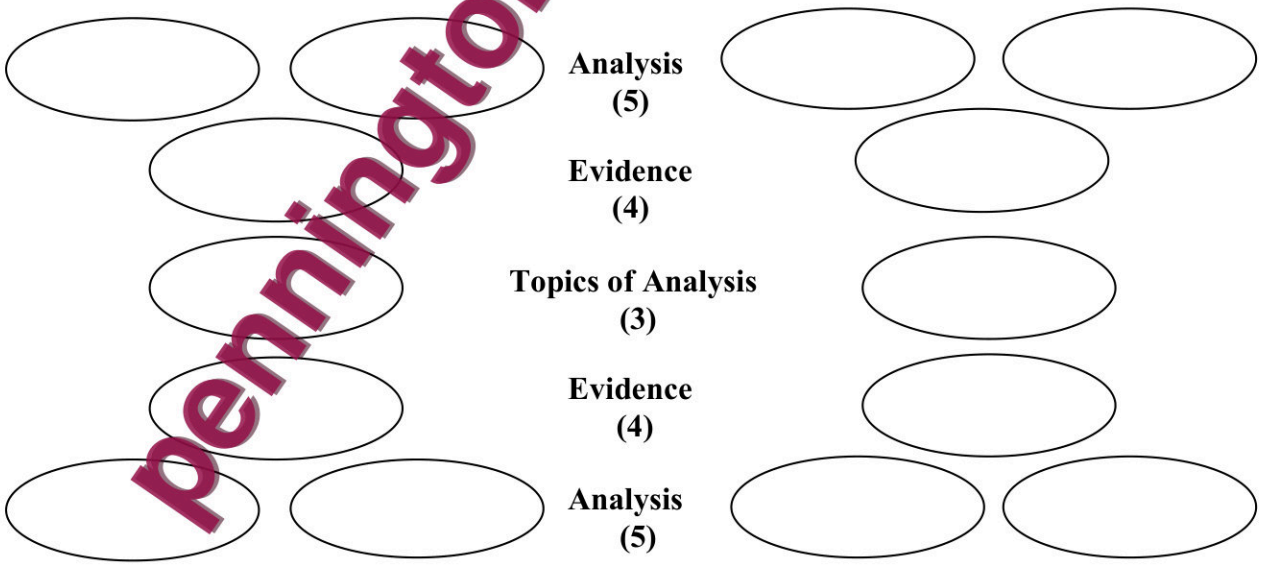
_____

_____

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

Types of Evidence: FE SCALE

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



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Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Thesis Statement**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the thesis statement.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the thesis statement.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three sentences that offer **(4) Evidence**, each supported by one or two sentences that offer **(5) Analysis**. These evidence and analysis sentences should include a variety of evidence and analysis.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Thesis Statement**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SAL E SC

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

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Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write √ marks for each mastered component in the **Response** √ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive √ marks in the **Response** √ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a √ mark in the **Revision Checklist** √ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart.** This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises, [illegible] the final draft.

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Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Writing Prompt

From the invention of the steam engine to the latest designs of personal computers, America has always been a land of invention. Thomas Alva Edison was one of America's greatest inventors. Analyze why this inventor was so successful from this biographical novel excerpt of Edison.

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Step 2: Interact with the Resource Text Guided Practice

How to Talk to the Text

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check √ marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark **?**
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows ↕ in the margin to connect related ideas.

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5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic **Writing Standards**	**Analytical Rubric** **Writing Process Essay 3** **Essay Direction Word: *Analyze*** **Writer** _____ **Response Partner** _____	**Diagnostic Assessment 1-5**	**Response √**	**Revision Checklist √**	**Formative Assessment 1-5**	**Summative Assessment 1-5**
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) Thesis Statement clearly states the topic: why Edison was so successful						
→ (2) Thesis Statement clearly states the writing purpose: to *analyze*						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the first topic to analyze						
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement						
→ (4) Evidence #1 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #1 Sentence						
→ (4) Evidence #2 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #2 Sentence						
→ Variety of Evidence and Analysis in the (4) and (5) Sentences						
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the second topic to analyze						
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement						
→ (4) Evidence #3 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #3 Sentence						
→ (4) Evidence #4 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #4 Sentence						
→ Variety of Evidence and Analysis in the (4) and (5) Sentences						
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Thesis						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Are the selected reasons analyzed sufficiently such that the thesis is proved?						
→ Transitions						
→ Sentence Variety						
→¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						

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Writing Process Essay 4

Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

Both the Abominable Snowman and the Loch Nest Monster have interested curious-minded people for years. The question of whether either creature really exists is probably still unanswered. Compare and contrast the evidence for the existence of these creatures found in this blog post and magazine article excerpt.

Essay Direction Word

Compare means to show how things are the same, and *contrast* means to show how things are different. If the writing prompt only mentions *compare*, you must still do both tasks.

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO — **Underline any words which identify the audience and the role of the writer.**

WHAT — **Circle any words which identify the topic and format of the writing task.**

[HOW] — **Bracket any words which identify the context, author(s), and source(s).**

DO — **Box any words which identify key writing direction words.**

Now put the **Writing Prompt** into your own words.

_____

_____

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Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, "talk to the text" with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text

Trust Me—They're Real **Margin Notes**

March 23, 2011 Mark Pennington | Investigative Blogger

In my last post I examined the evidence for extra-terrestrial visits to earth. This post tackles the subject of the Yeti. The existence of the Yeti, also called the Abominable Snowman or Bigfoot, has been well-documented by scientists. As recently as May of 2011, Doctor Joseph Limon from the University of Chicago published pictures of Yeti sightings in Tibet. A picture is worth a thousand words, as is the expert testimony of the editorial board of *International Geographic*, which just last month issued an official statement that the Yeti does exist in Asia and most probably in North America as well. The "Tibetan Association for the Yeti" recently produced hair samples and two toenail clippings from this animal as proof of its existence. Sound recordings made by hikers of the Yeti's grunting and whistling sounds are widely available on the Internet. Casts of footprints have been made and collected as evidence both in the Himalayas and in the Rockies.

"Unsolved Mysteries" in *Mystery Magazine* by Mark Pennington

The Loch Nest Monster is a legendary dinosaur-like sea serpent that lives in a deep ocean inlet (loch) in Northern Scotland. Several photographs and one short blurry movie film show a huge creature, rising out of the water. Witnesses usually claim sightings on foggy early morning or evening hours. Scientists speculate that the creature may indeed be a giant squid.

Whether real or imagined, the Loch Nest Monster is one of Scotland's greatest tourist attractions. Tourists visit Loch Ness from all over the world, hoping to catch a glimpse of this sea creature. Some claim that they have heard strange moaning sounds when walking on the beach. Tourist often report this information to local police. Sergeant MacDowell of the Loch Ness Police Department commented, "We get one or two reports each week about these sounds."

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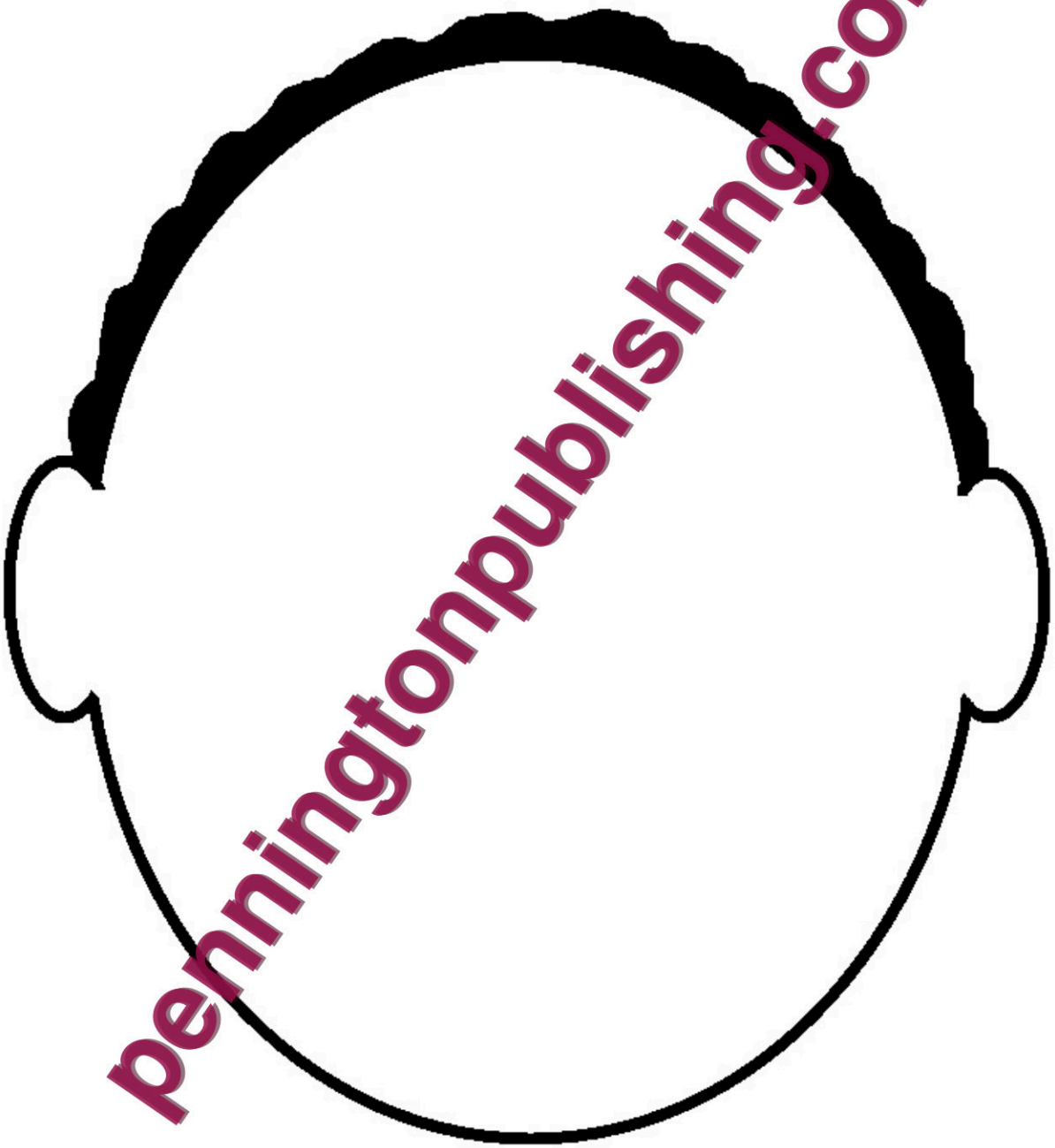
Step 3: Brainstorm the Topic

Directions

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



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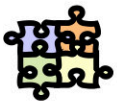

Step 4: Plan the Body Paragraphs

Directions

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

(2) Thesis Statement

_____

_____

2. Organize the words and phrases brainstormed in the Open Mind in the appropriate boxes of this graphic organizer. Use a variety of evidence to describe your topic.

Types of Evidence: FE SCALE

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

Comparison #1 (3)	Evidence (4)	Analysis (5)
Comparison #2 (3)	**Evidence (4)**	**Analysis (5)**

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Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Thesis Statement**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the thesis statement.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the thesis statement.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three sentences that offer **(4) Evidence**, each supported by one or two sentences that offer **(5) Analysis**. These evidence and analysis sentences should include a variety of evidence and analysis.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Thesis Statement**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SAL E SC

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

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Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write √ marks for each mastered component in the **Response** √ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive √ marks in the **Response** √ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a √ mark in the **Revision Checklist** √ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart.** This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises, with teacher guidance, and publishes the final draft.

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Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Writing Prompt

Both the Abominable Snowman and the Loch Ness Monster have interested curious-minded people for years. The question of whether either creature really exists is probably still unanswered. Compare and contrast the evidence for the existence of these creatures found in this blog post and magazine article excerpt.

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Step 2: Interact with the Resource Text Guided Practice

How to Talk to the Text

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check √ marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark **?**
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows ↕ in the margin to connect related ideas.

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5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic **Writing Standards**	**Analytical Rubric** **Writing Process Essay 4** **Essay Direction Words: *Compare* and *Contrast*** **Writer** _____ **Response Partner** _____	**Diagnostic Assessment 1-5**	**Response √**	**Revision Checklist √**	**Formative Assessment 1-5**	**Summative Assessment 1-5**
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) Thesis Statement clearly states both topics: the Yeti and the Loch Ness Monster						
→ (2) Thesis Statement clearly states the writing purpose: to *compare and contrast*						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the main topic to compare						
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement						
→ (4) Evidence #1 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #1 Sentence						
→ (4) Evidence #2 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #2 Sentence						
→ Variety of Evidence and Analysis in the (4) and (5) Sentences						
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the main topic to contrast						
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement						
→ (4) Evidence #3 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #3 Sentence						
→ (4) Evidence #4 Sentence clearly responds to the (3) Topic Sentence						
→ (5) Analysis clearly responds to the (4) Evidence #4 Sentence						
→ Variety of Evidence and Analysis in the (4) and (5) Sentences						
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Thesis						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Is there an even balance of evidence between comparisons and contrasts?						
→ Transitions						
→ Sentence Variety						
→¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						

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Writing Process Essay 5

Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

The purpose of an advertisement is to sell a product or a service. Unfortunately, some advertisements can be less than truthful about their claims. Sometimes what is *not* said is just as important as what *is* said in advertising. Consumers can often avoid falling for false advertising by carefully "reading between the lines." *Evaluate* the claims of this advertisement.

Essay Direction Word

Evaluate means to make a judgment after careful observation.

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Now put the **Writing Prompt** into your own words.

_____

_____

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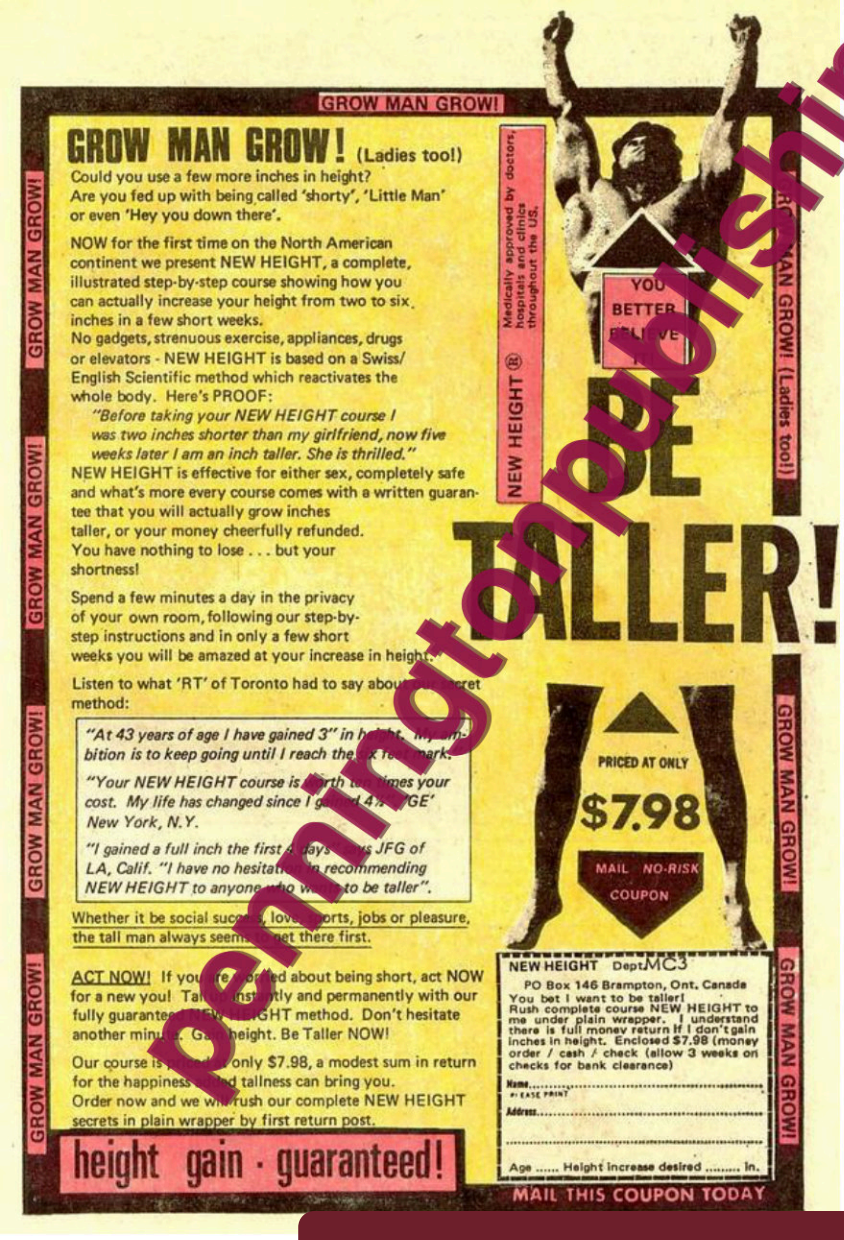
Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, "talk to the text" with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text

"New Height" Advertisement in 1960s Comic Books **Margin Notes**



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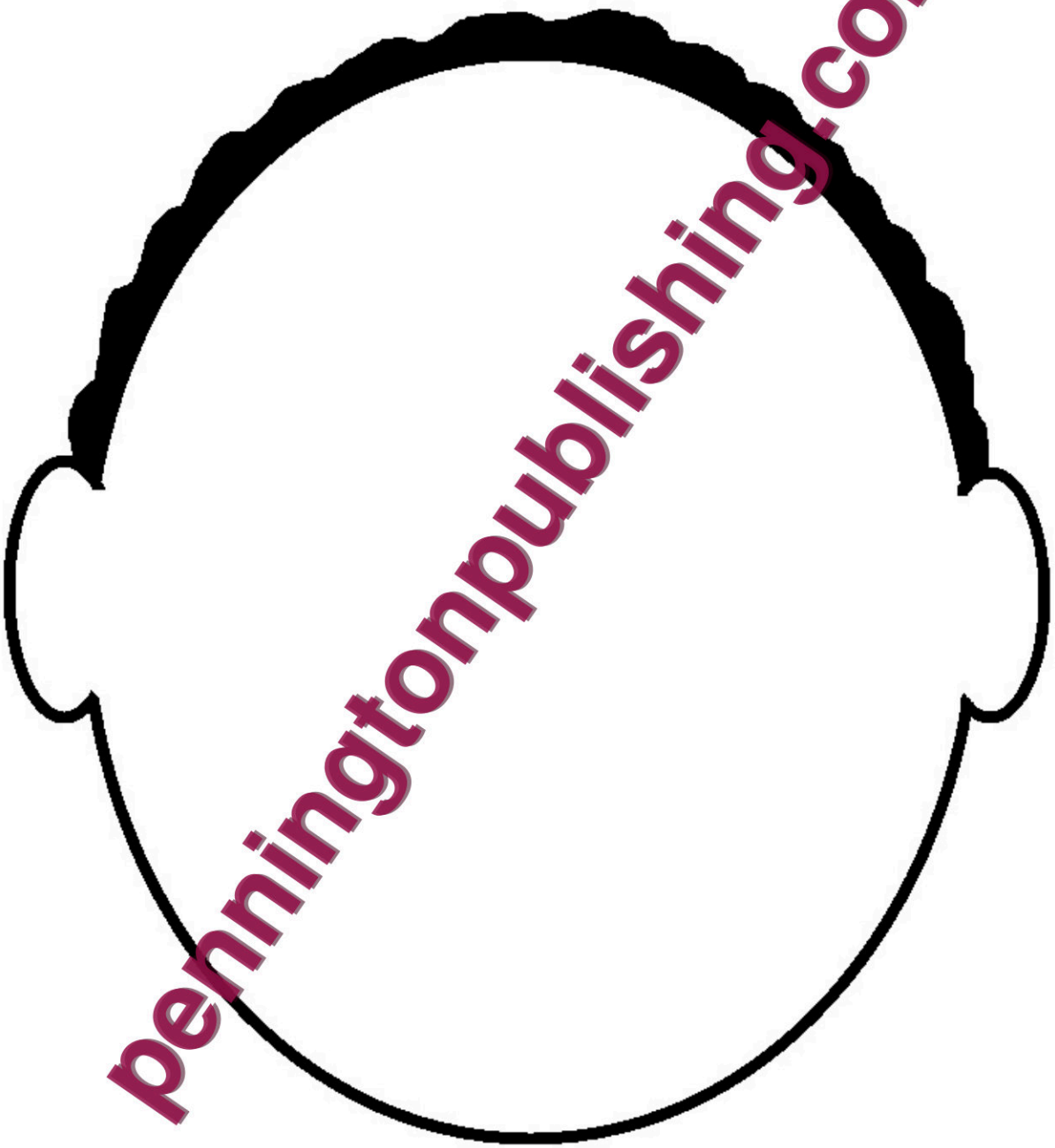
Step 3: Brainstorm the Topic

Directions

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



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Step 4: Plan the Body Paragraphs

Directions

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

(2) Claim

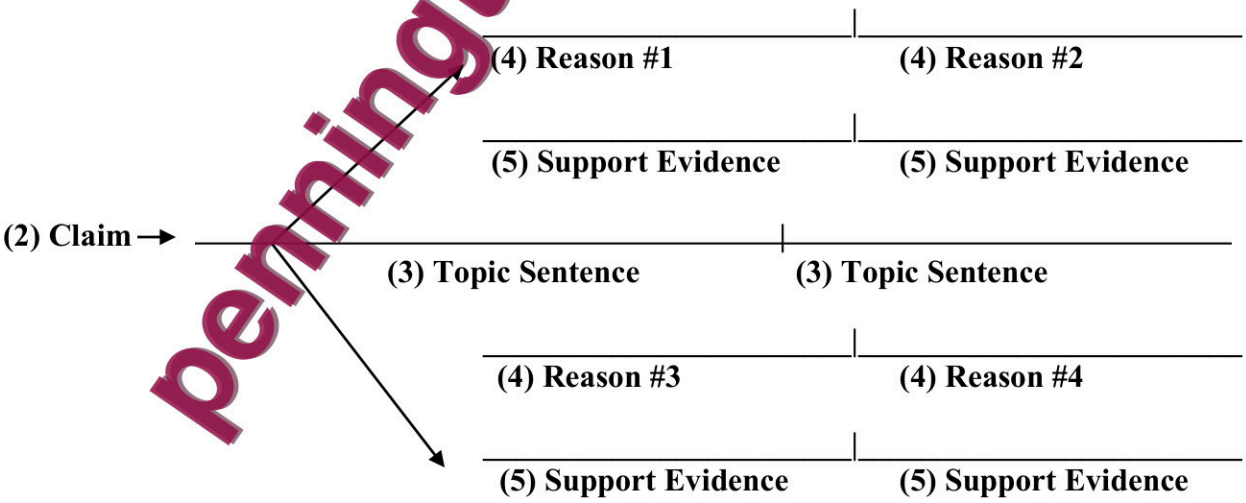
_____

_____

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

Types of Evidence: FE SCALE CC

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



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Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Claim**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the claim.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the claim.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three **(4) Reasons**, each supported by one or two sentences that offer **(5) Support Evidence**. These support evidence sentences should include a variety of evidence.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Claim**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SA LE SC

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

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Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write √ marks for each mastered component in the **Response** √ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive √ marks in the **Response** √ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a √ mark in the **Revision Checklist** √ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart.** This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises,

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Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Writing Prompt

The purpose of an advertisement is to sell a product or a service. Unfortunately, some advertisements can be less than truthful about their claims. Sometimes what is *not* said is just as important as what *is* said in advertising. Consumers can often avoid falling for false advertising by carefully "reading between the lines." *Evaluate* the claims of this advertisement.

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Step 2: Interact with the Resource Text Guided Practice

How to Talk to the Text

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check √ marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark **?**
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows ↕ in the margin to connect related ideas.

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5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic **Writing Standards**	**Analytical Rubric** **Writing Process Essay 5** **Essay Direction Word: *Evaluate*** **Writer** _____ **Response Partner** _____	**Diagnostic Assessment 1-5**	**Response √**	**Revision Checklist √**	**Formative Assessment 1-5**	**Summative Assessment 1-5**
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) The Claim clearly states the judgment about the advertisement						
→ (2) The Claim clearly states the writer's point of view: to *evaluate*						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #1 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #1						
→ (4) Reason #2 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #2						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #3 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #3						
→ (4) Reason #4 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #4						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Claim						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Is the judgment about the advertisement consistent throughout the essay?						
→ Transitions						
→ Sentence Variety						
→¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						

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Writing Process Essay 6

Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

Gambling has been around since the beginning of recorded history. Some see gambling as morally wrong and favor keeping gambling illegal; others see it as an entertainment industry that should be legalized with certain controls. Reference the Voters' Pamphlet to justify your arguments for or against legalized gambling.

Essay Direction Word

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

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Now put the **Writing Prompt** into your own words.

_____

_____

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Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, "talk to the text" with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text

Voters' Pamphlet Pierce County, Washington **Margin Notes**

Ballot Title: The Town Council of the Town of Ruston has passed Ordinance No. 1316 concerning gambling in the Town of Ruston. This Ordinance would prohibit the operation of social card games within the Town of Ruston, except for those operated by charitable or nonprofit organizations. **Should this Ordinance be approved or rejected?**

Statement For: Voting '*Yes'* on Ruston Referendum Measure 1 will *end* house-banked card rooms (casinos) in Ruston forever. Finally, "We the people of Ruston" will decide the fate of casinos in our community and not have it decided by business people who don't live in Ruston. Ruston Measure 1 does not eliminate any current gaming activity, thus there is no revenue loss to the town. This measure helps our town limit new casino development. This measure may actually make our town safer. This is a real possibility as casinos traditionally add work load to local police forces, reducing their availability to their community. Indeed, casino presence usually comes with a cost to a community that includes reputation, image, and lower property values. Ruston Measure 1 was unanimously endorsed by the Ruston Town Council and offers us the opportunity to be heard. Please vote '*Yes*' on Ruston Measure No. 1.

Statement Against: The Point Defiance Cafe and Casino was a successful business serving a public need until the Town Council decided to close them down. People enjoy gambling and the gambling tax helps pay for much-needed services, such as schools, the library, and the senior center. Now, Ruston has lost its largest taxpayer. Taxes will have to be raised to cover this loss. The Ordinance already closed down our town's main business with the loss of thirty jobs and all of the casino owners' investment. With this Ordinance, no future gaming interests can come to our town, providing much needed taxes and jobs. This measure was rushed through to meet a deadline. Vote *No* on Measure No. 1 and support future growth for Ruston.

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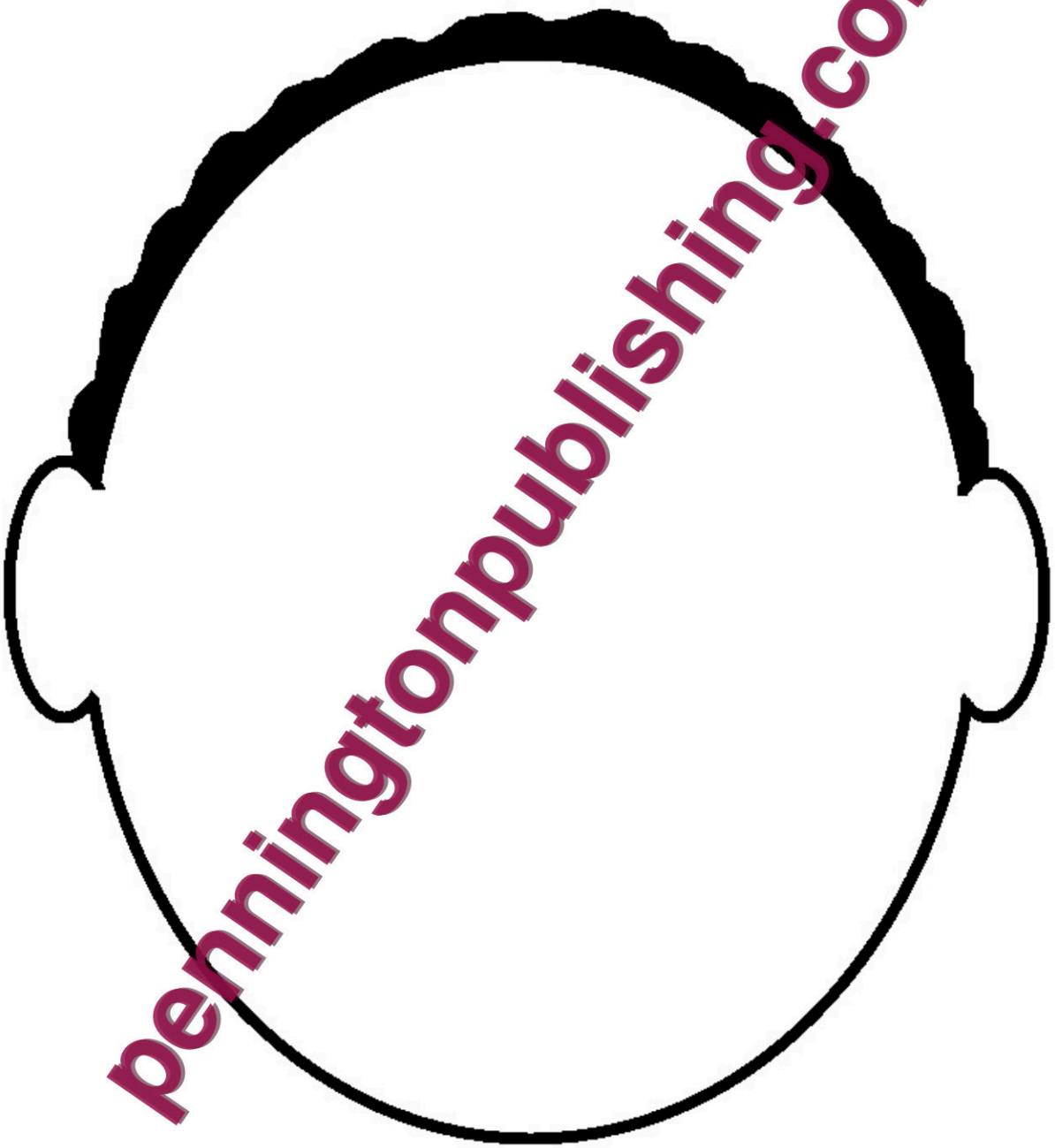
Step 3: Brainstorm the Topic

Directions

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



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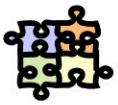

Step 4: Plan the Body Paragraphs

Directions

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

(2) Claim

_____

_____

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

Types of Evidence: FE SCALE CC

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

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

+		–
(3) _____	**(3)** _____	**Counterclaim**
(4) _____		**(4)** _____
(5) _____		**Counterargument**
	(4) _____	**(5)** _____
	(5) _____	

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Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Claim**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the claim.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the claim.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three **(4) Reasons**, each supported by one or two sentences that offer **(5) Support Evidence**. These support evidence sentences should include a variety of evidence.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Claim**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SA LE SC

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

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Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write √ marks for each mastered component in the **Response** √ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive √ marks in the **Response** √ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a √ mark in the **Revision Checklist** √ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart.** This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises.

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Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Writing Prompt

Gambling has been around since the beginning of recorded history. Some see gambling as morally wrong and favor keeping gambling illegal; others see it as an entertainment industry that should be legalized with certain controls. Reference the Voters' Pamphlet to justify your arguments for or against legalized gambling.

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Step 2: Interact with the Resource Text Guided Practice

How to Talk to the Text

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check √ marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark **?**
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows ↕ in the margin to connect related ideas.

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5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic **Writing Standards**	**Analytical Rubric** **Writing Process Essay 6** **Essay Direction Word: *Justify*** **Writer** _____ **Response Partner** _____	**Diagnostic Assessment 1-5**	**Response √**	**Revision Checklist √**	**Formative Assessment 1-5**	**Summative Assessment 1-5**
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) The Claim clearly states the topic: whether gambling should be banned						
→ (2) The Claim clearly states the writer's point of view: to *justify* a position						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #1 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #1						
→ (4) Reason #2 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #2						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #3 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #3						
→ (4) Reason #4 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #4						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Claim						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Does the evidence consistently justify the author's point of view?						
→ Transitions						
→ Sentence Variety						
→¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						

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Writing Process Essay 7

Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

This science text excerpt states that "Endangered species have been identified on every continent, in every country of the world." Some would say that whether a species survives should be left to nature and that humans ought not to interfere in nature's ways, while others disagree. Persuade your classmates and teacher why endangered species should or not be saved through human intervention. Make sure to consider the opposing point of view in your essay.

Essay Direction Word

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

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO — **Underline any words which identify the audience and the role of the writer.**

WHAT — **Circle any words which identify the topic and format of the writing task.**

[HOW] — **Bracket any words which identify the context, author(s), and source(s).**

DO — **Box any words which identify key writing direction words.**

Now put the Writing **Prompt** into your own words.

_____

_____

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Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, "talk to the text" with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text

"Endangered Species" ***Science Matters*** **by Mark Pennington** **Margin Notes**

Scientists have identified thousands of animals, insects, and plants on endangered species lists. Many of these endangered species are in danger of extinction because of humans. Humans often interfere with nature and the process of natural selection. But, should humans try to solve human-created problems?

Those in favor of saving endangered species argue that humans have a basic duty to care for the creatures on this planet. Because humans have used so many dangerous chemicals to farm, some waterways have become death traps for animal species. Birds have been wiped out in some poisoned environments. This unnatural extinction has created problems in the food webs; insects have multiplied into problem levels because there are no birds to eat these insects.

To save engendered species, humans need to save their habitats. For example, burning down South American rain forests to add land for farming or grazing has decreased the earth's supply of oxygen. The earth gets over 50% of its oxygen from the plants found in the rain forests. Furthermore, scientists believe that protecting habitats may even save species that could one day contribute to medical advancements.

Those who believe that people should not try to save endangered species argue that extinction is simply part of nature. Some species are dangerous to humans. For example, hunting the grizzly bear in California saved human lives and livestock. Additionally, chemical spraying to reduce mosquito populations has limited the spread of deadly viruses. Indeed, not every species can co-exist with humans.

Also, sometimes humans must interrupt the process of natural selection. Overpopulation of certain species can cause economic problems. For example, protecting endangered swallows that damage business property, prohibiting logging to save the spotted owl, and holding up construction projects because a few endangered field mice may have to relocate, all place the needs of certain species over those of humans.

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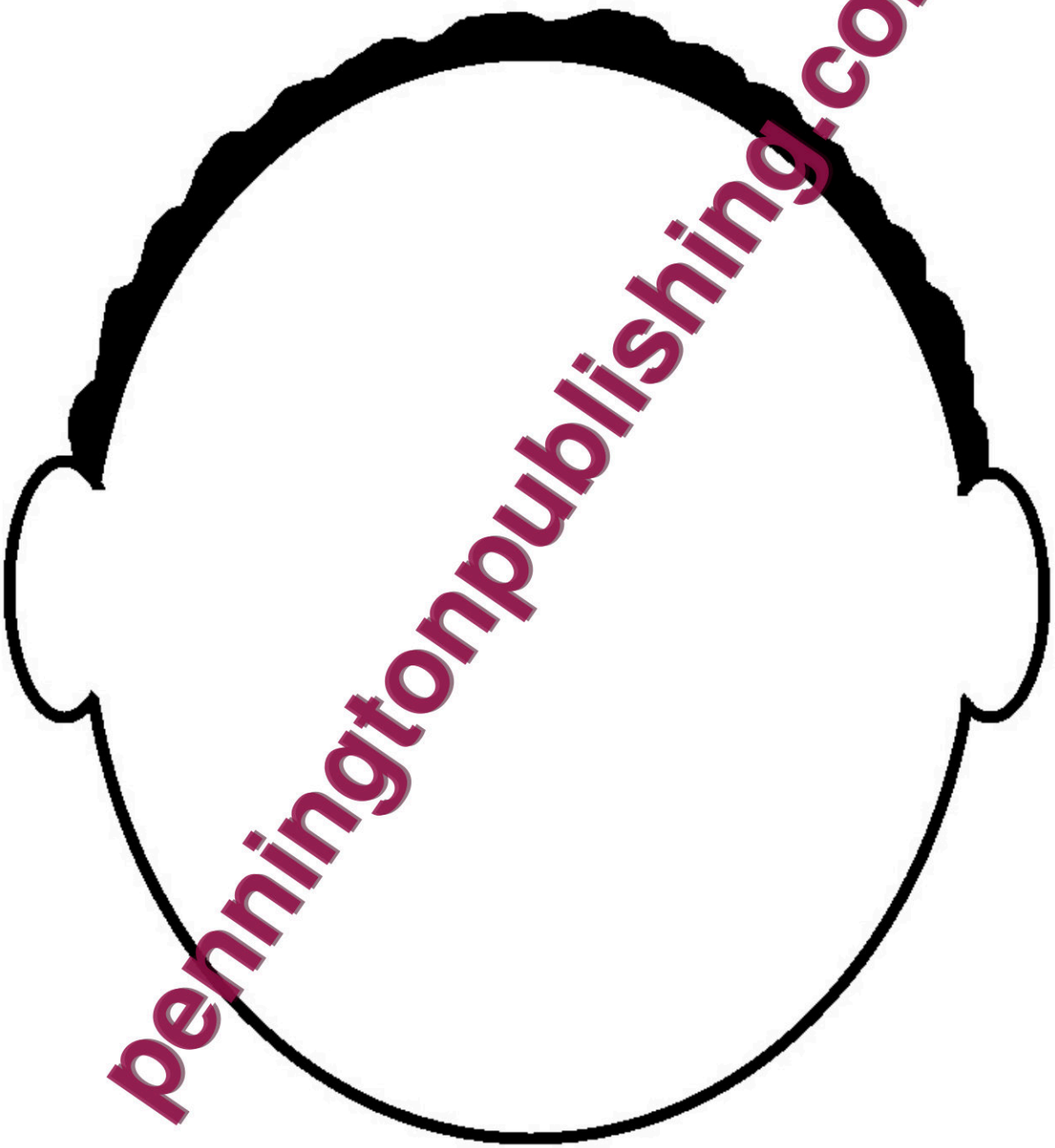
Step 3: Brainstorm the Topic

Directions

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



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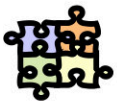

Step 4: Plan the Body Paragraphs

Directions

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

(2) Claim

_____

_____

2. Organize the words and phrases brainstormed in the Open Mind in the appropriate boxes of the "Hierarchy Chart." Use a variety of evidence to describe your topic.

Types of Evidence: FE SCALE CC

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

(3) _____ **(3)** _____

(4) _____ **(4)** _____

(5) _____ **(5)** _____

(4) _____ **(4) Counterclaim**_____

_____ _____

(5) _____ **(5) Counterargument**_____

_____ _____

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Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Claim**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the claim.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the claim.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three **(4) Reasons**, each supported by one or two sentences that offer **(5) Support Evidence**. These support evidence sentences should include a variety of evidence.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Claim**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SA LE SC

- **G**eneralization-Sentences that make one of your specific points more general in focus.
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- Statement of Significance-Sentences that discuss the importance and relevance of the proven claim.
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- Argument **L**imitations-Sentences that explain how or why your conclusions are limited.
- **E**mphasis of Key Point-Sentences that mention and add importance to one of the points of your essay.
- **S**ummary Statement-Sentences that list the main ideas and major details of the essay.
- **C**all to Action- Sentences that challenge the reader to take a stand, make a difference, or get involved.

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Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write √ marks for each mastered component in the **Response** √ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive √ marks in the **Response** √ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a √ mark in the **Revision Checklist** √ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart.** This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises.

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Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Writing Prompt

This science text excerpt states that "Endangered species have been identified on every continent, in every country of the world." Some would say that whether a species survives should be left to nature and that humans ought not to interfere in nature's ways, while others disagree. Persuade your classmates and teacher why endangered species should or not be saved through human intervention. Make sure to consider the opposing point of view in your essay.

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Step 2: Interact with the Resource Text Guided Practice

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check √ marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark **?**
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows ↕ in the margin to connect related ideas.

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5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic **Writing Standards**	**Analytical Rubric** **Writing Process Essay 7** **Essay Direction Word: *Persuade*** **Writer** _____ **Response Partner** _____	**Diagnostic Assessment 1-5**	**Response √**	**Revision Checklist √**	**Formative Assessment 1-5**	**Summative Assessment 1-5**
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) The Claim clearly states the topic: endangered species						
→ (2) The Claim clearly states the writer's point of view: to *persuade* the audience						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #1 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #1						
→ (4) Reason #2 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #2						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #3 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #3						
→ (4) Reason #4 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #4						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Claim						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Is the persuasive argument consistent throughout the essay?						
→ Transitions						
→ Sentence Variety						
→¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						

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Writing Process Essay 8

Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

Boxing is one of the world's most popular sports. Many argue that the violent nature of the sport leads to serious injuries and deaths and so boxing should be banned. Others point out important safety reforms in the sport and suggest that other sports such as football and martial arts can be equally as violent. Argue whether boxing should remain legal or not, using information from the song excerpt, newspaper editorial, and letter to the editor.

Essay Direction Word

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

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Now put the **Writing Prompt** into your own words.

_____

_____

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Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, "talk to the text" with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text: "Time to Ban Boxing" ***The Reno Times*** **by Mark Pennington Margin Notes**

Editorial

"Who killed Davey Moore
Why an' what's the reason for?
…It wasn't me that made him fall,
No, you can't blame me at all."

Bob Dylan Copyright © 1964, 1965 by Warner Bros. Inc.;
renewed 1992, 1993 by Special Rider Music

In 1964, folksinger Bob Dylan wrote the song "Who Killed Davey Moore?" to call attention to the serious injuries that often take place within the sport of boxing. In a 1963 boxing match, Moore suffered a brain injury that caused his death four days later. Dylan's song shared blamed among the referee, crowd, managers, gamblers, newspaper writers, and the boxers themselves. Largely as a result of this song, many Americans called for a complete ban on the sport of boxing.

Doctors have raised concerns about the level of violence in boxing for years. In 1984, members of the American Medical Association voted in favor of a complete ban on boxing. Doctors agree that severe blows to the head can result in damage to nerve pathways and cause bleeding in the brain. Muhammad Ali's slurred speech and difficulty walking, due to boxing-related brain trauma, provide ample evidence to ban this violent sport.

In fact, since 2002 six boxers have died in the ring during boxing matches. It's time to follow the advice of doctors and assign blame where it most makes sense: on the sport of boxing itself.

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Letter to the Editor **Margin Notes**

The editor is misinformed in her July 25th editorial titled "Time to Ban Boxing." The medical community is certainly not unanimous in the view that boxing is unsafe. In fact, the 1963 death of boxer Davey Moore provides an interesting case in point. Some months after the match, a group of medical specialists viewed film of the fight. These doctors concluded that Moore's brain trauma may have been caused when his head landed on the tight bottom rope in the 10th round. These same doctors hypothesized that a punch or series of punches may not have caused the boxer's death.

In response to Moore's death, California officials adopted several important safety rules. A fourth rope around the boxing ring was added and the bottom rope was loosened to prevent future injury. Referees and ringside doctors were instructed to stop fights earlier when needed and to call more technical knockouts when medical concerns were evident.

Today's professional boxers wear more heavily padded gloves. Boxers are required to wear a mouthpiece to protect the teeth. A foul protector is worn under the trunks to protect against low punches. Female boxers are allowed to wear a chest protector. Amateur (non-professional) boxers and all Olympic boxers wear helmets to prevent injury. Deaths do occur in the ring, but not as often as a half century ago.

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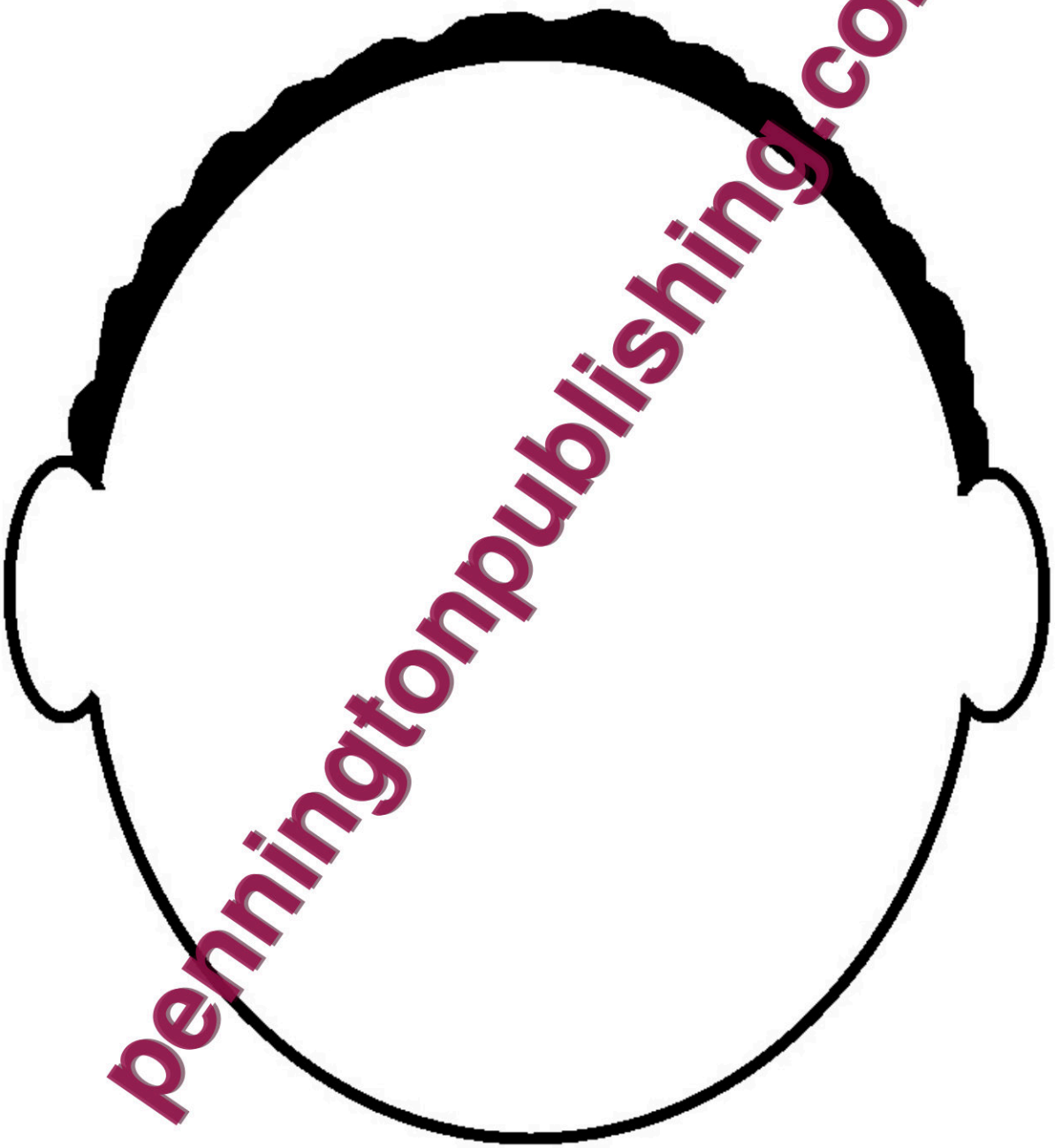
Step 3: Brainstorm the Topic

Directions

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



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Step 4: Plan the Body Paragraphs

Directions

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

(2) Claim

_____

_____

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

Types of Evidence: FE SCALE CC

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

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

Reason #1	**Support Evidence**	**Analysis**
Reason #2	**Support Evidence**	**Analysis**
Counterclaim	**Counterargument**	**Analysis**

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Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Claim**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the claim.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the claim.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three **(4) Reasons**, each supported by one or two sentences that offer **(5) Support Evidence**. These support evidence sentences should include a variety of evidence.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Claim**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SA LE SC

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

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Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write √ marks for each mastered component in the **Response** √ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive √ marks in the **Response** √ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a √ mark in the **Revision Checklist** √ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart.** This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises, with teacher guidance, and publishes the final draft.

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Step 1: Dissect the Writing Prompt Guided Practice

WHO, WHAT, HOW, DO

WHO	**Underline any words which identify the audience and the role of the writer.**
WHAT	**Circle any words which identify the topic and format of the writing task.**
[HOW]	**Bracket any words which identify the context, author(s), and source(s).**
DO	**Box any words which identify key writing direction words.**

Writing Prompt

Boxing is one of the world's most popular sports. Many argue that the violent nature of the sport leads to serious injuries and deaths and so boxing should be banned. Others point out important safety reforms in the sport and suggest that other sports such as football and martial arts can be equally as violent. Argue whether boxing should remain legal or not, using information from the song excerpt, newspaper editorial, and letter to the editor.

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Step 2: Interact with the Resource Text Guided Practice

How to Talk to the Text

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [ ] definitions in the resource text and write **def** in the margin.
- Place check √ marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark **?**
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows ↕ in the margin to connect related ideas.

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5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic **Writing Standards**	**Analytical Rubric** **Writing Process Essay 8** **Essay Direction Word: *Argue*** **Writer** _____ **Response Partner** _____	**Diagnostic Assessment 1-5**	**Response √**	**Revision Checklist √**	**Formative Assessment 1-5**	**Summative Assessment 1-5**
Introduction Paragraph						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) The Claim clearly states the cause-effect relationship						
→ (2) The Claim clearly states the writer's point of view: to *argue* a position						
Body Paragraph #1						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #1 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #1						
→ (4) Reason #2 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #2						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Body Paragraph #2						
→ (3) Topic Sentence clearly states the main idea of the paragraph						
→ (3) Topic Sentence clearly responds to the (2) Claim						
→ (4) Reason #3 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #3						
→ (4) Reason #4 clearly responds to the (3) Topic Sentence						
→ (5) Support Evidence clearly responds to the (4) Reason #4						
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences						
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences						
Conclusion Paragraph						
→ Restatement of the Claim						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
Writing Style and Conventions						
→ Clarity: Are there clear relationships between the reasons and evidence?						
→ Transitions						
→ Sentence Variety						
→¶ Indents, Formatting, and Neatness						
→ Third Person Active Voice						
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary						
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections						
→ Grammar and Usage						
→ Punctuation						
→ Spelling						
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format						

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Essay Planning Guide

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

Writing Direction Words **Dates/Notes**

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

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

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

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

Common Core State Standard Writing 1.0 ***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.

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

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

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

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

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Essay Recording Matrix
***Evaluate* Essay #5**
Common Core State Standard Writing 1.0

	Introduction Paragraph				Body Paragraph #1						Body Paragraph #2						Conclusion Paragraph				Writing Style and Conventions								
Student Names	Introduction Strategy (1)	Another Introduction Strategy (1)	Claim (2) clearly states the topic	Claim (2) clearly states the point of view	Topic Sentence (3) clearly states the main idea of the paragraph	Topic Sentence (3) clearly responds to the Claim (2)	Reason #1 (4) clearly responds to the Topic Sentence (3)	Support Evidence (5) clearly responds to Reason #1 (4)	Reason #2 (4) clearly responds to the Topic Sentence (3)	Support Evidence (5) clearly responds to Reason #2 (4)	Variety of Reasons and Evidence in the (4) and (5) Sentences	Relevance of Reasons and Evidence in the (4) and (5) Sentences	Topic Sentence (3) clearly states the main idea of the paragraph	Topic Sentence (3) clearly responds to the Claim (2)	Reason #3 (4) clearly responds to the Topic Sentence (3)	Support Evidence (5) clearly responds to Reason #3 (4)	Reason #4 (4) clearly responds to the Topic Sentence (3)	Support Evidence (5) clearly responds to Reason #4 (4)	Variety of Reasons and Evidence in the (4) and (5) Sentences	Relevance of Reasons and Evidence in the (4) and (5) Sentences	Restatement of the Claim	Conclusion Strategy (6)	Another Conclusion Strategy (6)	Transitions	Sentence Variety	¶ Indents, Formatting, and Neatness	Third Person Active Voice	Word Choice	Formal Writing	Grammar and Usage	Punctuation	Spelling	Citations and Format

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	Introduction Paragraph				Body Paragraph #1						Body Paragraph #2 with Counter-Argument/Refutation						Conclusion Paragraph				Writing Style and Conventions								
Essay Recording Matrix ***Justify* Essay #6** **Common Core State Standard Writing 1.0** **Student Names**	**Introduction Strategy (1)**	**Another Introduction Strategy (1)**	**Claim (2) clearly states the topic**	**Claim (2) clearly states the point of view**	**Topic Sentence (3) clearly states the main idea of the**	**Topic Sentence (3) clearly responds to the Claim (2)**	**Reason #1 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #1 (4)**	**Reason #2 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #2 (4)**	**Variety of Reasons and Evidence in the (4) and (5)**	**Relevance of Reasons and Evidence in the (4) and (5)**	**Topic Sentence (3) clearly states the main idea of the**	**Topic Sentence (3) clearly responds to the Claim (2)**	**Reason #3 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #3 (4)**	**Reason #4 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #4 (4)**	**Variety of Reasons and Evidence in the (4) and (5)**	**Relevance of Reasons and Evidence in the (4) and (5)**	**Restatement of the Claim**	**Conclusion Strategy (6)**	**Another Conclusion Strategy (6)**	**Transitions**	**Sentence Variety**	**¶Indents, Formatting, and Neatness**	**Third Person Active Voice**	**Word Choice**	**Formal Writing**	**Grammar and Usage**	**Punctuation**	**Spelling**	**Citations and Format**

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	Introduction Paragraph					Body Paragraph #1					Body Paragraph #2 with Counter-Argument/Refutation					Conclusion Paragraph				Writing Style and Conventions								
Essay Recording Matrix ***Persuade* Essay #7** **Common Core State Standard Writing 1.0** **Student Names**	**Introduction Strategy (1)**	**Another Introduction Strategy (1)**	**Claim (2) clearly states the topic**	**Claim (2) clearly states the point of view**	**Topic Sentence (3) clearly states the main idea of the**	**Topic Sentence (3) clearly responds to the Claim (2)**	**Reason #1 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #1 (4)**	**Reason #2 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #2 (4)**	**Variety of Reasons and Evidence in the (4) and (5) Sentences**	**Relevance of Reasons and Evidence in the (4) and (5)**	**Topic Sentence (3) clearly states the main idea of the**	**Topic Sentence (3) clearly responds to the Claim (2)**	**Reason #3 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #3 (4)**	**Reason #4 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #4 (4)**	**Variety of Reasons and Evidence in the (4) and (5) Sentences**	**Relevance of Reasons and Evidence in the (4) and (5)**	**Restatement of the Claim**	**Conclusion Strategy (6)**	**Another Conclusion Strategy (6)**	**Transitions**	**Sentence Variety**	**¶ Indents, Formatting, and Neatness**	**Third Person Active Voice**	**Word Choice**	**Formal Writing**	**Grammar and Usage**	**Punctuation**	**Spelling**	**Citations and Format**

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Essay Recording Matrix
***Argue* Essay #8**
Common Core State Standard Writing 1.0

	Introduction Paragraph					Body Paragraph #1						Body Paragraph #2 with Counter-Argument/Refutation						Conclusion Paragraph				Writing Style and Conventions								
Student Names	**Introduction Strategy (1)**	**Another Introduction Strategy (1)**	**Claim (2) clearly states the topic**	**Claim (2) clearly states the point of view**	**Topic Sentence (3) clearly states the main idea of the**	**Topic Sentence (3) clearly responds to the Claim (2)**	**Reason #1 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #1 (4)**	**Reason #2 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #2 (4)**	**Variety of Reasons and Evidence in the (4) and (5) Sentences**	**Relevance of Reasons and Evidence in the (4) and (5)**	**Topic Sentence (3) clearly states the main idea of the**	**Topic Sentence (3) clearly responds to the Claim (2)**	**Reason #3 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #3 (4)**	**Reason #4 (4) clearly responds to the Topic Sentence (3)**	**Support Evidence (5) clearly responds to Reason #4 (4)**	**Variety of Reasons and Evidence in the (4) and (5) Sentences**	**Relevance of Reasons and Evidence in the (4) and (5)**	**Restatement of the Claim**	**Conclusion Strategy (6)**	**Another Conclusion Strategy (6)**	**Transitions**	**Sentence Variety**	**¶Indents, Formatting, and Neatness**	**Third Person Active Voice**	**Word Choice**	**Formal Writing**	**Grammar and Usage**	**Punctuation**	**Spelling**	**Citations and Format**

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Sentence Revisions

Sentence Revisions is a fast-paced, whole-class activity, designed for direct instruction. Used as a warm-up or transition activity, Sentence Revisions provides effective writing practice. The problem-solving format will challenge the divergent thinkers in your class and significantly improve student writing. Odd numbered activities focus on essay writing style, while even numbered activities focus on sentence variety. I suggest that you use this activity twice per week for the entire year. These activities nicely complement and reinforce the *Teaching Essay Strategies* worksheets. Each Sentence Revision activity should take no longer than ten minutes. Simply copy the worksheets for your students and make overhead transparencies for each activity.

Teaching Procedures

1. Read the *Teaching Hints* section before displaying the Sentence Revisions Opener. *Teaching Hints* is designed to equip the teacher "on the fly," so that no advance preparation is needed.

2. Announce the purpose of the activity by reading the *Revision* task out loud.

3. Then, tell students to copy down the *Definition* on their *Sentence Revision Worksheet* as you provide any necessary vocabulary help or build prior knowledge to help students understand the revision task.

4. Next, read and explain the *Example(s)* out loud.

5. Read out loud the revision task and sentence that begins with "Revise the following sentence…"

6. Tell students to re-write the sentence, according to the instructions, on the *Sentence Revision* section of their worksheet.

7. When students have finished, after a minute or two, solicit a few answer responses. Students will have many creative ways to complete the revision. Continue calling on students until all possible revisions have been shared, but tell students not to repeat answers. If students have not shared the revision listed under *Possible Answer*, share that one as well.

8. I suggest that you have students grade the Sentence Revision in this manner: Say, "If one of the answers that students share matches your own Sentence Revision, write down the points earned that I announce in the left margin. If you are unsure that your Sentence Revision is correct, leave it blank for me to grade." After a bit of practice, few students will leave their Sentence Revision ungraded. Make sure to deduct points if a student fails to copy down the entire *Definition*.

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Sentence Revisions Worksheet

Sentence Revision # ___ Definition: _____

_____

_____

Sentence Revision: _____

_____

Sentence Revision # ___ Definition: _____

_____

_____

Sentence Revision: _____

_____

Sentence Revision # ___ Definition: _____

_____

_____

Sentence Revision: _____

_____

Sentence Revision # ___ Definition: _____

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_____

Sentence Revision: _____

_____

Sentence Revision # ___ Definition: _____

_____

_____

Sentence Revision: _____

_____

Sentence Revision # ___ Definition: _____

_____

_____

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Sentence Revisions #1

Revision—Delete unnecessary **modifiers**.

Definition—An unnecessary **modifier** is an adjective or adverb that does not add meaning to the sentence.

Example:
You can express any particular point of view.
This sentence can be better revised as…
You can express any point of view.

Revise the following sentence by deleting unnecessary modifiers.
Paul is definitely the best candidate for the actual position.

Teaching Hints:
An adjective describes a noun or a pronoun—asking How Many? Which One? Or What Kind? An adverb describes an adjective, adverb, or verb—asking How? When? Where? Or What Degree? The following words frequently serve as unnecessary modifiers: *actual(ly)*, *basic(ally)*, *definite(ly)*, *general(ly)*, *kind of*, *particular(ly)*, *real(ly)*, *sort of*, *specific(ally)*, and *type of*.

Possible Answer:
Paul is the best candidate for the position.

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Sentence Revisions #2

Revision—Start a sentence with a **prepositional phrase**.

Definition—A **prepositional phrase** describes location, tells time, or shows a relationship. It begins with a preposition and ends with a connecting object (a noun or pronoun).

Examples:

- *Describes location*

Behind the cabinet, he found the missing piece.

- *Tells time*

During the game, the umpire made mistakes.

- *Shows a relationship*

Except for Steven, they all left the party early.

Revise the following sentence with a prepositional phrase sentence opener:

The rabbit escaped the farmer by going under the fence then through the cornfield.

Teaching Hints:

Place a comma after a prepositional phrase sentence opener when a noun or pronoun follows.

Possible Answer:

Under the fence then th

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Sentence Revisions #3

Revision—Delete unnecessary **introductory words** at the starts of sentences.

Definition—Introductory words are words or phrases that open sentences. At the beginning of a sentence, "It + to be verb" (*It is said that…*) or "There + to be verb" (*There are four friends who…*) are unnecessary introductory words.

Examples:

It is the teacher who assigns grades.
This sentence can be better revised as…
The teacher assigns grades.

Revise the following sentence:

There was shouting which woke everyone, so they went outside to investigate.

Teaching Hints:
The "It + to be verb" or "There + to be verb" introductory words are usually followed by a noun or pronoun and a relative clause beginning with *that*, *which*, or *who*. The "to-be" verbs include *is, am, are, was, were, be, being,* and *been*. Eliminate these introductory words by making the noun or pronoun the subject of the sentence, and delete the relative pronoun.

Possible Answer:
The shouting woke everyone, so they went outside to investigate.

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Sentence Revisions #4

Revision—Start a sentence with an **adverb**.

Definition—An **adverb** modifies the meaning of a verb, an adjective, or adverb. Adverbs answer these questions: How? When? Where? or What Degree? Many adverbs end in "ly."

Examples:

- *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.

Revise the following sentence:

She was quick to finish her homework.

Teaching Hints:

Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Possible Answer:

Quickly, she finished (f

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Sentence Revisions #5

Revision—Delete **circumlocutions**.

Definition—A **circumlocution** is a roundabout expression that does not add additional meaning to the sentence.

Example: It is altogether a real possibility that Ken and Maggie will marry.
This sentence can be better revised as…
Ken and Maggie may marry.

Revise the following sentence:
Is it absolutely necessary that you wash your hands before dinner?

Teaching Hints:
Common circumlocutions can frequently be substituted with the following key words: *because*, *about*, *must* or *should*, *can*, and *might* or *may*.
For example, replace *to the fact that* with *because*.
For example, replace *regarding the situation in which* with *about*.
For example, replace *it is important that* with *must* or *should*.
For example, replace *is able to* with *can*.
For example, replace *it is possible that* with *might* or *may*.

Possible Answer:
Must you wash hands before dinner?

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Sentence Revisions #6

Revision—Start a sentence with an **adverbial clause**.

Definition—An **adverbial clause** describes a verb, adjective, or adverb, answering How? When? Where? or What Degree?

Examples:

- *How?*

As the player practiced, she improved her skills.

- *When?*

Even after the dog ate, he crept outside.

- *Where?*

Everywhere that Mary went, the lamb went too.

- *What Degree?*

As much as she enjoys eating, she still is thin.

Revise the following sentence:

Bob phones his son; then he leaves for work.

Teaching Hints:

Adverbial clauses usually begin with these subordinating conjunctions: *after*, *although*, *as (if*, *long as*, *much as*, *soon as*, *though)*, *because*, *before*, *even (if*, *though)*, *how*, *if*, *in order that*, *once*, *since*, *so that*, *than*, *that*, *though*, *unless*, *until*, *when (ever)*, *where (ever)*, *whether*, *while*

Possible Answer:

Before leaving for work, Bob phones his son.

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Sentence Revisions #7

Revision—Delete **paired redundancies**.

Definition—A **paired redundancy** consists of two words, each of which implies the meaning of the other.

Example: The future plans of each individual remain uncertain.
This sentence can be better revised as…
Individual plans remain uncertain.

Revise the following sentence:
The terrible tragedy inspired change as an end result.

Teaching Hints:
Often used redundant pairs include the following: *each individual*, *end result*, *final ending*, *final result*, *future plans*, *past history*, *terrible tragedy*, *true facts*, and *unexpected surprise*.

Possible Answer:
The tragedy inspired change.

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Sentence Revisions #8

Revision—Start a sentence with an **adjective**.

Definition—An **adjective** describes a proper noun, common noun, or pronoun, answering How Many? Which One? or What Kind?

Examples:

- *How Many?*

Seventy-eight was a lot of napkins to fold.

- *Which One?*

Beautiful, the contestant won the pageant.

- *What Kind?*

Adventurous, the extreme snowboarder stayed on the slopes all day.

Revise the following sentence:

The young man was horrified, and he slowly backed away from the tarantula.

Teaching Hints:
When the adjective serving as a sentence opener is emphasized, it is followed by a comma.

Possible Answer:
Horrified, the young man slowly backed away from the tarantula.

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Sentence Revisions #9

Revision—Delete **redundant categories**

Definition—A **redundant category** refers to a specific word that suggests its own more general category and then unnecessarily lists that category.

Example:

The 1960s was an exciting period of time.
This sentence can be better revised as…
The 1960s was an exciting period.

Revise the following sentence:

The diamond earring was of cheap quality.

Teaching Hints:
For redundant categories, simply delete the general category and keep the word that suggests the category. The following are some common redundant categories: *cheap (expensive) quality*, *heavy (light) weight*, *huge (large, small) in size*, *in a confused state*, and *often times*.

Possible Answer:
The diamond earring was cheap.

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Sentence Revisions #10

Revision—Start a sentence with an **adjective phrase**.

Definition—An **adjective phrase** begins with an adjective and a group of related words. The adjective describes a proper noun, common noun, or pronoun, answering How Many? Which One? or What Kind?

Examples:

- *How Many?*

More than expected, the students arrived early.

- *Which One?*

The other candidate, Mr. So, won the campaign.

- *What Kind?*

Happy as always, the child amused herself.

Revise the following sentence:

The player was angered at the call and earned a technical foul.

Teaching Hints:
The adjective phrase is followed by a comma.

Possible Answer:
Angered at the call, the

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Sentence Revisions #11

Revision—Delete **restatements**.

Definition—A **restatement** is a phrase synonymous to something previously stated.

Example:
The girl in the corner—the one with the red hair—was talking loudly.
This sentence can be better revised as…
The red-hair girl in the corner was talking loudly.

Revise the following sentence:
The Dodgers and Giants were the two baseball teams that moved from New York to California to play baseball in the 1950s.

Teaching Hints:
Eliminate restatements by moving any essential information listed in a phrase to the main clause in the form of adjectives and adverbs.

Possible Answer:
The Dodgers and Giants moved from New York to California to play baseball in the 1950s.

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Sentence Revisions #12

Revision—Start a sentence with a **present participial phrase**.

Definition—The **present participial phrase** combines the base form of a verb + a __*ing* ending to indicate a continuous action.

Examples:

- *With a prepositional phrase*

Looking below the table, he sees a begging dog.

- *With an object*

Hitting the ball, she raced to first base.

- *With an adverb*

Falling rapidly, the climber clings to the rope.

Revise the following sentence:

As I walked under the bridge, I heard the rumble of the trucks passing overhead.

Teaching Hints:
When used to open a sentence, the __*ing* present participial phrase serves as an adjective. Place a comma after the present participle when used as a sentence opener.

Possible Answers:
Walking under the bridge, I kept hearing the rumble of the trucks passing overhead.
As I walked under the bridge, I kept hearing the rumble of the trucks passing overhead.

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Sentence Revisions #13

Revision—Substitute **adjectives** for adjective phrases.

Definition—An **adjective** describes a proper noun, common noun, or pronoun, answering How Many? Which One? or What Kind?

Example: The class showing the most improvement will win a pizza party.
This sentence can be better revised as…
The most improved class will win a pizza party.

Revise the following sentence:
Depressed because of the movie, the girl ate an entire bag of cookies.

Teaching Hints:
Move the key adjective listed in the phrase to the main clause. When beginning a sentence, the adjective is followed by a comma.

Possible Answer:
The depressed girl ate an entire bag of cookies because of the movie.

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Sentence Revisions #14

Revision—Start a sentence with a **past participial phrase**.

Definition—The **past participle** combines the base form of a verb + a __*d*, __*ed*, or __*en* ending to indicate that something happened in the past before another action.

Examples:

- *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.

Revise the following sentence:

He climbed into the arms of his mother after the noise had frightened him.

Teaching Hints:

When used to open a sentence, the past participial phrase serves as an adjective by dropping *has*, *have*, or *had* and combining with a prepositional phrase (*Hurt by her, I*...) or an adverb (*Taken quickly, the* ...). Usually place a comma after the past participle when used as a sentence opener.

Possible Answer:

Frightened by the noise

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Sentence Revisions #15

Revision—Change **clauses** to **phrases**.

Definition—A **clause** can be independent or dependent. An independent clause has a subject and a verb that expresses a complete thought. A dependent (subordinate) clause means that there is a subject and a verb that does not express a complete thought. A **phrase** is simply a group of related words.

Example: She won the scholarship because she volunteered service in her community.
This sentence can be better revised as…
She won the scholarship because of her community service.

Revise the following sentence:
Luis won the award, and then he gave an inspirational speech.

Teaching Hints:
Remove verbs in clauses and use transition words to convert the information to phrases.

Possible Answer:
After winning the award, Luis gave an inspirational speech.

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Sentence Revisions #16

Revision—Start a sentence with a **past perfect participle**.

Definition—A **past perfect participle** at the beginning of a sentence combines *Having* + the base form of a verb + a *__d*, *__ed*, or *__en* ending to indicate an action or a state of being happening or existing before the present.

Examples:

- *With a prepositional phrase*

Having listened to his dad, the son came home.

- *With an object*

Having witnessed the crime, I called the police.

- *With an adverb*

Having just finished, Matt felt unprepared.

Revise the following sentence:

I had just read the book and knew the ending.

Teaching Hints:

When used to open a sentence, the past perfect participial phrase serves as an adjective. Usually place a comma after the past perfect participle when used as a sentence opener.

Possible Answer:

Having just read the bo

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Sentence Revisions #17

Revision—Change **nominalizations** to verbs.

Definition—A **nominalization** is a noun phrase created from verbs or adjectives.

Example:
A teacher shortage is the biggest fear of the School Board.
This sentence can be better revised as…
The School Board fears a teacher shortage.
Revise the following sentence:
The goal of the student protest was the improvement of the cafeteria food.

Teaching Hints:
Nominalizations frequently use "to be" verbs in the noun phrase. To change a nominalization to a verb, try locating an action verb hidden in the nominalization and use it as the main verb.

Possible Answers:
The students protested to improve the cafeteria food.
To improve the cafeteria food, the students protested.

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Sentence Revisions #18

Revision—Start a sentence with an **infinitive**.

Definition—An **infinitive** is the base form of the verb with a *to* in front of that verb.

Examples:

- *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 pace himself.

Revise the following sentence:

Robin crawled under the bed and hid.

Teaching Hints:

The infinitive can serve as a noun, an adjective, or an adverb. Place a comma after the infinitive sentence opener, if a noun follows.

Possible Answer:

To hide, Robin crawled under the bed.

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Sentence Revisions #19

Revision—Change **"to be" verbs** to active verbs.

Definition—The forms of the **"to be" verbs** consist of *is, am, are, was, were, be, being,* and *been*.

Example:
The crime wave was a threat to the community.
This sentence can be better revised as…
The crime wave threatened the community.

Revise the following sentence:
We are continually exploring alternative energy sources.

Teaching Hints:
Change another word in the sentence to a verb form to eliminate the "to be verb." Try starting the sentence from another place in the sentence to remove the "to be verb."

Possible Answers:
We continue to explore alternative energy sources.
We continually explore alternative energy sources.

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Sentence Revisions #20

Revision—Start a sentence with an **infinitive phrase**.

Definition—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.

Examples:

- *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 screwdriver.

Revise the following sentence:

First, students need to learn multiplication before learning division.

Teaching Hints:

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

Possible Answer:

To learn how to divide,

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Sentence Revisions #21

Revision—Change **imprecise** words to **precise** words.

Definition—An **imprecise** word is a word that is too general to communicate effectively.

Example:
The white water rafting trip for the group was nice with some rapids.
This sentence can be better revised as…
The white water trip thrilled the group with two sets of terrifying Class IV rapids.

Revise the following sentence
Fifth grade students feel that teachers assign too much homework.

Teaching Hints:
Use precise (exact and specific) words in your writing. Avoid inexact words such as the following: *some, most, sometimes, frequently, often, usually, maybe, many, generally,* and *partially*.

Possible Answer:
Sixty percent of fifth grade students feel that their teachers assign too much homework.

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Sentence Revisions #22

Revision—Start a sentence with a **verb** before the subject.

Definition—A **verb** can mentally or physically act or expresses a state of being.

Examples:

- After a prepositional phrase

Along the path crawled a green and white insect.

- After an adverb

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

- After an adverbial phrase

More often wrote Rachel than did her boyfriend.

Revise the following sentence:

The endurance runner ran through the rainstorm.

Teaching Hints:

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.

Possible Answer:

Through the rainstorm [illegible]

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Sentence Revisions #23

Revision—Change **complex** words to **simple** words.

Definition—A **complex** word is an unnecessarily difficult or technical word that does not fit the style of writing.

Example:
The children enjoy playing with their new canine.
This sentence can be better revised as…
The children enjoy playing with their new dog.

Revise the following sentence:
The friends attempted to repair their fractured relationship but to no avail.

Teaching Hints:
Only use a difficult or technical word when a simpler word will not communicate the precise meaning intended. Make sure that the level of vocabulary fits with the writing as a whole. Also, be careful to use a word exactly as it is defined.

Possible Answer:
The friends tried to fix their broken relationship without success.

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Sentence Revisions #24

Revision—Start a sentence with a **direct object**.

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

Examples:
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.

Revise the following sentence:
All she wanted was a simple "thank you."

Teaching Hints:
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.

Possible Answer:
A simple "thank you" was all she wanted.

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Sentence Revisions #25

Revision—Change **passive** to **active voice**.

Definition—The **passive voice** indicates that the subject receives the action. The **active voice** is used when the subject performs the action.

Example: The notes *are used* by Johnny to prepare for the test.
This sentence can be better revised as…
Johnny *uses* the notes to prepare for the test. Or Johnny prepares for the test by using notes.

Revise the following sentence:
It was decided by me to follow her advice.

Teaching Hints:
Write in the active voice, not the passive, whenever possible. Use the passive voice only when the "do-er" is unknown or unimportant. Removing a "to be" verb can often change the passive to active voice.

Possible Answer:
I decided to follow her advice.

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Sentence Revisions #26

Revision—Start a sentence with a **gerund**.

Definition—A **gerund** is the __*ing* form of the verb that serves as the subject of the sentence.

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

Revise the following sentence:
Gum disease and tooth decay can be prevented by flossing.

Teaching Hints:
Usually do not place a comma after the gerund when used as a sentence opener. If a gerund is used to begin a compound sentence, the other independent clauses should also begin with gerunds to keep parallel structures.

Possible Answer:
Flossing prevents both gum disease and tooth decay.

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Sentence Revisions #27

Revision—Change **passive** to **active voice**.

Definition—The **passive voice** indicates that the subject receives the action. The **active voice** is used when the subject performs the action.

Example:
We had been given warnings by the teacher over the last three weeks.
This sentence can be better revised as…
The teacher gave us warnings over the last three weeks.

Revise the following sentence:
They are frequently visited by their good friends.

Teaching Hints:
Write in the active voice, not the passive, whenever possible. Use the passive voice only when the "do-er" is unknown or unimportant. Removing a "to be" verb can often change the passive to active voice.

Possible Answer:
Their good friends frequently visit them.

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Sentence Revisions #28

Revision—Start a sentence with a **gerund phrase**.

Definition—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.

Examples:

- *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.

Revise the following sentence:

Luis ate ten deviled eggs and these made him sick to his stomach.

Teaching Hints:

Usually do not place a comma after the gerund phrase when used as a sentence opener.

Possible Answer:

Eating the ten deviled e

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Sentence Revisions #29

Revision—Rearrange an order of events **chronologically** from old to new.

Definition—Chronologically refers to the order of time, from older events to newer ones.

Example:
Mary asked if she could go with us, later she got permission from her parents, but before both she had cancelled her plans.
This sentence can be better revised as…
First, Mary cancelled her plans. Then she asked if she could go with us. Later, she got permission from her parents.

Revise the following sentence:
Later I would be hungry, but earlier I hadn't planned on eating, so now I am having dinner.

Teaching Hints:
Use transition words such as *first*, *second*, *later*, *next*, *before*, *for one*, *for another*, *previously*, *then*, *finally*, *following*, *since*, and *now* to establish a time sequence from old to new.

Possible Answer:
At first I hadn't planned on eating, but now I am eating dinner, since I would be hungry later.

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Sentence Revisions #30

Revision—Start a sentence with a **noun clause**.

Definition—A **noun clause** is a group of words with a subject and a verb that serves as one of the following in a sentence: as the subject, as a complement, or as the object of a preposition.

Example:

- *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.

Revise the following sentence:

For me, it is fine whenever you want to leave.

Teaching Hints:

These words frequently begin noun clauses: *How*, *However*, *What*, *Whatever*, *When*, *Whenever*, *Where*, *Wherever*, *Which*, *Whichever*, *Who*, *Whoever,* and *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.

Possible Answer:

Whenever you want to

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Sentence Revisions #31

Revision—Avoid putting too many words and phrases between the *had* and the base form of a verb + a __*d*, __*ed*, or __*en* ending.

Definition—A past perfect verb tense combines *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 that was completed before a specific time in the past.

Example:
John had frequently, especially on holidays, started to window shop on his lunch hours.
This sentence can be better revised as…
John had started window shopping on his lunch hours, especially on holidays.

Revise the following sentence:
Bob and Rae had by the time the teacher passed out the test study guide finished their study.

Teaching Hints:
Don't place many words between *had* and the base form of a verb + a __*d*, __*ed*, or __*en* ending.

Possible Answer:
Bob and Rae had finish

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Sentence Revisions #32

Revision—Start a sentence with a **nominative absolute**.

Definition—A **nominative absolute** has a possessive pronoun (*my*, *mine*, *our*, *your*, *his*, *her*, or *their*) followed by a past participle (__*d*, __*ed*, or __*en* ending) without the *has*, *have*, or *had* helping verb.

Examples:
His friends angry and frustrated, Paul promised to change his behavior.
Her food already eaten, she did the dishes.
My body broken and bruised, I continue to play.

Revise the following sentence:
I tried to restore my confidence after my self-esteem was crushed.

Teaching Hints:
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.

Possible Answer:
My self-esteem crushed, I sought to restore my confidence.

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Sentence Revisions #33

Revision— Rearrange to eliminate **dangling modifiers** at the beginnings of sentences.

Definition—A **dangling modifier** is a description that does not have a clear connection with the word it describes.

Example:
Tossed high into the sky, the dog caught the Frisbee.
This sentence can be better revised as…
The dog caught the Frisbee, which had been tossed high into the sky.

Revise the following sentence:
When just eight years old, my grandmother let me walk to the neighborhood store.

Teaching Hints:
Dangling modifiers can appear at the beginning of sentences. A dangling modifier usually includes a present participle "__ing" ending or an infinitive "to-base form" verb. Place the doer of the sentence as the subject of the independent clause or combine the phrase and independent clause.

Possible Answer:
My grandmother let me walk to the neighborhood store when I was just eight years old.

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Sentence Revisions #34

Revision—Start a sentence with a **prepositional phrase**.

Definition—A **prepositional phrase** describes location, tells time, or shows a relationship. It begins with a preposition and ends with a connecting object (a noun or pronoun).

Examples:

- *Describes location*

Behind the cabinet, he found the missing piece.

- *Tells time*

During the game, the umpire made mistakes.

- *Shows a relationship*

Except for Steven, they left the party early.

Revise the following sentence with a prepositional phrase sentence opener:

Joseph walked past the yard into the garden.

Teaching Hints:

Place a comma after a prepositional phrase sentence opener when a noun or pronoun follows.

Possible Answer:

Past the yard, Joseph walked into the garden.

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Sentence Revisions #35

Revision— Rearrange to eliminate **dangling modifiers** at the ends of sentences.

Definition—A **dangling modifier** is a description that does not have a clear connection with the word it describes.

Example:
The gentleman found the coin walking down the street.
This sentence can be better revised as…
Walking down the street, the gentleman found the coin.

Revise the following sentence:
Doctors will need to call it a flu epidemic if not stopped soon.

Teaching Hints:
Dangling modifiers can appear at the end of sentences. A dangling modifier usually includes a present participle "-ing" ending or an infinitive "to-base form" verb. Place the doer of the sentence as the subject of the independent clause or combine the phrase and independent clause.

Possible Answer:
If the flu does not stop soon, doctors will need to call it an epidemic.

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Sentence Revisions #36

Revision—Start a sentence with an **adverb**.

Definition—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."

Examples:

- *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.

Revise the following sentence:

James completed his chores everyday.

Teaching Hints:

Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Possible Answer:

Everyday James compl

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Sentence Revisions #37

Revision— Rearrange to eliminate **squinting modifiers**.

Definition— A **squinting modifier** is a word or phrase placed between two words so that it could be misunderstood to describe either word.

Example:
I said tonight after seven you had better call me.
This sentence can be better revised as…
I said you had better call me after seven tonight.

Revise the following sentence:
John promised to never listen to her advice.

Teaching Hints:
Squinting modifiers can appear in any part of the sentence. Placing the modifier immediately before or after the words that it describes will usually solve the problem.

Possible Answer:
John promised never to listen to her advice.

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Sentence Revisions #38

Revision—Start a sentence with an **adverbial clause**.

Definition—An **adverbial clause** describes a verb, adjective, or adverb, answering How? When? Where? or What Degree?

Examples:

- *How?*

As the player practiced, she improved her skills.

- *When?*

Even after the dog ate, he crept outside.

- *Where?*

Everywhere that Mary went, the lamb went too.

- *What Degree?*

As much as she enjoys eating, she still is thin.

Revise the following sentence:

Theo tapped his foot while the band performed.

Teaching Hints:

Adverbial clauses usually begin with these subordinating conjunctions: *after*, *although*, *as (if, long as, much as, soon as, though)*, *because*, *before*, *even (if, though)*, *how*, *if*, *in order that*, *once*, *since*, *so that*, *than*, *that*, *though*, *unless*, *until*, *when(ever)*, *where(ever)*, *whether*, *while*

Possible Answer:

While the band perform

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Sentence Revisions #39

Revision—Rearrange a sentence, placing a **transition** at the beginning of an independent clause to vary the rhythm of a paragraph.

Definition—A **transition** is a word or phrase that indicates a change or connection.

Example:
More Americans watch movies at home than in a theater. Theater ticket sales are strong.
This sentence can be better revised as…
More Americans watch movies at home than in a theater. Still, theater ticket sales are strong.

Revise the following sentences:
The chocolate ice cream tastes good. The vanilla is better. The strawberry is best.

Teaching Hints:
Placing a transitional word at the beginning of an independent clause can emphasize a change from or connection to another sentence. Following are common transition words or phrases: accordingly, afterall, afterward, also, although, and, but, consequently, despite, earlier, even though, for example, for instance, however, in conclusion, in contrast, in fact, in the meantime, in the same way, indeed, just as... so, meanwhile, moreover, nevertheless, not only... but also, now, on the contrary, on the other hand, on the whole, otherwise, regardless, shortly, similarly, specifically, still, that is, then, therefore, though, thus, yet

Possible Answer:
The chocolate ice crean

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Sentence Revisions #40

Revision—Start a sentence with an **adjective**.

Definition—An **adjective** describes a proper noun, common noun, or pronoun, answering How Many? Which One? or What Kind?

Examples:

- *How Many?*

Seventy-eight was a lot of napkins to fold.

- *Which One?*

Beautiful, the contestant won the pageant.

- *What Kind?*

Adventurous, the extreme snowboarder stayed on the slopes all day.

Revise the following sentence:

The children were excited and ran out to recess to play jump rope.

Teaching Hints:
When the adjective serving as a sentence opener is emphasized, it is followed by a comma.

Possible Answer:
Excited, the children ran out to recess to play jump rope.

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Sentence Revisions #41

Revision—Change a series of words or phrases in a sentence or paragraph to form **parallel** structures.

Definition—The term **parallelism** refers to a repeated grammatical construction.

Example:
Swimming, to play tennis, and the basketball team are popular sports at the high school.
This sentence can be better revised as…
Swimming, tennis, and basketball are popular sports at the high school.

Revise the following sentence:
They waited for an answer, hoped for a positive response, but were preparing for what would be the worst.

Teaching Hints:
When using a series of phrases, put them in parallel form, i.e. the same grammatical construction, so that the reader can easily identify the relationship of the phrases in the series. For example, repeat the same parts of speech and verb tenses. Proofread an essay, pausing at coordinating conjunctions (FANBOYS) to see if connected items are parallel.

Possible Answer:
They waited for an ans

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Sentence Revisions #42

Revision—Start a sentence with an **adjective phrase**.

Definition—An **adjective phrase** begins with an adjective followed by a group of related words. The adjective describes a proper noun, common noun, or pronoun, answering How Many? Which One? or What Kind?

Examples:

- *How Many?*

More than expected, the students arrived early.

- *Which One?*

The other candidate, Mr. So, won the campaign.

- *What Kind?*

Happy as always, the child amused herself.

Revise the following sentence:

New recruits were challenged by the Marine boot camp, which was harder than ever.

Teaching Hints:
If beginning a sentence with an adjective phrase, place the proper noun, common noun, or pronoun immediately following.

Possible Answer: H

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Sentence Revisions #43

Revision—Change a series of clauses in a sentence or paragraph to form **parallel** structures.

Definition—The term **parallelism** refers to a repeated grammatical construction.

Example:
His teacher told him that he would have to do the extra credit and for him to finish the project.
This sentence can be better revised as…
His teacher told him that he would have to do the extra credit and that he would have to finish the project.

Revise the following sentence:
Did you find out who donated the food and what person donated the sodas for the class party?

Teaching Hints:
When using a series of phrases, put them in parallel form, i.e. the same grammatical construction, so that the reader can easily identify the relationship of the phrases in the series. For example, repeat the same parts of speech and verb tenses. Proofread an essay, pausing at coordinating conjunctions (FANBOYS) to see if connected items are parallel.

Possible Answer:
Did you find out who d

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Sentence Revisions #44

Revision—Start a sentence with a **present participial phrase**.

Definition—The **present participial phrase** combines the base form of a verb + a __*ing* ending to indicate a continuous action.

Examples:

- *With a prepositional phrase*

Looking below the table, he sees a begging dog.

- *With an object*

Hitting the ball, she raced to first base.

- *With an adverb*

Falling rapidly, the climber clings to the rope.

Revise the following sentence:

They hiked carefully and stayed to the well-defined trail.

Teaching Hints:
When used to open a sentence, the __*ing* present participial phrase serves as an adjective by combining with one of the following: a prepositional phrase, an object, or an adverb. Place a comma after the present participle when used as a sentence opener.

Possible Answer:
Hiking carefully, they stayed to the well-defined trail.

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Sentence Revisions #45

Revision—Make words, phrases, or clauses parallel when joined by **coordinating conjunctions**.

Definition—A **coordinating conjunction** connects words, phrases, or clauses with related meanings. The acronym, FANBOYS (For-And-Nor-But-Or-Yet-So), stands for the common two or three-letter coordinating conjunctions.

Example:
Smoking can result in lung disease or even be deadly.
This sentence can be better revised as…
Smoking can result in lung disease or even in death.

Revise the following sentence:
You should talk less and try listening more.

Teaching Hints:
Use the same parts of speech and verb tenses before and after coordinating conjunctions to form good parallel structures.

Possible Answer:
You should talk less and

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Sentence Revisions #46

Revision—Start a sentence with a **past participle**.

Definition—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 before another action.

Examples:

- *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.

Revise the following sentence:

They gave her a medal as a prize, and she thanked the group.

Teaching Hints:

When used to open a sentence, the past participial phrase serves as an adjective by dropping *has*, *have*, or *had* and combining with a prepositional phrase (*Hurt by her, I*...) or an adverb (*Taken quickly, the* ...). Usually place a comma after the past participle when used as a sentence opener.

Possible Answer:

Given a medal as a priz

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Sentence Revisions #47

Revision—Make words, phrases, or clauses following **correlative conjunctions** parallel.

Definition—Correlative conjunctions are a pair of conjunctions used in the same sentence that indicate a certain relationship.

Example:

Kristen seems either unwilling or seems to be not able to complete the job.
This sentence can be better revised as…
Kristen seems either unwilling or unable to complete the job.

Revise the following sentence:

Maggie visited not only her mother, but has also been seeing her cousin in Durango.

Teaching Hints:
Common correlative conjunctions include the following: *both…and*, *not only…but also*, *either…or*, *whether…or, neither…*nor. Avoid repeating a verb after coordinating conjunctions as this creates an unbalanced sentence. Use the same parts of speech to maintain parallelism.

Possible Answer:
Maggie visited not only her mother, but also her cousin in Durango.

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Sentence Revisions #48

Revision—Start a sentence with a **past perfect participle**.

Definition—A **past perfect participle** at the beginning of a sentence combines *Having* + the base form of a verb + a *__d*, *__ed*, or *__en* ending to indicate an action or a state of being happening or existing before the present.

Examples:

- *With a prepositional phrase*

Having listened to his dad, the son came home.

- *With an object*

Having witnessed the crime, I called the police.

- *With an adverb*

Having just finished, Matt felt unprepared.

Revise the following sentence:

She found the problem, and now she must fix it.

Teaching Hints:

When used to open a sentence, the past perfect participial phrase serves as an adjective. Usually place a comma after the past perfect participle when used as a sentence opener.

Possible Answer:

Having found the probl

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Sentence Revisions #49

Revision—Make **noun constructions** parallel.

Definition—A **noun construction** is any grammatical form of a person, place, or thing.

Example: The care of the sick, giving to the poor, and protection of the children are all American values.

This sentence can be better revised as…

Caring for the sick, giving to the poor, and protecting children are all American values.

Revise the following sentence:

The fact that she witnessed the crash, her lack of concern, and leaving the accident scene hurt her case.

Teaching Hints:

Keep noun constructions short and simple when used in a series. Longer noun constructions in lists tend to confuse the reader.

Possible Answer:

Witnessing the crash, lacking concern, and leaving the accident hurt her case.

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Sentence Revisions #50

Revision—Start a sentence with an **infinitive**.

Definition—An **infinitive** is the base form of the verb with a *to* in front of that verb.

Examples:

- *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 pace himself.

Revise the following sentence:

A study guide will help John prepare.

Teaching Hints:

The infinitive can serve as a noun, an adjective, or an adverb. Place a comma after the infinitive sentence opener, if a noun follows.

Possible Answer:

To prepare, a study guide will help John.

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Sentence Revisions #51

Revision—Make items in a list **parallel**.

Definition—Lists must follow a similar grammatical structure and a logical order.

Example:
This food you should order: bananas, potato chips to munch on, and let's have hamburgers.
This sentence can be better revised as…
Order this food: bananas, potato chips, and hamburgers.

Revise the following sentence:
The following are: lemonade, iced-tea, and root beer floats as favorite summer drinks.

Teaching Hints:
Items given in a list are frequently followed by a colon. Use a colon at the end of an independent clause to introduce information to explain the clause. Never follow a verb with a colon. Use the same parts of speech in a list to maintain parallelism. Use chronological, short to long phrases, specific to general, or alphabetical sequencing in lists.

Possible Answer:
Following are favorite summer drinks: lemonade, iced-tea, and root beer floats.

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Sentence Revisions #52

Revision—Start a sentence with an **infinitive phrase**.

Definition—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.

Examples:

- *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 screwdriver.

Revise the following sentence:

Mrs. Smith changed the dog's behavior by using both rewards and punishments.

Teaching Hints:

Place a comma after the sentence opener, if a noun follows.

Possible Answer:

To change the dog's be

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Sentence Revisions #53

Revision—Combine short, choppy sentences using **coordination**.

Definition—The term **coordination** refers to joining sentences with coordinating conjunctions.

Example:
The jury was deadlocked. They called a mistrial.
This sentence can be better revised as…
The jury was deadlocked, so they called a mistrial.

Revise the following sentences:
Many are called. Few are chosen. Fewer still are dedicated to completing the task.

Teaching Hints:
Avoid repeating short, choppy sentences by combining them with coordinating conjunctions. The acronym, FANBOYS (For-And-Nor-But-Or-Yet-So), may help you remember the common two or three-letter coordinating conjunctions.

Possible Answer:
Many are called, but few are chosen, and fewer still are dedicated to completing the task.

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Sentence Revisions #54

Revision—Start a sentence with a **verb** before the subject.

Definition—A **verb** can mentally or physically act or expresses a state of being.

Examples:

- 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.

Revise the following sentence:

The flooding came after the rainstorm.

Teaching Hints:

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.

Possible Answer:

After the rainstorm came the flooding.

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Sentence Revisions #55

Revision—Combine short, choppy sentences by replacing one of the sentences with a **subordinate clause** at the start of the sentence.

Definition—The term **subordinate clause** refers to a dependent clause that is subordinated (in a position of less importance) to a connecting independent clause.

Example:
My friends saw the show. They watched the show a second time. They saw it with me.
This sentence can be better revised as…
Although my friends had already seen it, they watched the show again with me.

Revise the following sentences:
The longer commute costs more. It is worth it.

Teaching Hints:
Following are words or phrases that begin subordinate clauses: *after*, *although*, *as*, *as if*, *as long as*, *as much as*, *as soon as*, *as though*, *because*, *before*, *but*, *even if*, *even though*, *except*, *how*, *if*, *in order that*, *once*, *since*, *so that*, *than*, *that*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *whether*, *while*. A comma is placed after the subordinate clause, if it begins a sentence.

Possible Answers:
Even though it costs more, the longer commute to work is worth it.
The longer commute co

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Sentence Revisions #56

Revision—Start a sentence with a **direct object**.

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

Examples:
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.

Revise the following sentence:
They craved beef and roast potatoes for dinner.

Teaching Hints:
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.

Possible Answer:
Beef and roast potatoes they craved for dinner.

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Sentence Revisions #57

Revision—Combine short, choppy sentences by replacing one of the sentences with a **subordinate clause** at the end of the sentence.

Definition—The term **subordinate clause** refers to a dependent clause that is subordinated (in a position of less importance) to a connecting independent clause.

Example:
Nell saw him. Immediately, she left the room.
This sentence can be better revised as…
Nell left the room, as soon as she saw him.

Revise the following sentences:
Gasoline prices have increased. Many commuters now carpool.

Teaching Hints:
Following are words or phrases that begin subordinate clauses: *after*, *although*, *as*, *as if*, *as long as*, *as much as*, *as soon as*, *as though*, *because*, *before*, *but*, *even if*, *even though*, *except*, *how*, *if*, *in order that*, *once*, *since*, *so that*, *than*, *that*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *whether*, *while*. A comma is placed after the subordinate clause, if it begins a sentence.

Possible Answer:
Many commuters now carpool because of the increasing cost of gasoline.

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Sentence Revisions #58

Revision—Start a sentence with a **gerund**.

Definition—A **gerund** is the __*ing* form of the verb that serves as the subject of the sentence.

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

Revise the following sentence:
One of the best forms of exercise is swimming.

Teaching Hints:
Usually do not place a comma after the gerund when used as a sentence opener.

Possible Answer:
Swimming is one of the best forms of exercise.

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Sentence Revisions #59

Revision—Combine choppy sentences using **relative clauses**.

Definition—A relative clause is a dependent clause that restricts the meaning of the independent clause of the sentence.

Example:
Chevy gave the man his cane. He was the one who limped.
This sentence can be better revised as…
Chevy gave the cane to the man who limped.

Revise the following sentences:
I had identified it. I knew it would be that one.

Teaching Hints:
Relative clauses begin with these pronouns: *which*, *who*, *whoever*, *whom*, *that*, and *whose*.
Is it *who* or *whom*? The pronoun *who* is in the subject (nominative) case. The *who* takes the role of the subject.
Trick—Try substituting *he* for *who* and rephrase, if necessary. If it sounds right, use the *who*.
The pronoun *whom* is in the objective case. In other words, it is takes the place of the direct object, the indirect object of the verb, or the object of the preposition.
Trick—Try substituting *him* for *whom* and rephrase, if necessary. If it sounds right, use *whom*.
Is it *that* or *which*? The pronoun *that* can refer to people or things; the pronoun *which* can only refer to things. Use the pronoun *that* when the clause is needed to understand the rest of the sentence. Use the pronoun *which* in clauses that provide additional, but not necessary information.

Possible Answer:
I knew it would be the

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Sentence Revisions #60

Revision—Start a sentence with a **gerund phrase**.

Definition—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.

Examples:

- *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.

Revise the following sentence:

When I listen to the band, I always want to practice more.

Teaching Hints:

Usually do not place a comma after the gerund phrase when used as a sentence opener.

Possible Answer:

Listening to the band al

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Sentence Revisions #61

Revision—Combine choppy sentences using **participles**.

Definition—A **present participle** is a verb that ends in __*ing* and a **past participle** is a verb that ends in __*d*, __*ed*, or __*en*.

Example:
Tim was excited to hear from his brother. He had to continue to smile.
This sentence can be better revised as…
Excited to hear from his brother, Tim could not stop smiling.

Revise the following sentences:
The dog had eaten the pie. It was to be tonight's special dessert.

Teaching Hints:
Present and past participles used in phrases serve as adjectives. Avoid putting too many words and phrases between the subject and its present or past participle. These additional words can make identifying the subject difficult for the reader.

Possible Answer:
Eaten by the dog, the pie was to be tonight's special dessert.

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Sentence Revisions #62

Revision—Start a sentence with a **noun clause**.

Definition—A **noun clause** is a group of words with a subject and a verb that serves as one of the following in a sentence: as the subject, as a complement, or as the object of a preposition.

Example:

- *As the subject of a sentence*

What the student said was very inappropriate.

- *As a complement*

When he wants to serve, the chef already knows.

- *As an object of the preposition*

On whichever horse she bets, she always wins.

Revise the following sentence:

He or she will need the support of all citizens, no matter whom the voters elect.

Teaching Hints:

These words frequently begin noun clauses: *How*, *However*, *What*, *Whatever*, *When*, *Whenever*, *Where*, *Wherever*, *Which*, *Whichever*, *Who*, *Whoever,* and *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.

Possible Answer:

Whomever the voters e

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Sentence Revisions #63

Revision—Combine choppy sentences using **prepositional phrases**.

Definition—A **prepositional phrase** describes location, tells time, or shows a relationship. It begins with a preposition and ends with a connecting object (a noun or pronoun).

Example:
Norm saw the movie. Then he ate dinner.
These sentences can be better revised as…
After the movie, Norm ate dinner.

Revise the following sentences:
There is a newspaper stand. The market is nearby. So is the flower stand.

Teaching Hints:
Place a comma after a prepositional phrase sentence opener when a noun or pronoun follows. Leave off the comma if the noun or pronoun follows the prepositional phrase sentence opener.

Possible Answer:
The newspaper stand was near the market and the flower stand.

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Sentence Revisions #64

Revision—Start a sentence with a **nominative absolute**.

Definition—A **nominative absolute** has a possessive pronoun (*my*, *mine*, *our*, *your*, *his*, *her*, or *their*) followed by a past participle (__*d*, __*ed*, or __*en* ending) without the *has*, *have*, or *had* helping verb.

Examples:
His friends angry and frustrated, Paul promised to change his behavior.
Her food already eaten, she did the dishes.
My body broken and bruised, I continue to play.

Revise the following sentence:
Sarah had to light a candle because the lamp was broken.

Teaching Hints:
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.

Possible Answer:
Her lamp broken, Sarah had to light a candle.

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Rhetorical Stance Quick Writes

Rhetorical Stance Quick Writes is a whole class instructional activity that takes about ten minutes to complete. This activity works well as an "opener" twice per week to teach and help students practice the elements of rhetorical stance: voice, audience, purpose, and form.

Preparation and Teaching Procedures

1. Use your classroom projector to display the Rhetorical Stance Quick Writes pages.
2. Find an exemplary student writing response for each lesson and add it to the Student Model section. Of course, ask permission of the author. The first quick write provides an example.
3. Post the previous quick write lesson with the Student Model. Take two minutes to read the writing response and explain how it addresses one or more elements of rhetorical stance.
4. Post the new Rhetorical Stance Quick Write and quickly clarify any of the directions. Allow students eight minutes to complete the assignment. Collect and enjoy reading your students' work.

What to Emphasize in Rhetorical Stance Instruction and Evaluation

Voice—Some would define *voice* at that intangible which makes one's writing unique, personal, and honest. I define *voice* a bit more globally, encompassing style, point of view, tone, and diction (word choice). Students need to practice mimicking other voices to refine their own voices. Additionally, students need to be able to manipulate their voices to best suit the audience, purpose, and form. Choose student models to share that will broaden your students' understanding of voice and encourage students to mimic these examples and the voices of other writers. Why not introduce a video clip of Martin Luther King, Jr. to inspire students to mimic his poetic, emotional, and hopeful voice prior to a relevant quick write?

Audience—Students need to understand that all writing is interactive communication. The *other* is the writer, himself, as reader and any *others* with whom the writer shares the work. Students all too frequently learn to write to the teacher as their exclusive audience. This practice tends to de-personalize student writing and limit development of voice. Choose student models to share that use a voice that engages and is particularly appropriate to the audience. Ask students to identify which parts of the writing response specifically address the defined audience and why.

Purpose—***Teaching Essay Strategies*** uses eight key writing direction words (*describe*, *explain*, *discuss*, *compare-contrast*, *analyze*, *persuade*, *justify*, and *evaluate*) as the action words of each writing prompt in Writing Strategy Worksheets 11–42. These same writing direction words are used on a rotating basis (eight times each) as the *purpose* components in the 64 Rhetorical Stance Quick Writes. Use the following Writing Direction Words page and the Writing Posters to remind students of each definition, as is necessary.

Form—Although the academic essay becomes the predominate form of composition beginning in the intermediate elementary years and continuing through college, facility in other writing forms is certainly necessary to develop voice, writing fluency, and writing dexterity. Additionally, writing practice using a variety of forms will improve reading comprehension across a wide variety of genres.

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Rhetorical Stance Quick Writes #1

Voice: Idealistic and inspirational

Audience: A class of third-graders

Purpose: Describe the kind of world in which you hope these students will live as adults.

Form: A short speech

Student Model

I have a dream
that one day you will all live in a world in which wars are found only in the history books
that you will see a world in which there are no more children who go to bed hungry
that you will enjoy a world in which there is more laughter than tears.
I have a dream.
Someday soon. You will know what it's like to have children of your own.
Someday soon. You will understand what it's like to worry about their futures.
Someday soon. You will hope for a better world for your children, just as I hope for you.
I have a dream. Dreams can become real.

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Rhetorical Stance Quick Writes #2

Voice: Informative and/or precise (specific and exact)

Audience: A movie star who has never cooked a meal, nor made a sandwich in her whole life.

Purpose: Explain how to make a peanut butter and jelly sandwich.

Form: A recipe with needed ingredients and step-by-step directions

Student Model

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Rhetorical Stance Quick Writes #3

Voice: Even-handed (treats both sides of an issue fairly) and/or objective (shows no opinion or bias)

Audience: A consumer who has never owned a cell phone

Purpose: Discuss the advantages and disadvantages of a particular cell phone.

Form: A two-sided pros and cons list

Student Model

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Rhetorical Stance Quick Writes #4

Voice: Assertive (to insist forcefully) and/or confident

Audience: The editor of *Rolling Stone*, the music magazine

Purpose: Compare and contrast two popular music styles.

Form: A record review sent as an application for a job

Student Model

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Rhetorical Stance Quick Writes #5

Voice: Envious (to desire what one does not have) and/or resentful (to feel hurt or offended)

Audience: Students and parents who read the school yearbook

Purpose: Analyze why someone is popular.

Form: A note about a fellow student that you write in a friend's school yearbook

Student Model

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Rhetorical Stance Quick Writes #6

Voice: Compromising and/or convincing

Audience: Two neighbors shouting at each other

Purpose: Persuade two people who disagree about something to agree.

Form: A neighborly discussion

Student Model

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Rhetorical Stance Quick Writes #7

Voice: Unyielding (won't give up) and/or insistent (demanding action)

Audience: A mayor and city council of a town considering the purchase of red-light cameras.

Purpose: Justify using red-light cameras to catch traffic violators.

Form: A budget proposal from the police department

Student Model

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Rhetorical Stance Quick Writes #8

Voice: Double-minded (unsure of one's position) and/or undecided

Audience: A visiting state health officer

Purpose: Evaluate the quality of your school's cafeteria food.

Form: A survey with questions and your answers

Student Model

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Rhetorical Stance Quick Writes #9

Voice: Fearful and/or foreboding (a sense that something bad is about to happen)

Audience: A friend who used to live next door to you

Purpose: Describe a memorable storm that you both experienced years ago

Form: A phone call

Student Model

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Rhetorical Stance Quick Writes #10

Voice: Methodical (step by step) and/or thorough

Audience: Your grandparents who do not own a computer

Purpose: Explain how to turn on a computer and open a word processing document.

Form: A technical manual for non-technical people

Student Model

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Rhetorical Stance Quick Writes #11

Voice: Warm (nice and kind) and/or sympathetic (feeling for another person)

Audience: Oprah and her studio audience

Purpose: Discuss the challenges of being part of a large family.

Form: An Oprah interview in which she asks about your perspective of being one of six children

Student Model

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Rhetorical Stance Quick Writes #12

Voice: Subjective (showing bias) and/or prejudiced (judging ignorantly)

Audience: A school counselor

Purpose: Compare and contrast two possible colleges for which you have applied.

Form: A letter of recommendation for college

Student Model

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Rhetorical Stance Quick Writes #13

Voice: Measured (responding in a reserved way) and/or balanced

Audience: Members of an environmental organization

Purpose: Analyze what it would take to fix an important world problem.

Form: A slogan on a computer advertising banner ad

Student Model

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Rhetorical Stance Quick Writes #14

Voice: Unyielding and/or contentious (provoking an argument)

Audience: Online friend from another city

Purpose: Persuade others that your school or team is best.

Form: Your friends on myspace™

Student Model

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Rhetorical Stance Quick Writes #15

Voice: Cautious and/or calculated (having considered the costs and benefits)

Audience: The governor of your state

Purpose: Justify shortening the school year.

Form: An introduction to a letter

Student Model

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Rhetorical Stance Quick Writes #16

Voice: Pretentious (someone who is acts as a "know it all") and/or arrogant (someone who thinks he is superior)

Audience: Gamers on a forum

Purpose: Evaluate a popular video game.

Form: Post on a gaming forum

Student Model

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Rhetorical Stance Quick Writes #17

Voice: Whining and/or complaining

Audience: Your mother

Purpose: Describe your horrible day

Form: A text message

Student Model

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Rhetorical Stance Quick Writes #18

Voice: Amused and/or entertained

Audience: The four-year-old girl you are babysitting

Purpose: Explain that the gum she swallowed really won't grow into a gum tree in her stomach.

Form: A brief health lesson

Student Model

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Rhetorical Stance Quick Writes #19

Voice: Generous (to give freely) and/or yielding (to give in)

Audience: Readers of your local newspaper

Purpose: Discuss the good and bad points about where you live.

Form: A feature article in the community section of your local newspaper

Student Model

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Rhetorical Stance Quick Writes #20

Voice: Scientific and/or business-like

Audience: University education professors

Purpose: Compare and contrast two favorite teachers.

Form: A questionnaire from a local teacher-training university

Student Model

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Rhetorical Stance Quick Writes #21

Voice: Blaming and/or judgmental

Audience: Mostly fellow students, but also some snooping parents

Purpose: Analyze why some students are more successful than others.

Form: A discussion thread online

Student Model

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Rhetorical Stance Quick Writes #22

Voice: Emphatic (strongly expressed) and/or sure

Audience: Your parents and siblings (brothers or sisters)

Purpose: Persuade your parents to raise your allowance or to change a house rule.

Form: A family meeting

Student Model

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Rhetorical Stance Quick Writes #23

Voice: Realistic and/or practical

Audience: Students, parents, and teachers who read the school newspaper

Purpose: Justify why teenagers should be able to drive before their eighteenth birthdays.

Form: An editorial in your school newspaper

Student Model

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Rhetorical Stance Quick Writes #24

Voice: Philosophical and/or reserved (unemotional)

Audience: Monthly teacher and staff meeting

Purpose: Evaluate the success of your school's tardy policy.

Form: Student Council or Student Leadership Report

Student Model

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Rhetorical Stance Quick Writes #25

Voice: Surprise and/or shock

Audience: A police officer

Purpose: Describe how you were a crime victim.

Form: Police report

Student Model

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Rhetorical Stance Quick Writes #26

Voice: Evasive (to avoid through cleverness or trickery) and/or hesitant

Audience: A jury in juvenile court

Purpose: Explain why a classmate says he was found by police in a stranger's house

Form: Testimony of an accused burglar

Student Model

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Rhetorical Stance Quick Writes #27

Voice: Pleading and/or submissive (putting oneself under the control of another)

Audience: A teacher who has just caught you doing something that you should not be doing

Purpose: Discuss why you should be given a second chance.

Form: A note to a teacher

Student Model

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Rhetorical Stance Quick Writes #28

Voice: Logical and/or critical (willing to make judgments)

Audience: A guy or girl interested in both of your friends.

Purpose: Compare and contrast two of your friends' personalities.

Form: A list of personality traits with your friends categorized by each.

Student Model

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Rhetorical Stance Quick Writes #29

Voice: Questioning and/or curious

Audience: Shoppers on eBay®

Purpose: Analyze why some music artists have more fans than others.

Form: An introduction to an advertisement on eBay® to sell a collection of CDs by a popular music artist.

Student Model

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Rhetorical Stance Quick Writes #30

Voice: Demanding and/or angry

Audience: A desperate friend who wants the latest tennis shoes

Purpose: Persuade a friend not to shoplift.

Form: A set of rhetorical questions (questions designed to promote thinking and not answers)

Student Model

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Rhetorical Stance Quick Writes #31

Voice: Cruel and/or malevolent (with evil intent)

Audience: A friend who shares a common enemy

Purpose: Justify a "payback" by teaching your enemy a lesson for something mean that she did to someone else

Form: A snitch letter to the person to whom she did something mean

Student Model

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Rhetorical Stance Quick Writes #32

Voice: Coy (to show reluctance or avoid commitment) and/or circumspect (to be watchful and cautious)

Audience: A mutual friend and someone who likes you

Purpose: Evaluate whether you will "go out" with someone.

Form: A decision saying "Yes" or "No" with a list of reasons shared with the mutual friend

Student Model

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Rhetorical Stance Quick Writes #33

Voice: Disbelieving and/or bewildered (confused about a conflicting situation)

Audience: Web audience interested in adventurous travel destinations

Purpose: Describe the strangest place you have ever visited.

Form: Post on TripAdvisor.com

Student Model

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Rhetorical Stance Quick Writes #34

Voice: Poetic and/or emotional

Audience: Someone you love

Purpose: Explain why you love someone.

Form: A Valentines Day card

Student Model

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Rhetorical Stance Quick Writes #35

Voice: Superior and/or bombastic (overblown or exaggerated)

Audience: A group of peers

Purpose: Discuss why you are better than others at something.

Form: A brief rap

Student Model

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Rhetorical Stance Quick Writes #36

Voice: Annoyed and/or irritable

Audience: A party

Purpose: Compare and contrast two of your least favorite movies.

Form: A riddle with the name of the two movies as the unspoken answer to the riddle. Riddle begins with "What two movies…"

Student Model

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Rhetorical Stance Quick Writes #37

Voice: Sarcastic and/or blunt (saying things without regard to how they may affect the hearer)

Audience: An audience forum for television executives

Purpose: Analyze the most effective television commercials.

Form: A review on tvguide.com

Student Model

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Rhetorical Stance Quick Writes #38

Voice: Kiss up to and/or flatter (to compliment in order to gain something)

Audience: Your future boss

Purpose: Persuade your future boss to give you a raise.

Form: Thank-you card

Student Model

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Rhetorical Stance Quick Writes #39

Voice: Insulting and/or pejorative (words intended to produce a negative effect)

Audience: A medical convention of doctors, nurses, and medical office staff

Purpose: Justify why some medical professionals should make more money than others.

Form: A panel of experts

Student Model

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Rhetorical Stance Quick Writes #40

Voice: Ambiguous (uncertain or undecided) and/or hesitant (slow to act)

Audience: A group of your best friends

Purpose: Evaluate a poor class presentation made by a group of your best friends.

Form: Student evaluation of a group presentation with constructive (listing what was good and bad) comments

Student Model

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Rhetorical Stance Quick Writes #41

Voice: Embarrassed and/or bashful (shy and unsure)

Audience: A group of new friends invite you to a sleep-over in which everyone will bring their secret diaries

Purpose: Describe your most embarrassing moment.

Form: An entry from your secret diary

Student Model

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View/Purchase Teaching Essay Strategies

Rhetorical Stance Quick Writes #42

Voice: Guilty and/or repentant (expressing sorrow for your actions)

Audience: A friend in your school choir whom you treated very poorly

Purpose: To apologize to a friend whom you have wronged

Form: An apology sung to the tune of *Twinkle, Twinkle, Little Star*

Student Model

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Rhetorical Stance Quick Writes #43

Voice: Amazed and/or awed (to be filled with wonder)

Audience: Someone going on a trip to where you've been

Purpose: Discuss something beautiful that you have experienced on a trip.

Form: A brief poem filled with similes (direct comparisons using *like* or *as*)

Student Model

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Rhetorical Stance Quick Writes #44

Voice: Generic (something that is general, not specific) and/or non-committal (not committed to a point of view)

Audience: A group of foreign exchange students visiting from China

Purpose: Compare and contrast two American sports.

Form: Response to a question about two similar sports (such as football and rugby, ice hockey and field hockey, ping pong and tennis)

Student Model

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Rhetorical Stance Quick Writes #45

Voice: Academic and/or intellectual

Audience: Poster contest judges from the American Cancer Society

Purpose: Analyze how people begin smoking.

Form: Anti-smoking poster

Student Model

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Rhetorical Stance Quick Writes #46

Voice: Pleading (to beg) and/or eager (to long for something desirable)

Audience: Your strictest parent

Purpose: Persuade your parents to let you go somewhere that you normally could not go.

Form: A brief speech asking for a decision

Student Model

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Rhetorical Stance Quick Writes #47

Voice: Selfish and/or demeaning (treating as inferior)

Audience: Your brother or sister

Purpose: Justify a parental decision that benefits you at the expense your brother or sister.

Form: A brief lecture about why you deserve your own cell phone and why your brother or sister does not

Student Model

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Rhetorical Stance Quick Writes #48

Voice: Respectful and/or dignified (worthy of honor)

Audience: Relatives and friends attending a funeral

Purpose: Evaluate the accomplishments of a favorite relative.

Form: Eulogy (a speech in praise of someone who has died)

Student Model

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Rhetorical Stance Quick Writes #49

Voice: Experienced and authoritative (an expert on the subject)

Audience: Your aunt asking for your advice about what kind of pet would be appropriate for your eight-year-old cousin

Purpose: Describe the perfect pet for your cousin.

Form: An email with links to expert pet sites

Student Model

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Rhetorical Stance Quick Writes #50

Voice: Humorous and/or fault-finding

Audience: Your friends on Facebook®

Purpose: Explain why one of your friends should never do something (such as dancing, a sport, or a new hair style)

Form: An entry on Facebook®

Student Model

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Rhetorical Stance Quick Writes #51

Voice: Chiding (to scold in order to improve) and/or protesting

Audience: Little League® Baseball Board of Directors

Purpose: Discuss fan behavior at a recent game.

Form: A complaint to the League Commissioner

Student Model

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Rhetorical Stance Quick Writes #52

Voice: Snobbish (seeing others as lower class or undignified) and/or pretentious (acting superior without justification)

Audience: A book club to which you would like to belong

Purpose: Compare and contrast two genre of books.

Form: An interview for membership to the book club

Student Model

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Rhetorical Stance Quick Writes #53

Voice: Supportive and/or reasonable

Audience: Mini-Assembly to review school rules.

Purpose: Analyze the school rules.

Form: Role play with you playing the part of the school principal

Student Model

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Rhetorical Stance Quick Writes #54

Voice: Persistent (to continue steadfastly) or "pushy"

Audience: A classmate who has money, but is unsure as to whether she wants to buy something from you

Purpose: Persuade a classmate to buy something.

Form: A sales pitch

Student Model

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Rhetorical Stance Quick Writes #55

Voice: Idealistic (an attitude appealing to high standards or principles) and/or altruism (concern for the welfare of others)

Audience: The school board

Purpose: Justify creating a comprehensive recycling program at your school.

Form: A factual presentation

Student Model

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Rhetorical Stance Quick Writes #56

Voice: Gracious (to treat better than what is deserved) and/or lenient (to treat lightly without severe consequences)

Audience: A convicted criminal and her defense attorney

Purpose: Evaluate the evidence and announce a verdict for an accused criminal.

Form: You, as a judge, issue a criminal sentence

Student Model

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Rhetorical Stance Quick Writes #57

Voice: Conversational and nostalgic (remembering the "good old days")

Audience: Your grandchildren

Purpose: Describe a happy time from your childhood.

Form: A short story that you will tell your grandchildren someday about an incident (something that happened) in your childhood.

Student Model

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Rhetorical Stance Quick Writes #58

Voice: Anxious (worried) and/or paranoid (feeling that someone "is out to get you")

Audience: A complete stranger sitting next to you on a train ride.

Purpose: Explain your greatest fear.

Form: A whispered conversation

Student Model

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Rhetorical Stance Quick Writes #59

Voice: Kind and/or affectionate (showing fondness or attachment)

Audience: A group of would-be babysitters in a babysitting training class

Purpose: Discuss how to properly pick up and hold a baby.

Form: A how-to and how-not-to instructional video

Student Model

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Rhetorical Stance Quick Writes #60

Voice: Jealous and/or petty (to be mean spirited about small issues)

Audience: A group of friends who admire someone that you do not

Purpose: Compare and contrast the way you dress and act with the way a rival (a competitor) dresses and acts

Form: A mean spirited joke about how you dress compared to how he or she dresses and acts

Student Model

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Rhetorical Stance Quick Writes #61

Voice: Direct (straightforward) and candid (to be outspokenly honest)

Audience: Campus security

Purpose: Analyze how a fight started at school.

Form: A witness statement

Student Model

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Rhetorical Stance Quick Writes #62

Voice: Overwhelmed (overstressed) and/or frustrated

Audience: Online readers of craigslist

Purpose: Persuade an owner of a bicycle to donate it to you.

Form: An ad requesting donation of a bicycle to replace one that has just been stolen from you

Student Model

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Rhetorical Stance Quick Writes #63

Voice: Indignant (to consider something unjust) and/or resigned (to give in to someone else)

Audience: A Member of Congress

Purpose: Justify a political compromise to achieve part of a bill (a proposed law).

Form: An email to your Member of Congress

Student Model

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Rhetorical Stance Quick Writes #64

Voice: Heckling (to publicly criticize) and/or berating (to scold angrily and at length)

Audience: A professional umpire or referee officiating a close game

Purpose: Evaluate the performance of an umpire or referee.

Form: A rowdy sports crowd

Student Model

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Appendix A: Teaching Writing Resources

- **How to Teach Thesis Statements**
- **Dissecting the Writing Prompt**
- **How to Write an Effective Writing Prompt**
- **Essay Organizational Options**
- **Writing Domains (Genre) and Forms**

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How to Teach Thesis Statements

After dissecting the writing prompt, the WHAT needs to be boiled down to a question to be answered. That answer is the thesis statement. A good thesis statement answers the question developed from the writing prompt and accomplishes the following:

1. It states the topic of the writing prompt.

2. It repeats the key words of the writing prompt. Tell your students that this form of plagiarism is encouraged, because it assures the reader that the writer is following the writing prompt's orders.

3. It directly responds to each part of the writing prompt with a specific purpose (for informational/explanatory essays) or point of view, also known as the argument or claim (for argumentative essays).

4. It justifies discussion and exploration; it won't just list a topic to talk about. For example, "Elephants are really big mammals" would not justify discussion or exploration.

5. It must be arguable, if the thesis introduces a persuasive essay. For example, "Terrorism is really bad and must be stopped" is not an arguable point of view.

For short essays, a good thesis statement is characterized by the following:

1. It is one or two declarative sentences (no questions). A declarative is a statement.

2. It is placed at the end of the introduction. This is not a hard and fast rule; however, the thesis statement does appear in this position in fifty percent of expository writing and the typical organization of an introductory paragraph is from general to specific. Think of the introduction as an upside-down pyramid with introductory sentences (I call them introduction strategies) leading into the focused thesis statement (the point of the upside-down pyramid). Some teachers prefer a picture of a funnel to illustrate the same paragraph structure.

3. It does not split the purpose or point of view of the essay into two or more points to prove. It has a single purpose or point of view that multiple topic sentences will address.

4. It may or may not include a preview of the topic sentences. The preview provides supporting reasons for the answer to the writing prompt. These supporting reasons will be the topic sentences and must be listed in the order they will be occur in the essay.

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Thesis Statement Examples

Short Thesis Statement: Daily flossing is essential to good dental hygiene .
Longer Thesis Statement with a Preview of Topic Sentences (Supporting Reasons): Daily flossing is essential to good dental hygiene. Flossing prevents tooth decay, reduces the risk of gum disease, and freshens one's breath.

Helpful Hints

1. Practice dissecting writing prompts, formulating questions, and writing thesis statements.

2. Teach the key Writing Direction Words most often used in writing prompts.

3. Teach students to borrow as many of the words as possible from the writing prompt and include these in the thesis statement. Doing this assures the writer and reader that the essay is directly responding to the writing prompt. Additionally, using the same words flatters the writer of the prompt. Imitation is the sincerest form of flattery.

4. Practice thesis turn-arounds in which you provide writing prompts, which students convert to questions and then answer in declarative thesis statements. Use your own content, such as novels, articles, media or search the web for your grade-level "essay writing prompts."

5. Teach and have students practice a variety of introduction strategies to use for both informational and persuasive essays.

6. Teach transition words and help students practice these throughout the introductory paragraph.

7. Help students re-word their thesis statements, using different grammatical sentence openers, for their thesis re-statements at the beginning of conclusion paragraphs.

8. Constantly remind students that a thesis statement is part of exposition–not the narrative form.

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Dissecting the Writing Prompt

Before prewriting an essay and creating the thesis statement, carefully read, re-read, and dissect (tear into parts and analyze) the writing prompt**.** Use the following symbols or highlight in different colors to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO **Underline any words which identify the audience or the role of the writer.**

Good writing is a dialogue between author and audience. First, find out who your audience will be. The audience may or may not be clearly stated. Don't assume that you are writing just to your teacher or grader. Consider your audience's level of expertise and degree of familiarity with the subject. This will help frame your word choice, which terms need to be defined, your audience's point of view, and how much prior knowledge you need to add to the essay.

Look for words that help define your role as the writer. Are you to remain objective and even-handed to treat all sides of an issue fairly? Or are you to be subjective with your primary task to convince or change your audience's mind to your position? The answers to these questions will determine your writing voice. Your writing voice is your personal attitude toward the subject of the writing and your audience. Your writing voice must be consistent throughout the essay.

WHAT **Circle any words which identify the topic, context, or purpose of the writing task.**

As you read the writing prompt, search for words or phrases which clearly state the topic of the writing. The topic is the main subject about which you are to write, not the detail that explains the subject. Stick to the main ideas, not the details that are *parts of the whole* or *too general*. The context refers to the necessary background or situation that explains the significance of the topic. The purpose of the writing task is the main focus of your writing task. As a writer, you are limited to this focus. Keep the focus narrow and don't "read into" the purpose of the writing task more than what is stated.

[HOW] **Bracket any words which identify the writing format or the resources.**

The format of the writing task simply means how the writing response is to be shared with your audience. It is the form in which the writing task is to be composed.

DO **Box any words which identify key writing direction words.**

Knowing the academic language of key writing direction words is critically important. Limit your essay to the demands of the writing direction word.

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How to Write an Effective Essay Prompt

1. The prompt should have clear writing instructions. *Writers are the best judges as to whether the prompt has clear instructions. Avoid vocabulary and terms that will confuse the students. Don't use writing direction words, such as "analyze", if your students do not understand them.*

2. The prompt should be brief. *Wordiness only serves to confuse the writer.*

3. The prompt should be focused. *A prompt that rambles in an attempt to explain or motivate is counter-productive.*

4. The prompt should require only the prior knowledge that has been emphasized in class instruction. *Isolate the variables of personal experience to best assess the outcomes of instruction.*

5. The prompt should be age appropriate. *Know the developmental capabilities and interests of your students and translate these into the writing prompt.*

6. The prompt should avoid issues which students or parents would find objectionable. *Save the PG-13 issues for older students. Don't let the subject interfere with the writing task.*

7. The prompt should not be so personal that the privacy of the writer is jeopardized. *A writing prompt should not inhibit the writer from answering honestly and comfortably.*

8. The prompt should not embarrass the gender, ethnicity, or socio-economic background of the writer. *Stay sensitive to these variables within your classroom. Words have different meanings according to one's perspective.*

9. The prompt should allow students of varying abilities to respond effectively. *An ideal prompt allows all students to experience success in their writing.*

10. The prompt should be interesting enough to motivate the writer. *A prompt that does not provoke thought will reap a thoughtless response.*

11. The prompt should allow "room to breathe" for divergent thinkers. *Expect the unexpected in student responses, and design prompts to allow for a variety of responses.*

12. The prompt should enable the writer to respond with a thesis that states the purpose of the writing and/or the author's point of view. *If you can't turn the writing prompt into a thesis statement (or claim) without effort, your students will never accomplish this task.*

13. The prompt should not artificially force the writer into a certain thesis. *A one-sided prompt that demands a certain thesis will not produce original thought.*

14. The prompt can provide a writing situation to set the writing directions in context. *However, the writing situation should not overwhelm or confuse the writing instructions.*

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Essay Organizational Options

The purpose and design of the essay has had several historical models other than the model used in *Teaching Essay Strategies*. Each reflects a different view regarding the relationship among the Purpose, Audience, Writer, and Subject.

Classical Model

Introduction

- States the traditional thesis in which the purpose and point of view are set up as the objective to be proved in the essay
- May include strategies designed to create a common understanding

Body

- Ethical arguments (appeals to right and wrong practices) based upon tradition, authority, or morals (right and wrong beliefs)
- Emotional arguments designed to sway the audience to be convinced of the thesis
- Logical arguments using a series of facts or assertions that lead to conclusions according to the rules of logic e.g. If A=B and B=C; then A=C

Conclusion

- Designed to win the argument and thus prove the thesis
- Generalizes and applies the proven thesis to other ideas or issues

Scientific Model

Introduction

- States a hypothesis
- Establishes the procedures for observation of data

Body

- Cites evidence that is repeatable
- Organizes data in a manner that leads to interpretation

Conclusion

- Confirms the hypothesis
- Analyzes the quality and relevance of the data

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Humanistic Model

Introduction

- Can state multiple theses
- Can share ideas to be explored

Body

- Presents all sides of the argument in a fair and balanced manner
- Has an empathetic voice for different viewpoints

Conclusion

- Attempts to find common ground or consensus among different views
- Accepts contradictory arguments

The Teaching Essay Strategies Model

Introduction

- Provides a variety of introduction strategies to build the prior knowledge of the audience and set the thesis in proper context
- States the traditional thesis in which the purpose and point of view are set up as the objective to be proved in the essay

Body

- States a topic sentence and support in a flexible structure dependent upon the needs of the **Purpose**, **Audience**, **Writer**, and **Subject**
- Uses a variety of types of evidence and sentence openers

Conclusion

- Re-states the thesis
- Provides a variety of conclusion strategies to demonstrate the degree to which the thesis has been proven

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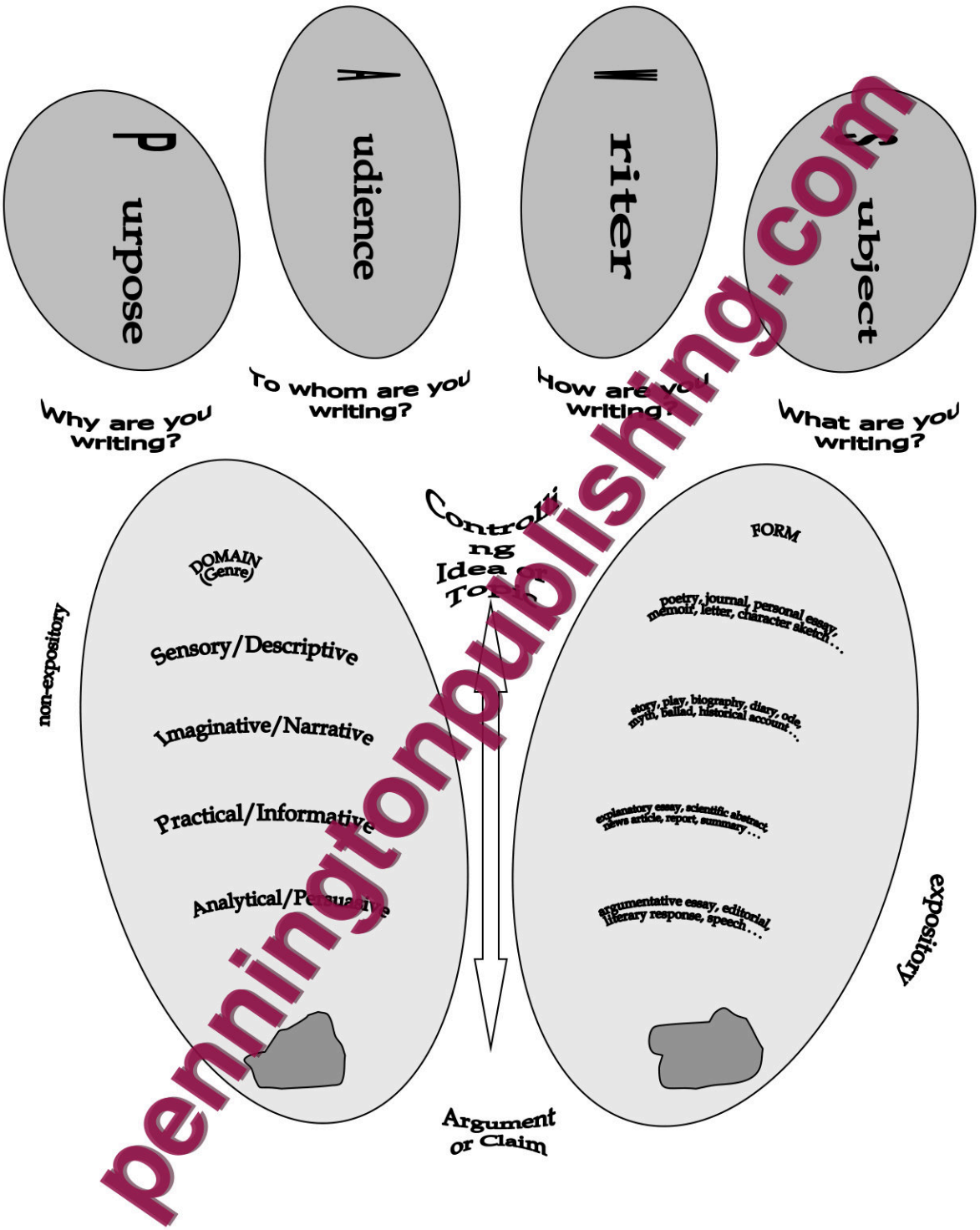
Writing Domains (Genre) and Forms



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Appendix B: Student Writing Resources

- **Transition Words and Phrases**
- **Quality and Relevance of Evidence**
- **Grammatical Sentence Openers**
- **Conventional Spelling Rules**
- **Mechanics Rules**
- **Irregular Verbs**
- **Writing Issues and Revision Tasks**

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Purpose	Transition Words and Phrases

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

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

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

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

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

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

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

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

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

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

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

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Quality and Relevance of Evidence

Using quality evidence in (4) and (5) sentences to directly support the (3) Topic Sentence of each body paragraph is essential. The evidence must be accurate and fairly presented to objectively support or prove the writer's analysis or argument. A writer should never use questionable source material or irrelevant evidence. A writer should never manipulate evidence in such a way as to unfairly analyze or argue a point. To fairly and logically present evidence, a writer should avoid the following errors in reasoning.

Errors in Reasoning

The following list of errors in reasoning can help the writer avoid these pitfalls in the (4) or (5) sentences.

Synonym Errors

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

Non Sequitur Errors

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

Red Herring Errors

A red herring error means that an unconnected reference is used to distract the reader from the argument.

Unsupported Generalization Errors

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

Poisoning the Well Errors

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

Cause and Effect Errors

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

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Begging the Question Errors

A begging the question error takes place when the writer assumes something to be true, that has not been proven, in order to support the argument.

Either-Or Errors

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

Comparison Errors

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

Questionable Authority Errors

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

Contradiction Errors

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

Inconsistency Errors

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

Omission Errors

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

Oversimplification Errors

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

Sampling Errors

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

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Grammatical Sentence Openers

- **Prepositional Phrase**
  Start with a phrase beginning with one of these common prepositions:
  aboard, *about*, *above*, *according to*, *across*, *after*, *against*, *along*, *among*, *around*, *as*, *as to*, *at*, *before*, *behind*, *below*, *beneath*, *beside*, *between*, *beyond*, *but*, *by*, *despite*, *down*, *during*, *except*, *for*, *from*, *in*, *inside*, *instead of*, *into*, *in place of*, *in spite of*, *like*, *near*, *next*, *of*, *off*, *on*, *onto*, *outside*, *out of*, *over*, *past*, *regardless of*, *since*, *than*, *through*, *throughout*, *to*, *toward*, *under*, *underneath*, *unlike*, *until*, *up*, *upon*, *with*, *within*, *without*
  Place a comma after a prepositional phrase sentence opener when a noun or pronoun follows.
  Example: *Behind the cabinet*, he found the missing watch

- **Adjective**
  Start with a word or phrase that describes a proper noun, common noun, or pronoun with How Many? Which One? or What Kind? Place a comma after an adjective or adjective phrase sentence opener.
  Examples:
  Angry, the neighbor refused to leave. *Happy as always*, the child played in the park.

- **Adverb**
  Start with a word that answers these questions: How? When? Where? or What Degree? Many adverbs end in *ly*. Usually place a comma after an adverb sentence opener if the adverb is emphasized.
  Examples: *Everywhere*, the flowers were blooming; *quickly*, the winter turned to spring.

- **Adverbial Clause**
  Start a dependent clause (a noun and verb that does not express a complete thought) with one of the following subordinating conjunctions:
  after, although, as, as if, as long as, as much as, as soon as, as though, because, before, even if, even though, how, if, in order that, once, since, so that, than, that, though, unless, until, when, whenever, where, wherever, whether, or *while*.
  Place a comma after an adverbial clause that begins a sentence.
  Example:
  Although better known for its winter activities, Lake Tahoe offers much during the summer.

- ***__ed, __d, __t, or __en* Participial Verb Forms**
  Start with a *__ed, __d, __t, or __en* verb, acting as an adjective, and/or add additional words to form a participial phrase. Usually place a comma after the sentence opener.
  Examples:
  Frightened, I sat up straight in my bed. *Told to stop*, the child finally did so.
  Burnt to a crisp, the toast was horrible. *Taken quickly*, the pill did not dissolve for minutes.

- ***To* + Verb**
  Start with *To* and then add the base form of a verb. Add related words to create a phrase.
  Examples: *To win* one must never accept defeat. *To earn enough money,* she went to college.

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Conventional Spelling Rules

1. The *i* before *e* Rule
Usually spell *i* before *e (believe)*, but spell *e* before *i* after a *c (receive)* and when the letters are pronounced as a long /a/ sound *(neighbor)*.

2. The Final *y* Rule
Keep the *y* when adding an ending if the word ends in a vowel, then a *y (delay-delayed)*, or if the ending begins with an *i (copy-copying)*. Change the *y* to *i* when adding an ending if the word ends in a consonant, then a *y (pretty-prettiest)*.

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

4. The Double the Consonant Rule
Double the consonant, when adding on an ending *(permitted)*, if all three of these conditions are met: 1. the last syllable has the accent *(per / mit)* 2. the last syllable ends in a vowel, then a consonant *(permit)*. 3. the ending you add begins with a vowel *(ed)*.

5. The Ending "an" or "en" Rule
End a word with "ance", "ancy", or "ant" *(vacancy, arrogance)* if the root before has a hard */c/* or */g/* sound or if the root ends with "ear" or "ure" *(clearance, insurance)*. End a word with "ence", "ency", or "ent" if the root before has a soft */c/* or */g/* sound *(magnificent, emergency),* after "id" *(residence),* or if the root ends with "ere" *(reverence)*.

6. The "able" or "ible" Rule
End a word with "able" if the root before has a hard */c/* or */g/* sound *(despicable, navigable),* after a complete root word *(teachable),* or after a silent *e (likeable)*. End a word with "ible" if the root has a soft */c/* or */g/* sound *(reducible, legible),* after an "ss" *(admissible),* or after an incomplete root word *(audible)*.

7. The Ending "ion" Rule
Spell "sion" *(illusion)* for the final *zyun* sound or the final *shun* sound *(expulsion, compassion)* if after an *l* or *s*. Spell "cian" *(musician)* for a person and "tion" *(condition)* in most all other cases.

8. The Plurals Rule
Spell plural nouns with an *s (dog-dogs),* even those that end in *y (day-days)* or those that end in a vowel, then an *o (stereo-stereos)*. Spell "es" after the sounds of */s/*, */x/*, */z/*, */ch/*, or */sh/ (box-boxes)* or after a consonant, then an *o (potato-potatoes)*. Change the *y* to *i* and add "es" when the word ends in a consonant, then a *y (ferry-ferries)*. Change the "fe" or "lf" ending to "ves" *(knife-knives, shelf-shelves)*.

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Mechanics Rules

Punctuation

Commas	*Examples*
▪ Use commas before or after speaker tags.	She said, "Call me at home."
▪ Use commas to set apart appositives.	That man, the one with the hat, left.
▪ Use commas after each item in lists (except the last).	John, Jane, and Jose left early.
▪ Use commas after introductory words or phrases.	First of all, you should listen to me.
▪ Use commas between number dates and years.	It all happened on May 3, 1999.
▪ Use commas between geographical places.	She lived in Tampa, Florida.
▪ Use commas after greetings/closings in personal letters.	Dear Ralph, … Sincerely, …
▪ Use commas after nouns of direct address.	Kristin, leave some for your sister.
▪ Use commas before conjunctions to join two independent clauses.	I liked her, and she liked me.
Exclamation Points	*Example*
▪ Use exclamation points for surprise or strong emotions.	The decision really shocked me!
Quotation Marks	*Examples*
▪ Use quotation marks before and after direct quotations.	She said, "I'm going to bed."
▪ Use quotation marks before and after songs, poems, document titles, book chapters, magazine articles, and short story titles.	Whenever I hear "Clementine," it reminds me of "Leaves of Grass" and "The Gettysburg Address."
Colons	*Examples*
▪ Use colons after business letter greetings.	Dear Sirs:
▪ Use colons to introduce lists.	The following: shoes, pants, and…
▪ Use colons between numbers in relationship.	8:52 P.M.
Semicolons	*Example*
▪ Use semicolons to join independent clauses without conjunctions.	Jamal went to school; Larry met him.
Underlining	*Example*
▪ Underline movie, television show, book, magazine, play, and work of art titles.	I saw the wonderful <u>Fiddler on the Roof</u> last night.
Apostrophes	*Examples*
▪ Use apostrophes for contractions.	I can't see what they're doing.
▪ Use apostrophes for singular and plural possessives.	Tom's and the girls' coats were red.
Parentheses	*Example*
▪ Use parentheses to explain or define.	The hombre (man) rode off alone.
Capitalization	***Examples***
▪ Capitalize proper nouns (a name that is given to special persons, places, or things).	Ryan visited Los Angeles to visit the Holocaust Museum.
▪ Capitalize holidays, dates, groups, organizations, and businesses.	Last Easter on March 24, 2002 the P.T.A. and McDonald's helped out.
▪ Capitalize the first, last, and any important words in titles.	Prince Charles's favorite book was <u>Islands of Adventure</u>.
▪ Capitalize the names of languages and peoples.	He spoke Spanish to the Indians.
▪ Capitalize special events and historical periods.	The New Year's Day Parade celebrates the Year of the Dog.

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Irregular Verbs

Present	Past	Past Participle (has, have, had)
am	was	been
are	were	been
begin	began	began
blow	blew	blown
break	broke	broken
bring	brought	brought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fly	flew	flown
forget	forgot	forgotten
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
has	had	had
hear	heard	heard
hide	hide	hidden
is	was	has been
keep	kept	kept
know	knew	known
lay	laid	laid
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
see	saw	seen
sing	sang	sung
speak	spoke	spoken
stand	stood	stood
take	took	taken
throw	threw	thrown
write	wrote	written

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Writing Issues and Revision Tasks

Writing Issues	Revision Tasks
Organization	
▪ Hard to understand or unclear	-Add transitions, substitute word choice, delete, add to explain, define, rearrange order of ideas
▪ Sections are repetitive	-Delete sections
▪ Some parts do not deal with the thesis—are off-track	-Delete, combine sections
▪ Writing does not flow from sentence to sentence or paragraph to paragraph	-Add transitions, rearrange sentences or paragraphs
▪ Thesis is unsupported	-Re-write (3) Topic Sentences to specifically address the (2) Thesis
▪ Topic sentences are unsupported	-Revise (4) and (5) sentences to specifically address the (3) Topic Sentence
▪ Support is unconvincing	-Vary types of evidence, or revise (3) Topic Sentence or (2) Thesis
Sentence Structure	
▪ Sentence fragments	-Re-word to make a complete thought, ensure there is a subject and predicate relationship
▪ Run-on sentences	-Make into two sentences, add semi-colon, add comma and conjunction, change one independent clause to a dependent clause
▪ Writing is boring or predictable	-Vary sentence openers, add precise adjectives, reduce "to-be" verbs, use vivid verbs, add phrases or clauses
▪ Short or choppy sentences	-Combine ideas into compound, complex, or compound-complex sentences
▪ Long or awkward sentences	-Break up sentences into two, delete unnecessary words, phrases, or clauses
▪ Hard to follow	-Add transitions, revise sentences into more parallel structures
Word Choice	
▪ Writing is too general	-Make nouns more specific with precise adjectives, delete general adjectives, add specific adverbs and prepositional phrases, delete unnecessary words
▪ Writing is unclear	-Shorten sentences, delete unclear phrases or clauses, substitute difficult or imprecise vocabulary, check and revise pronoun references, check and revise word choice, if

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Thesis Statement Worksheet #1

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

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

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

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

Question to Be Answered

_____

_____

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

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

Revise or Replace

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Thesis Statement Worksheet #2

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

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

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

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

Question to Be Answered

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

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

Revise or Replace

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Thesis Statement Worksheet #3

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

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

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

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

Question to Be Answered

_____

_____

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

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

Revise or Replace

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Thesis Statement Worksheet #4

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

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

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

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

Question to Be Answered

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

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

Revise or Replace

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Thesis Statement Worksheet #5

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

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

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

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

Question to Be Answered

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

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

Revise or Replace

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Thesis Statement Worksheet #6

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

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

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

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

Question to Be Answered

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_____

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

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

Revise or Replace

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Thesis Statement Worksheet #7

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

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

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

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

Question to Be Answered

_____

_____

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

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

Revise or Replace

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Thesis Statement Worksheet #8

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

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

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

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

Question to Be Answered

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_____

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

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

Revise or Replace

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Thesis Statement Worksheet #9

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

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

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

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

Question to Be Answered

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_____

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

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

Revise or Replace

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Thesis Statement Worksheet #10

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

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

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

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

Question to Be Answered

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

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

Revise or Replace

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Thesis Statement Worksheet #11

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

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

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

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

Question to Be Answered

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_____

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

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

Revise or Replace

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Thesis Statement Worksheet #12

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

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

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

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

Question to Be Answered

_____

_____

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

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

Revise or Replace

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Thesis Statement Worksheet #13

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

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

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

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

Question to Be Answered

_____

_____

Poor Thesis Statement: Taxes are both positive and negative.

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

Revise or Replace

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Transition Worksheet #1: Definition

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

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

[Bracket] the definition transitions in the following sentences.

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

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

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

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

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Transition Worksheet #2: Example

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

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

[Bracket] the example transitions in the following sentences.

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

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

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

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

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Transition Worksheet #3: Explanation or Emphasis

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

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

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

1. Of course, the driver was going excessively fast. To the end that his car went out of control.

2. Indeed, she stopped talking, lest she say something she would later regret.

3. For this purpose, they arrived late, so as to ensure they would be noticed, even by the dog.

4. He began to sing; that is, he made a noise. Regarding his voice, no one would call that singing.

5. In fact, John was called in to help. For this purpose, others had tried, but failed.

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

1. _____ situation, 2. _____ the worst critics tried to be agreeable,

3. _____ so many people tire of their arguments. 4. _____ compromise, it takes both sides willing to sacrifice some of their interests for the greater good,

5. _____ that fewer will suffer needlessly. 6. _____, the law was passed.

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

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Transition Worksheet #4: Analysis

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

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

[Bracket] the analysis transitions in the following sentences.

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

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

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

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

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Transition Worksheet #5: Comparison

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

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

[Bracket] the comparison transitions in the following sentences.

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

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

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

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

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Transition Worksheet #6: Contrast

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

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

[Bracket] the contrast transitions in the following sentences.

1. In contrast, we were quite willing to try the new restaurant. Nonetheless, they were not.

2. Notwithstanding the huge donation and in spite of the director's efforts, the museum closed.

4. Granted, the coach could have played more players; however, she wanted to win.

5. Alternatively, many chose to attend that afternoon, despite the crowds.

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

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

6. _____, the managers will keep these inexperienced players on a short leash.

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

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Transition Worksheet #7: Cause–Effect

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

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

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

1. As a result, Belinda changed her plans. Thus, the dinner had to be postponed.

2. He also made a meatless sauce, in order to serve to his vegetarian guests.

3. Even if the train arrives early, they still won't make the appointment. Accordingly, they will have to reschedule. Consequently, the treatment will be delayed.

4. Owing to the frost, each of the plants died. Hence, they had to re-plant as a consequence.

5. Forasmuch as talent is helpful, effort is usually more important.

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

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

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

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Transition Worksheet #8: Conclusion

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

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

[Bracket] the conclusion transitions in the following sentences.

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

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

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

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

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Transition Worksheet #9: Addition

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

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

[Bracket] the addition transitions in the following sentences.

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

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

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

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

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Transition Worksheet #10: Number or Sequence

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

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

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

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

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

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

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

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Transition Worksheet #11: Time

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

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

[Bracket] the time transitions in the following sentences.

1. Meanwhile, I began another hobby, and then eventually I began my current job.

2. She was previously engaged to a wealthy stockbroker.

3. They simultaneously played ping pong and listened to the basketball game.

4. Currently, I have no real idea as to when we will leave, since my wife and I are not talking.

5. Now would be a good time during this commercial break to discuss our dinner options.

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

1. _____, I think it was last week, I bumped into Ian down at the ice rink.

2. _____, he is working in the rental shop. 3. _____, he had worked as one of the cooks at the food stand, but he was reassigned because he burned everything he tried to cook. 4. He _____ enjoys his job and he is quite good at it. I watched him

5. _____ fit five skaters with their rental skates. 6. _____, he looked up to see me watching and asked how long I had been there.

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

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Errors in Reasoning Worksheet #1: Synonyms

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

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

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

Practice

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

Explain the Synonym Error: _____

_____

_____

Application

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

Topic Sentence: _____

_____

Evidence: _____

_____

_____

Analysis with Synonym Error: _____

_____

_____

Explain the Synonym Error: _____

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Errors in Reasoning Worksheet #2: Non Sequiturs

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

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

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

Practice

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

Explain the Non Sequitur Error: _____

_____

_____

Application

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

Topic Sentence: _____

_____

Evidence: _____

_____

_____

Analysis with Non Sequitur Error: _____

_____

_____

Explain the Non Sequitur Error: _____

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Errors in Reasoning Worksheet #3: Red Herrings

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

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

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

Practice

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

Explain the Red Herring Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Red Herring Error: _____

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Explain the Red Herring Error: _____

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Errors in Reasoning Worksheet #4: Unsupported Generalizations

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

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

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

Practice

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

Explain the Unsupported Generalization Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Unsupported Generalization Error: _____

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Explain the Unsupported Generalization Error: _____

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Errors in Reasoning Worksheet #5: Poisoning the Well

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

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

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

Practice

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

Explain the Poisoning the Well Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Poisoning the Well Error: _____

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Explain the Poisoning the Well Error: _____

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Errors in Reasoning Worksheet #6: Cause and Effect

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

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

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

Practice

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

Explain the Cause and Effect Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Cause and Effect Error: _____

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Explain the Cause and Effect Error: _____

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Errors in Reasoning Worksheet #7: Begging the Question

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

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

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

Practice

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

Explain the Begging the Question Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Begging the Question Error: _____

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Explain the Begging the Question Error: _____

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Errors in Reasoning Worksheet #8: Either–Or Errors

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

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

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

Practice

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

Explain the Either-Or Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Either-Or Error: _____

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Explain the Either-Or Error: _____

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Errors in Reasoning Worksheet #9: Comparisons

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

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

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

Practice

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

Explain the Comparison Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Comparison Error: _____

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Explain the Comparison Error: _____

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Errors in Reasoning Worksheet #10: Questionable Authority

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

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

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

Practice

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

Explain the Questionable Authority Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Questionable Authority Error: _____

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Explain the Questionable Authority Error: _____

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Errors in Reasoning Worksheet #11: Contradictions

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

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

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

Practice

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

Explain the Contradiction Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Contradiction Error: _____

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Explain the Contradiction Error: _____

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Errors in Reasoning Worksheet #12: Inconsistencies

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

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

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

Practice

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

Explain the Inconsistency Error: _____

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Application

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

Topic Sentence: _____

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Evidence:_____

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Analysis with Inconsistency Error: _____

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Explain the Inconsistency Error: _____

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Errors in Reasoning Worksheet #13: Omissions

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

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

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

Practice

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

Explain the Omission Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Omission Error: _____

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Explain the Omission Error: _____

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Errors in Reasoning Worksheet #14: Oversimplifications

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

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

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

Practice

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

Explain the Oversimplification Error: _____

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Application

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

Topic Sentence: _____

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Evidence:_____

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Analysis with Oversimplification Error: _____

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Explain the Oversimplification Error: _____

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Errors in Reasoning Worksheet #15: Sampling

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

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

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

Practice

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

Explain the Sampling Error: _____

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Application

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

Topic Sentence: _____

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Evidence: _____

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Analysis with Sampling Error: _____

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Explain the Sampling Error: _____

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Writing Style Worksheets

The Writing Style Worksheets begin with a writing sample which includes elements of poor writing style. Next, the writing style issue is defined with a clear example. Afterwards, the writing style rule is explained. Following the rule, practice examples are provided for the student to identify the writing style issue. Finally, the student revises an example of improper writing style.

The Appendix includes corresponding Writing Style Posters for classroom display.

Writing Style Worksheets

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.
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.
7. It is a mistake to ever split an infinitive.
8. Avoid similes like the plague.
9. But do not start a sentence with a coordinating conjunction unless you finish it.
10. Always avoid attention-getting alliteration.
11. In my opinion, using "I believe" or "I think" is unnecessary.
12. Everyone knows to completely avoid using unsupported generalizations.
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 repeating verb phrases always.
16. Even if a metaphor hits the spot, it can be over-played.
17. The passive voice is to be avoided by you if it can be helped.
18. Of what use are rhetorical questions?
19. Avoid exaggeration; it only works once in a million years.
20. Cease, desist, and stop wordiness.
21. There are good reasons to avoid starting sentences with There and Here.
22. It goes without saying to avoid using formulaic phrases.
23. Never write no double negatives.
24. Keep pronoun references close to subjects in long sentences to make them clear. "Wow!

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Writing Style Worksheet #1

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

Definition and Examples

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

Read the rule.

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

[Bracket] the intentional fragments in the following sentences.

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

Revise the intentional fragment.

Avoid intentional fragments. Right?

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Writing Style Worksheet #2

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

Definition and Examples

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

Comprehensive means "thorough and complete" and suggests that nothing else is needed. A solution which failed to "address many of the students' concerns" would not be comprehensive, so the word choice is imprecise. Also, the word choices, comprehensive, address, and concerns are formal and serious and don't match the tone of the rest of the sentence with words such as "cake and ice cream" and "class party" and the audience of students preparing for a class party.

Read the rule.

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

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

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

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

Avoid big words when more utilitarian words would suffice.

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Writing Style Worksheet #3

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

Definition and Examples

You are the writer of the essay, not the writer in the essay. Unlike a narrative (story), you cannot place yourself in the writing. Example: I understand this point of view, but for me as the writer… An essay uses objectivity (being fair to all points of view) to convince in an argumentative essay or to inform or explain in an informational/explanatory essay. Placing yourself in an essay inserts personal preferences and takes away from the objectivity of your evidence.

In a story you would never say things such as “In the next paragraph you will find out who the murderer is” or “as was previously stated in the last chapter” or “by the end of this book, you will learn.” Similarly, an essay should never talk about itself in terms of its parts or as a whole.

Read the rules.

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

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

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

Revise the sentence to eliminate the writer or essay references.

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

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Writing Style Worksheet #4

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

Definition and Examples

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

Read the rule.

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

[Bracket] the "too general" statements in the following sentences.

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

Revise this "too general" statement.

Generally be sport of specific in your writing.

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Writing Style Worksheet #5

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

Definition and Examples

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

Read the rules.

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

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

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

Revise the sentence to eliminate useless adjectives and adverbs.

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

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Writing Style Worksheet #6

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

Definition and Examples

A preposition is a word that shows some relationship or position between the preposition and its object (a noun or a pronoun). The preposition is always part of a phrase and comes before its object. The preposition asks “What?” or “Whom?” and the object provides the answer. Examples: He found it under the house. He found it under what? the house Secrets were shared between friends (them). Secrets were shared between whom? friends (them)

Read the rules.

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

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

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

Revise the intentional fragment.

Prepositions are not good to end sentences with.

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Writing Style Worksheet #7

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

Definition and Examples

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

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

Read the rules.

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

[Bracket] the split infinitives in the following sentences.

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

Revise the split infinitive.

It is a mistake to ever split an infinitive.

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Writing Style Worksheet #8

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

Definition and Examples

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

Read the rule.

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

[Bracket] the similes in the following sentences.

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

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

Avoid similes like the plague.

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Writing Style Worksheet #9

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

Definition and Examples

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

Read the rules.

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

[Bracket] the coordinating conjunctions in the following sentences.

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

Re-write the sentence to eliminate the fragment.

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

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Writing Style Worksheet #10

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

Definition and Examples

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

Read the rule.

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

[Bracket] the alliteration in the following sentences.

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

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

Peter put his perfectly groomed puppy perilously close to the precipice

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Writing Style Worksheet #11

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

Definition and Examples

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

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

Read the rules.

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

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

[Bracket] the unnecessary expressions in the following sentences.

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

Revise the sentence by eliminating unnecessary expressions.

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

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Writing Style Worksheet #12

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

Definition and Examples

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

Read the rules.

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

[Bracket] the generalizations in the following sentences.

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

Revise the intentional fragment.

Everyone knows to completely avoid using unsupported generalizations.

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Writing Style Worksheet #13

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

Definition and Examples

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

Speakers often use clichés as conversational fillers to generalize or draw a conclusion. Examples: "Putting together that toy is challenging, but it's not rocket science," she said. "Yes, but at the end of the day, those little challenges help us think outside the box," he replied.

Read the rule.

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

[Bracket] the clichés in the following sentences.

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

Revise the the clichés.

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

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Writing Style Worksheet #14

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

Definition and Examples

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

Read the rule.

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

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

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

Revise the sentence, eliminating the appositive.

Parenthetical remarks should (usually) be avoided.

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Writing Style Worksheet #15

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

Definition and Examples

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

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

Read the rules.

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

[Bracket] the repetitious writing in the following sentences.

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

Revise the repetitious writing in this sentence.

Avoid repeating verbs and also avoid repeating verb phrases.

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Writing Style Worksheet #16

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

Definition and Examples

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

Read the rule.

Don't use metaphors or other figures of speech in essays.

[Bracket] the intentional fragments in the following sentences.

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

Revise the intentional fragment.

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

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Writing Style Worksheet #17

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

Definition and Examples

Verbs have two voices: active and passive:
▪ In the active voice the subject of the sentence acts upon the verb. For example, in "The students noticed her mistake," the "students" (the subject) acts upon the verb, "noticed." ▪ In the passive voice the subject of the sentence is acted upon by the verb. For example, in "Her mistake was noticed by the students," the "students" (the subject) receive the action of the verb.

Read the rules.

Use verbs in the active voice to emphasize the importance of the action, rather than that of the subject, or when the passive voice is required to show scientific objectivity. To change the passive voice into active voice, try these 3 strategies:
▪ Place the subject of the sentence before its predicate (unless the sentence is a question). ▪ Eliminate the helping verbs and change the verb form if necessary. ▪ Eliminate the prepositional phrase beginning with the by preposition.

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

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

Change the passive voice verb to active voice.

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

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Writing Style Worksheet #18

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

Definition and Examples

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

The rhetorical question takes several forms:

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

Read the rule.

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

[Bracket] the intentional fragments in the following sentences.

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

Revise the intentional fragment.

Of what use are rhetorical questions?

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Writing Style Worksheet #19

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

Definition and Examples

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

Read the rule.

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

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

[Bracket] the hyperbole in the following sentences.

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

Revise the sentence, eliminating the hyperbole.

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

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Writing Style Worksheet #20

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

Definition and Examples

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

Read the rule.

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

[Bracket] the intentional fragments in the following sentences.

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

Revise the intentional fragment.

Cease, desist, and stop wordiness.

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Writing Style Worksheet #21

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

Definition and Examples

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

Read the rule.

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

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

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

Revise the intentional fragment.

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

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Writing Style Worksheet #22

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

Definition and Examples

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

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

Read the rule.

Don't use idiomatic expressions or idioms in essays.

[Bracket] the formulaic phrases in the following sentences.

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

Revise the sentence to eliminate the formulaic phrase.

It goes without saying to avoid using formulaic phrases.

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Writing Style Worksheet #23

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

Definition and Examples

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

Read the rule.

Don't use double negatives in essays or reports.

[Bracket] the double negatives in the following sentences.

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

Revise the intentional fragment.

Never write no double negatives.

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Writing Style Worksheet #24

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

Definition and Examples

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

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

Read the rule.

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

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

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

Revise the vague pronoun to clearly identify its antecedent.

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

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Writing Skill Worksheet #1: Writing Domains (Genre) and Forms

Sensory/Descriptive

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

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

The Trojan Horse

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

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

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

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

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

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

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

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

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

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

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

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Writing Skill Worksheet #2: Writing Domains (Genre) and Forms

Imaginative/Narrative

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

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

The Trojan Horse

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

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

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

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

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

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

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

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

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

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

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

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Writing Skill Worksheet #3: Writing Domains (Genre) and Forms

Informative/Practical

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

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

The Trojan Horse

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

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

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

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

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

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

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

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

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

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

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

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Writing Skill Worksheet #4: Writing Domains (Genre) and Forms

Analytical/Persuasive

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

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

The Trojan Horse

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

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

The Greeks won the Trojan War because _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Writing Skill Worksheet #5: Numbering the Essay

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

Listening to classical music produces many benefits. Studies have shown that exposure to the complex melodies and musical structure of pieces by Wolfgang Amadeus Mozart have actually improved test-takers' scores on intelligence tests. Reasoning skills scores significantly increased in these studies. Additionally, classical music enhances creativity. Those who listen to the music of the great composers demonstrate creative thinking and an ability to solve difficult problems in unique ways.

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

This ice-cream has chocolate, strawberry, and vanilla all in one. Rocky Road delights children of all ages with small bits of marshmallows and nuts in a rich chocolate ice-cream. One ice-cream that pleases many is neapolitan. Ice-cream is always a summertime dessert favorite for two reasons. For some, the nuts may bring about an allergic reaction.

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Writing Skill Worksheet #6: Numbering the Essay

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

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

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

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

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Writing Skill Worksheet #7: Numbering the Essay

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

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

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

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

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Writing Skill Worksheet #8: Numbering the Essay

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

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

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

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

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Writing Skill Worksheet #9: Numbering the Essay

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

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

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

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

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Writing Skill Worksheet #10: Numbering the Essay

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

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

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

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

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Writing Skill Worksheet #11: Numbering the Essay

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

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

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

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

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

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

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Writing Skill Worksheet #12: Identifying Types of Evidence

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

Types of Evidence: FE SCALE C

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

___ 1. Although she thought the vocals were hard to hear, the "feel" of the music was great.

___ 2. It makes sense that the closer he got to the speakers, the louder the volume became.

___ 3. She said, "It was the best concert I've ever seen."

___ 4. The band sounded like The Clash in its prime.

___ 5. A song such as "Nature's Son" is a ballad.

___ 6. More than half of the concert-goers were pleased.

___ 7. Music critic Angela Brown called it "the best single concert of the year."

___ 8. Seeing the band live made him want to purchase their CD.

___ 9. Standing in line to get the tickets was horrible.

___ 10. The concert promoter said he tried to keep the ticket prices down to reasonable levels.

___ 11. The cost of food was outrageous, but people were allowed to bring in their own.

___ 12. Ticket prices increased by 10% this year.

___ 13. The band performed two encores.

___ 14. People dressed casually in jeans, flip-flops, and tee-shirts.

___ 15. Their set list had more dance songs than the last time they played here.

___ 16. Buying four tickets for the cost of three was a better deal than purchasing separately.

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Writing Skill Worksheet #13: Identifying Types of Evidence

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

Types of Evidence: FE SCALE C

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

___ 1. Going to the mall in person allows shoppers to try on the clothes.

___ 2. There is simply not enough parking, but the bus does have a direct line to the mall.

___ 3. The food court provides numerous choices, including pizza and Thai food.

___ 4. There are more stores in this mall than in the one downtown.

___ 5. "The stores offer the best sales," claim her friends.

___ 6. Buying smaller purchases first makes carrying the shopping bags easier.

___ 7. Two out of every three shoppers go to this mall regularly.

___ 8. The local newspaper advises holiday shoppers to use its discount coupons.

___ 9. Start shopping at the stores farthest from the parking lot, then work back toward the car.

___ 10. Shopping on "Black Friday" is quite an adventure.

___ 11. The mall closes at 10:00 p.m.

___ 12. Sales increased 20% at one store.

___ 13. Sodas are very expensive, although there are unlimited refills.

___ 14. Tom Post, security manager at the mall, said, "Shoplifting is down this year."

___ 15. There are stores for every taste: high-end fashion, bargain basement, and chain stores.

___ 16. Unlike last season, holiday shoppers began their shopping before Thanksgiving.

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Writing Skill Worksheet #14: Identifying Types of Evidence

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

Types of Evidence: FE SCALE C

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

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

___ Doing primary research on one's family is called *genealogy*. Genealogy has become an extremely popular hobby and researching on-scene is very rewarding. Many travelers decide to visit their ancestors' homeland on their first trip abroad. ___ Say if one's grandparents came from Scotland, the traveller might decide to begin foreign travel in that country. ___ Ric Smeeves, travel expert, comments, "Walking where your ancestors once walked gives you an up-close understanding of their geography, culture, climate, and history." ___ Finding an original marriage license, baptism record, or property deed almost brings that relative back to life. Visiting a cemetery and seeing one's ancestral name on headstones is meaningful. Meeting a distant cousin face to face adds a new dimension to one's genealogical research. Travel makes self-discovery possible.

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

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Writing Skill Worksheet #15: Introduction Strategies

Directions: Identify the number of the introduction strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TS for the thesis statement in the space provided.

Introduction Strategies: DQ REPS BC

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

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

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

Adapted from the Decla

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Writing Skill Worksheet #16: Introduction Strategies

Directions: Identify the number of the introduction strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TS for the thesis statement in the space provided.

Introduction Strategies: DQ REPS BC

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

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

Adapted from The Federalist Papers #1 by Alexander Hamilton

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Writing Skill Worksheet #17: Introduction Strategies

Directions: Identify the number of the introduction strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TS for the thesis statement in the space provided.

Introduction Strategies: DQ REPS BC

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

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

2. ___ **One hundred years ago, a great American, in whose symbolic shadow we stand today here at the Lincoln Memorial, signed the Emancipation Proclamation.** 3. ___ **This presidential order to free the slaves came as a great ray of hope to millions of slaves, who had been burned in the flames of terrible injustice.** 4. ___ It came as a joyous daybreak to end **"the long night of their captivity."** 5. ___ **But one hundred years later, the colored America is still not free.** 6. ___ **One hundred years later, the life of the colored American is still sadly crippled by the chains of segregation (the legal separation of the races) and the chains of discrimination (the negative treatment based upon race).**

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

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

Adapted from the I Hav

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Writing Skill Worksheet #18: Identifying Conclusion Strategies

Directions: Identify the number of the conclusion strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TR for the thesis restatement in the space provided.

Conclusion Strategies GQ SALE SC

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

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

Adapted from the Declaration of Independence by Thomas Jefferson

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Writing Skill Worksheet #19: Identifying Conclusion Strategies

Directions: Identify the number of the conclusion strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TR for the thesis restatement in the space provided.

Conclusion Strategies GQ SALE SC

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

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

Adapted from The Federalist Papers #1 by Alexander Hamilton

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Writing Skill Worksheet #20: Identifying Conclusion Strategies

Directions: Identify the number of the conclusion strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TR for the thesis restatement in the space provided.

Conclusion Strategies GQ SALE SC

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

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

Adapted from the I Have a Dream speech by Doctor Martin Luther King, Junior

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

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Writing Skill Worksheet #21: Coherence

Definition: Writing coherence refers to how well sentences and paragraphs are organized into an understandable whole. From the reader's point of view, the train of thought must be connected, easy to follow, and make sense.

Writing Hints

- Reorder words and/or sentences and repeat key words to make better connections.
- Use **Transitions** to connect thoughts that do not directly flow together.

Definition: refers to, in other words, consists of, is equal to, means, in particular
Example: for example, for instance, such as, is like, including, to illustrate, specifically
Explanation or Emphasis: in fact, regarding this/that, concerning this/that, as for, that is, for this purpose, with this intention, to the end that, in order that, in order to, so as to, lest, so, indeed, even, of course
Analysis: means that, suggests, imply, infer, examine, being that, to that end, in view of, given that
Comparison: similarly, in the same way, just like (as), likewise, in comparison, in the same manner, so too
Contrast: in contrast, on the other hand, however, whereas, but, yet, nevertheless, instead, as opposed to, otherwise, on the contrary, regardless, alternatively, conversely, but even so, still, rather, nonetheless, although, despite, in spite of, granted, notwithstanding, regardless, admittedly
Cause–Effect: because, for, therefore, hence, as a result, consequently, as a consequence, due to, thus, so, led to, in that, in view of, owing to, forasmuch as, in as much as, provided that, given that, as long as, if, unless, even if, only if, accordingly, in order to
Conclusion: in conclusion, to conclude, as one can see, in summary, to sum up, for these reasons, either way, in either case, in either event, in any case, in any event, at any rate, overall, therefore, on the whole, in the final analysis
Addition: also, another, in addition, additionally, plus, further, furthermore, moreover, as well, besides, what is more
Number or Sequence: first, firstly, primarily, initially, to start with, first of all, for one, second, secondly, last, lastly, finally, next, before, for another, following, subsequently, after, afterwards
Time: meanwhile, since, now, currently, during, recently, simultaneously, at that time, previously, then, eventually

Incoherent Paragraph Writing Model

Snow creates problems. Streets need shoveling. Snowplows cannot always access streets. Driveways are hard to clear. Many communities leave the expense of clearing snow up to the homeowner. Building up dangerously high on a roof, it can break roof framing. Snow may seem harmless. It can damage houses. Snow is always potentially hazardous. It can endanger people.

Coherent Revision Writing Model

Snow creates **two** problems for homeowners. **First**, it requires shoveling to keep driveways and streets clear, **but** snowplows cannot always access them. **Furthermore**, many communities leave the expense of clearing snow up to the homeowner; **thus,** some homeowners cannot afford the expense of hiring a snowplow. **Second**, snow may seem harmless, **yet** it is not. Snow can build up dangerously high on a roof **and** break roof framing. Always potentially hazardous, snow can damage houses **and** endanger those who live in them.

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Writing Skill Worksheet #22: Coherence

Directions: Revise each incoherent paragraph by reordering and including **Transitions**.

Incoherent Paragraph

Football has become America's largest spectator sport. Each week millions of fans enjoy their favorite teams competing against other National Football League teams. They fill stadiums throughout the country. Many sit at home on couches and cheer the players on television. Following football on the Internet has become popular.

Coherent Revision

_____

_____

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_____

Incoherent Paragraph

Gardening has grown into a favorite American hobby. Successful gardeners all do certain things in common. The soil must be frequently mixed to allow roots to expand. Gardeners know how much to water and when to water. If natural or chemical pesticides are applied, pests and bugs will not damage flowers or vegetables. It takes time to garden well. Gardening requires knowledge.

Coherent Revision

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Writing Skill Worksheet #23: Unity

Definition: Writing unity refers to how well sentences and paragraphs stay focused on the topic sentences and thesis statement (or claim). From the reader's point of view, writing unity means that there are no irrelevant (off the point) details and that the tone of the writing remains consistent.

Writing Hints

All good writing is structured. The structure changes according to the domain of the writing, but when an author consistently follows a plan, the reader can clearly follow what the author intends to share or to prove. Avoid including details that take the reader away from this plan and lead to confusion.

Paragraph without Unity Writing Model

It has been said that history repeats itself. Who first said this quote is not important. Although circumstances may change, and they frequently do, and the cast of characters will differ, human response to crisis situations remains consistent over time. The lessons gained from past events should affect present decisions. People rarely change their behaviors based upon past experience. Sometimes they do, but not often do they change their actions. Indeed, it sometimes seems as if people are willing to challenge the influence of the past when they repeat mistakes or misjudgments. Why people would want to challenge the influence of the past remains unknown.

Paragraph with Unity Writing Model

It has been said that history repeats itself. Although circumstances may change, and the cast of characters will differ, human response to crisis situations remains consistent over time. The lessons gained from past events should affect present decisions, but people rarely change their behaviors based upon past experience. Indeed, it sometimes seems as if people are willing to challenge the influence of the past when they repeat mistakes or misjudgments.

Directions: Revise the following paragraph by eliminating irrelevant details. Maintain a consistent writing tone.

Paragraph without Unity

Snowboarding has quickly grown into a popular sport. Many skiers have traded in their skis for boards. It costs a lot for a one-day pass. At many resorts, snowboarders outnumber skiers. The National Snowboarding Institute, located in beautiful Aspen, Colorado, estimates that the number of snowboarders will double within the next decade.

Paragraph with Unity Revision

_____

_____

_____

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Writing Skill Worksheet #24: Unity

Directions: Revise each **Paragraph without Unity** by eliminating irrelevant details. Maintain a consistent writing tone.

Paragraph without Unity

Elementary students should have at least one recess. Young children need physical activity and a time to socialize with friends. Recess is an important part of learning. Do not confuse recess with physical education. Often, adults think that school should only focus on reading, writing, and arithmetic. Recess teaches students how to share, compete fairly, and cooperate with each other. Climbing structures are children favorites.

Paragraph with Unity Revision

_____

_____

_____

_____

_____

_____

Paragraph without Unity

The television show, *Candid Camera*, surprises older and younger Americans by setting up humorous situations and filming with a hidden camera. Sometimes actors help set up the scene. In one scene, an actor asks elderly seniors to tell their favorite jokes. Many of these actors have gone on to star in movies. Other times, props provide the humor. A twenty-dollar bill, pasted to a telephone pole, caused hilarious reactions. Two hosts introduce each filmed scene.

Paragraph with Unity Revision

_____

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Writing Skill Worksheet #25: Parallelism

Definition: Parallelism in writing refers to the repeated usage of words and grammatical structures in a well-designed pattern. Parallel structures assist the comprehension of the reader and provide a memorable rhythm to the writing.

Writing Hints

Repeat key words throughout an essay to help the reader maintain focus. Use the same grammatical structures for phrases within lists. Repeated **Transitions** can produce interesting parallelism.

Directions: Identify the words and phrases that are part of parallel structures in Abraham Lincoln's Gettysburg Address in the spaces provided. Hints are provided in **bold** for each structure to get you started.

Four score and seven years ago, our fathers brought forth upon this continent a new nation: conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war. . . testing whether that nation, or any nation so conceived and so dedicated. . . can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate . . . we cannot consecrate. . . we cannot hallow this ground.

a new **nation** _____, _____

conceiv**ed** in liberty _____

we are engaged _____

so conceiv**ed** _____

we cannot dedicate _____,

_____

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Parallelism (continued)

The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us. . . that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion. . . that we here highly resolve that these dead shall not have died in vain. . . that this nation, under God, shall have a new birth of freedom. . . and that government of the people . . . by the people. . . for the people. . . shall not perish from the earth.

who struggled **here** _____,

_____,

_____,

_____

that these dead _____

shall not have died in vain _____

_____

of **the people** _____,

_____

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Sentence Structure Worksheet #1: Simple Subject

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

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

Writing Hints

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

Practice

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

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

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

_____

Application

Directions: Compose your own sentence with a simple subject.

_____

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Sentence Structure Worksheet #2: Compound Subject

Definition: The compound subject has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words "and," "or," or "nor" connect them. The compound subject is the "do-er" or the "be-er" of the sentence. It tells whom or what the sentence is about.
Examples: The *girl* and her *mother* walked to the store.
Running quickly down the slope were *Suzanne*, *Becky*, and *Carson*.

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

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

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

Application
Directions: Compose your own sentence with a compound subject.

_____

_____

_____

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Sentence Structure Worksheet #3: Simple Predicate

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

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

Writing Hints

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

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

Practice

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

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

Application

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

_____

_____

_____

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Sentence Structure Worksheet #4: Compound Predicate

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

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

Writing Hints

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

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

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

Practice

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

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

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

_____

_____

Application

Compose your own sentence with a compound predicate.

_____

_____

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Sentence Structure Worksheet #5: Simple Sentence

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

Example: Janie and George left their assignments at home.

Writing Hints

Complete sentences can be identified by their purposes.

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

Example: Joanna went shopping at the mall.

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

Example: Would you mind cooking your own dinner tonight?

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

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

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

Example: I can't believe you said that!

Remember: A complete sentence—

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

Practice

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

Look at me when I talk to you _____

That answer really shocked me _____

Why should I have to wait _____

Tom asked me a question _____

Please pass the chocolates. _____

Application

Compose your own simple sentence.

_____

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Sentence Structure Worksheet #6: Compound Sentence

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

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

Writing Hints

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

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

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

Practice

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

I enjoy watching old television shows the new ones are better

_____

Do you want vanilla or you want strawberry

_____

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

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

_____

This route takes too long there must be another way

_____

Application

Directions: Compose your own compound sentence.

_____

_____

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Sentence Structure Worksheet #7: Complex Sentence

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

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

Writing Hints

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

Practice recognizing these dependent clauses in reading and add them to your writing:

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

Example: whose work is well-known

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

Example: as long as she can wait

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

Example: whatever he demands

Practice

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

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

_____

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

_____

Application

Directions: Compose your own complex sentence.

_____

_____

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Sentence Structure Worksheet #8:
Compound-Complex Sentence

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

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

Practice
Directions: Re-write the following independent clauses and dependent clauses into compound-complex sentences in the spaces below. You may need to switch around the order.

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

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

Application
Directions: Compose your own compound-complex sentence.

_____

_____

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Sentence Structure Worksheet #9: Sentence Fragment

Definition: A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words with no subject and verb), or a list of related words.

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

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

Remember: A complete sentence—

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

Practice
Directions: Mark "CS" if the sentence is complete or "F" if the sentence is a fragment.

_____ 1. Because he left school early.

_____ 2. She went to the store after finishing her homework.

_____ 3. After losing his homework on the bus and arriving to school late.

_____ 4. Whenever they need to know the reason for something.

_____ 5. If they think that the government taxes too much and does not spend its money wisely.

_____ 6. Taking tests always makes some students uncomfortable.

_____ 7. Having left her lunch and homework at home.

_____ 8. Unless the laws change about skateboarding.

_____ 9. Although Tom and Jose have seen the band in concert.

_____ 10. Even though the first person in line usually can get the best concert seats.

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Sentence Structure Worksheet #10: Sentence Fragment

Definition: A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words with no subject and verb), or a list of related words.

Writing Hints

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

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

Remember: A complete sentence—

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

Practice

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

Running down the hill to my friend.

_____

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

_____

Because the playground seems wet with ice.

_____

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

_____

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Sentence Structure Worksheet #11: Run-on Sentence

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

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

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

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

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

_____

_____

_____

_____

_____

_____

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Sentence Structure Worksheet #12: Run-on Sentence

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

Writing Hints

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

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

Directions

Change the following sentence run-ons into complete sentences in the space provided below.

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

_____

_____

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

_____

_____

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

_____

_____

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Transition Worksheet Answers

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

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

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

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

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

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

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

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

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

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

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

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Errors in Reasoning Worksheet Answers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Writing Style Worksheet Answers

Writing Style Worksheet #1

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

Writing Style Worksheet #2

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

Writing Style Worksheet #3

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

Writing Style Worksheet #4

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

Writing Style Worksheet #5

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

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Writing Style Worksheet #6

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

Writing Style Worksheet #7

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

Writing Style Worksheet #8

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

Writing Style Worksheet #9

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

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Writing Style Worksheet #10

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

Writing Style Worksheet #11

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

Writing Style Worksheet #12

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

Writing Style Worksheet #13

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

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Writing Style Worksheet #14

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

Writing Style Worksheet #15

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

Writing Style Worksheet #16

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

Writing Style Worksheet #17

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

Writing Style Worksheet #18

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

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Writing Style Worksheet #19

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

Writing Style Worksheet #20

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

Writing Style Worksheet #21

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

Writing Style Worksheet #22

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

Writing Style Worksheet #23

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

Writing Style Worksheet #24

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

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Writing Skill Worksheet Answers

Numbering the Essay

Writing Skill Worksheet #5	3-4-5-4-5
Writing Skill Worksheet #6	4-5-4-5-3
Writing Skill Worksheet #7	3-4-5-4-5-4-5
Writing Skill Worksheet #8	3-4-5-4-5-4
Writing Skill Worksheet #9	4-5-3-4-5
Writing Skill Worksheet #10	4-5-4-5
Writing Skill Worksheet #11	1-1-2-3-4-5-4-5-3-4-5-4-3-4-5-4-5-TK-6-6-6

Identifying Types of Evidence

Writing Skill Worksheet #12	1. 8	2. 6	3. 1	4. 4	5. 2	6. 3	7. 5	8. 7
	9. 7	10. 5	11. 8	12. 3	13. 1	14. 2	15. 4	16. 6
Writing Skill Worksheet #13	1. 7	2. 8	3. 2	4. 4	5. 1	6. 6	7. 3	8. 5
	9. 6	10. 7	11. 1	12. 3	13. 8	14. 5	15. 2	16. 4
Writing Skill Worksheet #14	1. 6	2. 4	3. 1	4. 2	5. 5	6. 2	7. 8	8. 3

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

Writing Skill Worksheet #15	1. 7	2. 3	3. 1	4. 8	5. 3	6. 7 or 8	7. TS
Writing Skill Worksheet #16	1. 3, 7, or 8		2. 5 or 8		3. 3 or 4	4. TS	
Writing Skill Worksheet #17	1. 2	2. 5 or 7		3. 7	4. 4	5. 6, 7, or 8	
	6. 3 or 7		7. TS				

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

Writing Skill Worksheet #18	1, 8, 3	8	5	
Writing Skill Worksheet #19	6, 5, 1	5, 4	5, 6, 7, 8	3, 5, 4, 8
Writing Skill Worksheet #20	7 5	4, 5	2, 1, 3, 6	8, 7

Writing Skill Worksheet #25: Parallelism

a new **nation**	that nation, any nation, that nation
conceive**d** in liberty	dedicated to the proposition
we are engaged	We are met
so conceive**d**	so dedicated
we cannot dedicate	we cannot consecrate, we cannot hollow
who struggled **here**	what we say here, what they did here, to be dedicated here, they who fought here
that these dead	that this nation
shall not have died in vain	shall have a new birth of freedom, shall not perish from the earth
of **the people**	

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Sentence Structure Worksheet Answers

Sentence Structure Worksheet #1: Simple Subject

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

Sentence Structure Worksheet #2: Compound Subject

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

Sentence Structure Worksheet #3: Simple Predicate

Ice cream+[has pleased], ice cream+[is], treat+[has], Rocky Road+[delights], nuts+marshmallows+[may cause], double-scoop+[tastes], You (implied)+[watch], Eating ice cream+[can be]

Sentence Structure Worksheet #4: Compound Predicate

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

Sentence Structure Worksheet #5: Simple Sentence

imperative, exclamatory, interrogative, declarative

Sentence Structure Worksheet #6: Compound Sentence

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

Sentence Structure Worksheet #7: Complex Sentence

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

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Sentence Structure Worksheet #8: Compound-Complex Sentence

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

Sentence Structure Worksheet #9: Sentence Fragments

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

Sentence Structure Worksheet #10: Run-On Sentences

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

Sentence Structure Worksheet #11: Run-On Sentences

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

Sentence Structure Worksheet #12: Run-On Sentences

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

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Writing Format and Standards

Revise Heading: Type the proper heading in the upper left-hand corner of the first page. The heading includes the writer's full name; the teacher's title and last name; the subject; and the date.
Example:
John Doe
Mr. Pennington
English
7 March 2021

Revise Header: Using right-justified text, type the header in the upper right-hand corner beginning on the first page, one-half inch from the top. Include your last name, followed by the page number. Each page must include your last name and page number in the header.
Example: Doe 1

Revise Title: Using center-justified text, type, and capitalize the title. The first letter is capitalized in each word except articles (*a, an,* or *the*), and coordinating conjunctions (*for, and, nor, but, or, yet, so*) unless it appears as the first word in the title. Do not boldface, italicize, underline, or use quotation marks for the title.
Example: Walking a Mile

Revise Margins: Set one-inch margins for top, bottom, left, and right except the one-half inch header. Use left-justified text and print on white 8.5 x 11-inch paper if your teacher wants you to print your final draft.

Revise Spacing: Set line spacing to double space for all lines, including the header and title. Single space after all punctuation marks, including periods.

Revise In-Text Citation Format: In-text citations identify any outside source of information you use in your writing and must be included on a separate Works Cited page. After the direct quotation (using the author's words) or an indirect quotation (using your own words, but the author's idea), include the following within parentheses: the author's last name (or title if none listed), followed by a space and the page number (numeral only). If the name of the author or title is used within the quotation, only the page number is included in parentheses. Place a period after the closing parenthesis.
Examples:
As the author explains, "Direct quotation" (Smith 22).
According to Amy Smith, "Direct quotation" (22).
The author said that…indirect quotation ("Article Title" 4).
In *The Magician's Nephew*… indirect quotation (16).

Change Font: Type in a standard, black, size 12 font. Never use all upper case letters in words.

Revise Works Cited Format: The Modern Language Association (MLA) has specific rules for providing full references to parenthetical (in-text) citations. Follow these guidelines.

Incomplete: You seem to understand the writing prompt (assignment) and know what you need to do; however, your work is incomplete. Follow my guidelines to finish and share your best work for me, so I can help you improve your writing.

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Needs Proofreading: Your final draft should be neat and free from writing errors. Make sure to run the spelling and grammar check and edit carefully. Read through your final draft out loud to catch any errors.

Typographical Error: Spelling error due to mistyping. The computer's spellcheck does not catch all typos. Proofread out loud to catch these errors.

Number Error: For numbers zero through nine, write out numbers. For 10 and higher, use numbers.
Examples: one, two, three four, five, six, seven, eight, nine, 10, 11, 12…

Needs New Paragraph: Start new paragraphs in essays for new ideas, topics, reasons, or arguments. Start new paragraphs in stories for new events, changes in place, changes in time, and for each new speaker in dialogue. Indent one tab for paragraphs. Don't add additional spacing between paragraphs. If your teacher requires block paragraph style, don't indent new paragraphs; instead, add an additional space between paragraphs.

Positive Format Comment: You've done an excellent job, making sure that the writing format is accurate.

Positive Standards Comment: You've done a great job checking sure that your final work is near error-free and up to the standards I've set for all of my students' papers. Thank you for doing your best to meet these standards.

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Essay and Report Structure and Content

Revise Introduction: An essay introduction needs two sentences: a *hook* and a *summary* to introduce the thesis statement.
▪ The first sentence of your essay is the *hook*. It grabs the attention of your reader. Choose the hook that best matches what the essay is about and your purpose for writing. Two types of hooks work well for essays: a quotation from an expert on the subject of your essay and a startling (surprising or shocking) statement.
Expert Quotation Example: Luis Valdez, author of "Video Game Injuries," claims that "children under 13 shouldn't play video games."
Startling Statement Example: Video games destroy lives.
▪ The second sentence of your essay is the *summary*. If you are writing about an issue or topic from a reading or video, begin the summary sentence with the title and name of the author. Then, tell what the issue or topic is about. Use another sentence if you need to do so.
Summary Example: According to Dr. Phoebe Caulkins, in her article titled, "The Cost of Gaming," children spend too much time playing video games when they should be playing outside.

Revise Opinion Statement: Your opinion statement must answer the key question you develop from the writing prompt (assignment). In an opinion essay, your thesis statement makes a specific claim about the issue or topic, which you will support throughout the essay. Write your thesis statement as the last sentence of the essay introduction, following the *hook* and *summary* sentences. You may choose to preview the body paragraphs by listing key idea words from the topic sentences. Use a transition word to begin the thesis statement.
Opinion Essay Example: However, the positive outcomes of video gaming far outweigh the negatives. Gamers develop better technological skills, increased attention spans, and superior ability to multi-task than those who do not play.

Revise Informative/Explanatory Thesis Statement: Review the writing prompt (assignment). Your thesis statement must answer the key question you develop from the writing prompt (assignment). In an informative/explanatory essay, your thesis statement states the purpose for writing. Write your thesis statement as the last sentence or two of the essay introduction, following the *hook* and *summary* sentences. You may choose to preview the body paragraphs by listing key idea words from the topic sentences. Use a transition word to begin the thesis statement.
Informative/Explanatory Essay Example: Video gaming helps young people in two ways. Gamers develop technological skills and learn how to solve problems.

Needs Topic Sentence: Write a topic sentence as the first sentence of each body paragraph. It usually begins with a transition word and states the main idea of the paragraph. Each topic sentence must talk about your thesis statement. In an opinion essay, each topic sentence states a reason. In an informative/explanatory essay, each topic sentence states a key point or a fact.
Example: First, young people who play video games learn technological skills.

Needs Concrete Detail: Use specific evidence to support your topic sentences. Use a variety of types of evidence, such as these **FE SCALE Evidence Strategies:** **F**act, **E**xample, **S**tatistic (a percentage), **C**omparison (the similarities and differences), Quote from an **A**uthority (an expert on the issue or topic), **L**ogic (what makes sense), or **E**xperience. Begin each concrete detail with a transition word.
Quote from an Authority Example: For example, the author said, "Gamers can also learn to program" (Lee 3).

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Needs Citation: You need to include a citation for this information and put the source information in your Works Cited page.

Needs Commentary: Provide your own comments about the concrete detail. In an opinion essay, include your opinion, share your own ideas about the evidence, analyze (say what it means about the issue or topic), or evaluate (say if it's right or wrong; good or bad). In an informative/explanatory essay, explain, analyze (say what it means), or provide a definition of a key word. Commentary does not add additional details or information. Use a transition word to begin commentary sentences.
Example: As a result, gamers learn how to optimize their games with modifications.

Needs Concluding Statement: A concluding statement provides a summary about the body paragraph and does not add new evidence or information. It may include a transition word to connect to the next body paragraph.
Example: As a result, playing video games improves the technological skills of gamers and provides another key benefit.

Needs New Paragraph: Start new paragraphs in essays for new ideas, topics, or reasons. Start new paragraphs in stories for new events, changes in place, changes in time, and for each new speaker in dialogue.

Needs Thesis Restatement: Begin the concluding paragraph of your essay with a thesis restatement. This sentence uses different words for the thesis statement to remind the reader about the focus of the essay.

Revise Conclusion: The conclusion comments on the evidence presented in the body paragraphs. Use a variety of conclusion comments, such as the **GASES Conclusion Strategies:** **G**eneralization (a statement about something that is usually true), **A**pplication (how the evidence applies or relates to something else), Statement of **S**ignificance (why the evidence is important), **E**mphasis of Key Point (what is the most important point), or **S**ummary Statement. Use a transition word to begin the conclusion comments.
Application Example: Additionally, learn how to solve problems teamwork skills, which are becoming increasingly helpful in the school and in the workplace. Indeed, video gaming can be purposeful play.

Positive Essay Structure Comment: Your writing has demonstrated an excellent understanding about how an essay should be structured with a hook, summary, and thesis statement in the introduction, body paragraphs with topic sentences, concrete details, commentary, and concluding statements; and a conclusion paragraph with thesis restatement and conclusion strategies.

Positive Essay Content Comment: Your skillful use of research and information to prepare this essay is impressive. You have used resources from experts on the subject of your writing, and you have also added creative and original thinking in this essay.

Positive Essay Style Comment: In this essay you have developed a consistent voice in which you demonstrate that you know the purpose of the essay and the needs of your reader. Your sentence variety and writing style make your paper easy to read and understand.

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Story Structure and Content

Revise Story Lead: The first sentence or two of your story should *hook* your reader's interest. In a story or article, the *hook* is also called a *lead.* For short stories, try using one of these leads to begin your story:
▪ A **dialogue lead** begins the story with a short, but interesting, exciting, or suspenseful conversation between two of the story characters.
Example: "Did you see that?" screamed my brother. "It just about took off my head. Quick, let's get under cover before it comes back!"
▪ An **action lead** begins the story with the main character or characters involved in some kind of exciting, suspenseful, adventurous, or surprising activity.
After the lead, introduce the main character or characters, setting, and any other information that your reader needs to understand your story. This beginning section of your story, including the lead, character introduction, setting, and background is called the *exposition* (or *basic situation*).

Needs Character Introduction: Needs a more detailed character description to introduce your main character or characters. Following are types of character roles found in many stories. *Tell* or *show* the *character traits* (what makes each person special) through a description or action.
▪ The *protagonist* is the main character who is involved in a conflict. Usually, the protagonist is the hero of the story.
▪ The *antagonist* is the character who opposes the protagonist in the conflict. The antagonist may act as the villain or *bad guy* in the story.
▪ Minor characters appear less often in the story. However, minor characters can influence the plot and other characters.

Revise Setting: Needs more specific setting details. The setting is the time and place of the story.
Setting Example: The factory whistle blew for quitting time: five o'clock, and not a minute too soon on this cloudy January day, far from the cheer of Christmas. The year was 1938. My hometown of Akron, Ohio, was no different than any other boring midwestern town.

Revise Conflict: The conflict is unclear. The conflict is the key problem that the characters face in the plot. The conflict may be *external* (outside the characters) or *internal* (inside the characters).
External Conflict Examples: character vs. character, character vs. nature, character vs. technology, character vs. a group of people.
Internal Conflict Examples: character vs. emotions, character vs. needs or desires, character vs. temptations, character vs. the past

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Inconsistent Point of View: The point of view has changed. The point of view refers to how the story is told. Most authors use one of these points of view to tell the story:
▪ One of the characters tells the story using *I*. The reader only knows what the character knows and feels.
Example: I walked into the hallway, not knowing where it would lead.
▪ The narrator, who is not involved in the story, tells the reader what one main character knows and feels.
Example: Marsha and Brad left the house together. Marta wondered if they would return.
▪ The narrator or character telling the story knows everything about the characters' past, present, and future.
Example: The children did not know that their parents were waiting for them at the end of the tunnel.

Needs More Rising Action: Needs more plot development before the story climax. Rising action is the series of events that develop the characters and the conflict to prepare the reader for the story climax.

Revise Climax: Needs a more detailed climax. The climax is the most exciting part of the story when the characters face the main consequences of the conflict. The climax is usually included toward the end of the story.

Revise Resolution: Needs a more detailed and clear resolution. The resolution follows the climax and resolves the key conflict of the story. It provides a satisfying ending in which the reader discovers what happens to the main characters and how the plot ends.

Needs More Character Development: Needs more detailed and specific character development. Use the **STEAL Characterization Strategy** to create interesting characters**:** **Speech** (how and what the characters say in dialogue); **Thought** (what the characters think); **Effect** on others (how the characters relate to one another); **Action** (what the characters do and the how they respond to the consequences of their actions); and **Looks** (the appearance of the characters).
Reveal the *character traits* (what makes each person special) through both *direct* and *indirect* characterization.
Direct characterization *tells* the reader the character traits through description.
Example: Mr. Tang was patient and focused on the present.
Indirect characterization *shows* the character traits through the plot, dialogue, action, and other characters.
Example: His tie was perfectly placed, not too short and not too long.

Inconsistent Characterization: This doesn't seem to fit your character. Don't surprise or confuse your reader with speech or action that seems *out of character.* Keep consistent with the characterizations which you have already established:
▪ A *dynamic* character changes significantly throughout the narrative. Also referred to as a round character, the character is complex with multiple traits and learns and grows throughout the story.
▪ A *static* character remains the same throughout the narrative.
▪ A *flat* character is a simple, minor character with one personality trait.

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Revise Dialogue: Use these ideas to write good dialogue:
▪ Keep speeches short. Don't waste words or say what the reader already knows.
▪ Good dialogue adds to the plot and can suggest action.
▪ Use realistic vocabulary and write the way your characters speak.
▪ Use a variety of speaker tags (other than *said*), and use them only when needed to show the reader whom is speaking.
▪ Don't overuse character names in dialogue.
▪ Don't use too much *thinking* dialogue.

Revise Description: Good description uses *show me*, not *tell me* writing. Use these ideas to write effective description:
▪ Description should be specific.
Example: She walked down the stairs into the street.
Revision: She walked down the wooden stairs into Laredo Street.
▪ Description should include a variety of the senses (taste, touch, sound, sight, feeling).
Example: The smell of oven-baked cookies and the sounds of an old jazz song welcomed him into the sun-filled room.
▪ Description should clearly identify changes in location.
Example: Tasha changed direction, turning onto the one-way street.

Needs Theme: Short stories, like novels, include a theme. The theme is the main idea which the author explores and writes about in the text. It can be a message or lesson about life that can apply to everyone. Usually, the author provides hints about what the theme is and allows the reader to discover what it.
Examples: Growing up is challenging. Everyone needs love.

Positive Story Structure Comment: Your writing shows that you understand how to start a story with a story lead, main character introductions, setting, and conflict. You've done a great job including the rising action, the climax, and a satisfying resolution that solves the conflict.

Positive Story Content Comment: Your characters are realistic, their roles in the story are clear, and their character traits are well-described. The plot is interesting and entertaining. I so enjoyed your creative story.

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Sentence Formation and Writing Style

Revise Sentence Fragment: This sentence fragment is only part of a complete sentence. To fix a sentence fragment, try these ideas:
▪ Change the fragment into a complete thought by adding a subject or predicate. The subject of a sentence is the "do-er." The predicate is what the "do-er" does.
Fragment Example: Solved a problem with her quick thinking.
Revision: *She* (subject) solved a problem with her quick thinking.
Fragment Example: Mainly the lack of time.
Revision: Mainly, they *needed* (predicate) more time.
▪ Connect the fragment to the sentence before or after.
Fragment Example: Because of the ice. The roads were hazardous.
Revision: The roads were a hazardous because of the ice.
▪ Read the sentence out loud. Unless it is a question, the voice naturally drops down at the end of a complete sentence.

Revise Sentence Run-on: This run-on incorrectly connects two independent clauses (a noun and connected verb which tells a complete thought). If connected with a comma, the run-on is known as a *comma splice.* To fix a sentence run-on, try these revision strategies:
▪ Separate the run-on into two sentences.
Run-on Example: Lou told his mom he told his sister.
Revision: Lou told his mom. He told his sister.
▪ Add a comma followed by a conjunction (*for, and, nor, but, or, yet, so*) between the two complete thoughts.
Run-on Example: Lou told his mom he told his sister.
Revision: Lou told his mom, and he told his sister.

Revise with a Complete Subject: When additional words help name or describe the simple subject and serve as the "do-er" of the sentence, this phrase is called a *complete subject.* When two sentences each have a description of the same subject, they can be combined and form one complete subject.
Example: The *nurse* assisted the patient. She is *skilled.*
Revision: The *skilled nurse* assisted the patient.

Revise with a Compound Subject: Combine simple sentences by revising with a compound subject. When two or more connected nouns or pronouns serve as the "do-ers" of the sentence, these words form a *compound subject*. The conjunctions *and* or *or* connects them.
Example: The *doctor* assisted the patient. The *skilled nurse* assisted the patient.
Revision: Both the *doctor and the skilled nurse* assisted the patient.

Revise with a Compound Predicate: Combine simple sentences by revising with a compound predicate (the main verb). When two or more connected verbs complete the actions of the sentence subjects, these words form a *compound predicate*. The conjunctions *and* or *or* connects the verbs.
Example: Suzanne *prepared* a fantastic dinner. She *served* the dinner, too.
Revision: Suzanne *prepared and served* a fantastic dinner.

Misplaced Sentence Subject: The subject (the "do-er" of the sentence) is usually placed at or near the beginning of a declarative sentence before the predicate (the main verb).
Misplaced Sentence Subject Example: Into the room went the *talkative friends* to gossip.
Revision: *The talkative*

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Misplaced Question Subject: In interrogative sentences (questions), the subject (the "do-er" of the sentence) is usually placed after the predicate (the main verb) or comes between the parts of the verb.
Misplaced Question Subject Examples: Is the one you talked about she? Will know Tom what to do?
Examples: *Is* she the one you talked about? *Will Tom know* what to do?

Combine into Compound Sentence: Combine these short sentences into a compound sentence. A compound sentence has two independent clauses. An independent clause has a noun and a connected verb which tells a complete thought. Join the two independent clauses with a comma followed by a conjunction (*for, and, nor, but, or, yet, so*).
Example: I like the way she talks. She likes my voice.
Revision: I like the way she talks, and she likes my voice.
Avoid placing two compound sentences next to each other in the same paragraph.

Combine into Complex Sentence: Combine these short sentences into a complex sentence. A complex sentence has both an independent clause and a dependent clause. An independent clause has a noun and a connected verb which tells a complete thought. A dependent clause has a noun and a connected verb which does not tell a complete thought. The dependent clause can be placed at the beginning, in the middle, and at the end of sentences. Most dependent clauses begin with these words: *After, Although, As, When, While, Until, Because, Before, If,* or *Since*. Together they create the **AAAWWUBBIS Memory Trick**.
Example: I finally left my home. I cried for days.
Revision: *When* I finally left home, I cried for days.
Avoid placing two complex sentences next to each other in the same paragraph.

Needs Sentence Variety: Instead of always beginning sentences with the subject (a noun or pronoun acting as the "do-er" of the sentence), use different parts of speech to add variety to your sentences.
Example: They (subject) eat too many hamburgers.
Revisions:
▪ Adjective–*Too many* hamburgers they eat.
An adjective modifies (describes, identifies, defines, or limits) a noun and answers Which one? How many? or What kind?
▪ Adverb–*Often*, they eat too many hamburgers.
An adverb modifies (describes, identifies, defines, or limits) a verb and answers How? When? Where? or What Degree?
▪ Prepositional phrase–*At home* they eat too many hamburgers.
A preposition shows a relationship between a word which signals location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.

Rearrange in Chronological Order: *Chronological* refers to the order of time, from older events to newer ones. Use transition words such as *first*, *second*, *later*, *next*, *before*, *for one*, *for another*, *previously*, *then*, *finally*, *following*, *since*, and *now* to establish a time sequence from old to new.
Example: Mary asked if she could go with us, later she got permission from her parents, but before both she had cancelled her plans.
Revision: First, Mary cancelled her plans. Then she asked if she could go with us. Later, she got permission from her parents.

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Eliminate Sentence Interruption: Sentence interruptions can ruin the flow of a sentence. Rearrange the sentence or simply delete the interruptions.
Examples: This was not a good idea, although I must admit I didn't have any better ones, and it was bound to fail.
Revision: This was not a good idea and it was bound to fail, although I must admit I didn't have any better ones.

Off Topic: The focus of this section does not support the thesis statement. Consider eliminating this section, revising to better demonstrate how it provides support, or substituting with something else.
Example: Baseball has been called a "simple game"; however, it does require skilled decision-making. Hot dogs always taste best at the ballpark (Off Topic).

Needs Connection: How does this fit with other sections? Consider adding transitions or repeat wording to show relationships. Common relationships include cause and effect, comparison (same) and contrast (different), and problem to solution.

Out of Place: This section seems out of place. Consider rearranging sentences or paragraphs.

Not Clear: This section is confusing and does not seem to fit with the rest. Provide an example, a definition, or more explanation to make it more understandable.
Example: Many still farmed vegetable crops of which there were too many.
Revision: Many farmers continued to grow vegetables, such as corn, when too much corn was already on the shelves of supermarkets.

Awkward: The construction of this sentence makes it hard to follow. Consider revising the word order.
Example: The call, made by the police, to carry out the proposed solution to the problem, was not carried out majority members of the community.
Revision: Most people in the community did not do what the police suggested to solve the problem.

Needs Transition: Use a transition word to help the reader understand the connection between or shift from one thought to another. Transitions may be placed at the beginning, middle, or end of sentences.
Examples: *First*, she had practiced; however, she practiced incorrectly and *so* was unsuccessful *for these reasons*.

Get Specific: The concrete detail is too general. Substitute with more specific evidence or details to convince, inform, or explain. Choose among these types of evidence: **FE SCALE**
Evidence Strategies: Fact, **E**xample, **S**tatistic (a percentage), **C**omparison (the similarities and differences), Quote from an **A**uthority (an expert on the issue or topic), **L**ogic (what makes sense), or **E**xperience. Begin each concrete detail with a transition word.
Example: Many people visit recreational areas.
Revision: Close to 85% of Americans visited recreational areas, such as parks, beaches, and national forests, this year (Matthews 34).

Not Consistent: The content or tone of the argument or information has changed, is contradictory, or has been taken in a different direction than what has been said before. Revise to maintain consistent support of your thesis statement.
Example: The math te

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Something Missing: It seems that a word, key idea, information, or explanation is missing here. Re-read what you have written from the reader's point of view to to see what needs to be added.
Example: The Folsom High School Band has the best band in the city.
Revision: The Folsom High School Band has the only band in the city, but it is excellent.

Not Correct: This fact does not seem to be correct. Check your sources and revise as needed.
Example: The earth is a sphere and completely flat.

Sequence Issue: This sentence is not in the right place and is confusing to the reader. Re-read the paragraph and revise or delete if it does not fit in to the order or flow of the paragraph.
Examples of Proper Sequence: General to specific, first to last, cause to effect, problem to solution, old to new.

Positive Sentence Formation Comment: Your sentences are well constructed and have plenty of variety.

Positive Writing Style Comment: You demonstrate that you know the purpose of the writing prompt (assignment) and the needs of your reader. Your writing style make your paper easy to read and understand. Sentences are in proper order and nicely transition from one to another.

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Word Choice

Delete Unnecessary Words: Delete words which do not add meaning to your sentences.
Examples: I think, I believe, In my opinion, From this writer's point of view, At the end of the day, When all is said and done, In light of these facts

Revise Double Negative: Don't use double negatives in essays or reports.
Examples: You should *not fail* to use soap to wash dishes. *Don't not* do that ever.
Revision: Always use soap to wash dishes.

Eliminate Wordiness: This section is longer than it needs to be. Consider deleting words, phrases, or clauses which interrupt the flow of your ideas, or consider re-wording–especially with stronger verbs and more specific nouns. Often, using clauses beginning with *who, whom, which,* and *that* and too many prepositional phrases create wordiness.
Example: The girl, whom I used to consider as a friend, but left me to eat lunch alone, which was extremely mean in the cafeteria during lunch on Tuesday ignored me.
Revision: The mean girl ignored me in the cafeteria last Tuesday.

Revise Too Many "to be" Verbs: Limit using so many "to be" verbs: *is, am, are, was, were, be, being, been*. To replace "to be" verbs: 1. **Substitute** a more active verb. 2. **Convert** one of the words in the sentence to a verb form. 3. **Change** the beginning of the sentence. 4. **Combine** the sentence which has the "to be" verb with the sentence before or after to use another stronger and specific verb.
Substitute Example: The child *was* sad.
Revision: The child *felt* sad.
Convert Example: Charles Schulz *was* the *creator* of the *Peanuts* cartoon strip.
Revision: Charles Schulz *created* the *Peanuts* cartoon strip.
Change Example: The run-away car *will be* stopped by the tire spikes.
Revision: The tire spikes will stop the run-away car.
Combine Example: The child *is* terrified. She *is* feeling that way because of the news story.
Revision: The news story terrified the child.

Change Word Choice: This word choice is incorrect, unclear, inappropriate, imprecise (not the exact meaning), or it may have a different connotation (an idea or feeling that the word suggests) than what you intend to say. To revise, either delete the word or use a thesaurus to substitute another word which fits better. Check its definition in a dictionary.
Example: The *gigantic* little rodent squeezed into its mouse hole.
Revision: The little mouse squeezed into its mouse hole.

Revise Word Order: Adjectives are placed before nouns, and subjects before verbs, in sentences using the active voice. Place important nouns at the beginning or end of sentences.
Examples: Both red and blue, chirped the birds. Birds seek freedom most of all.
Revisions: The red and blue birds both chirped. What birds seek most of all is *freedom*.

Repeated Word: This word or phrase has been used too often. Use a pronoun or a synonym (a word which means the same) instead of repeating this word.
Example: She carefully planned the party, being careful to listen to advice.
Revision: She planned the party, being careful to listen to advice.

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Revise Vocabulary: This word is too difficult or technical and it does not fit with the rest of your writing. Use a simple word to say what you mean that fits the rest of the sentence.
Example: The children enjoy playing with their new canine.
Revision: The children enjoy playing with their new dog.

Needs Definition: Your reader may not understand this word. Define the word or use surrounding context clues, such as synonyms, antonyms, and examples.
Example: He promised *revisions*, because changes were necessary.

Delete Slang: Don't use slang in essays or reports. Slang is used with certain groups of people and in special places. It is more often used in conversation than in writing.
Example: The *kids* studied hard for their exams.
Revision: The children studied hard for their exams.

Delete Contraction: Don't use contractions in essays or reports. A contraction is a shortened form of one or two words (one of which is usually a verb). An apostrophe takes the place of a missing letter at the beginning, middle, or end of the word.
Examples: They *shouldn't* talk when they don't understand the subject.
Revision: They should not talk when they do not understand the subject.

Delete Abbreviation: Don't use abbreviations in essays or formal writing. An abbreviation uses a period to shorten a word or words.
Examples: *So.* Dakota is in the *U.S.*
Revision: South Dakota is in the United States.

Positive Word Choice Comment: Accurate and creative word choice are the keys to successful writing. You have taken the effort to select words which mean exactly what you want them to say.

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Nouns, Pronouns, Adjectives

Use Specific Noun: Avoid using general common nouns which do not use the senses (taste, touch, sound, sight, feeling). A common noun is an idea, person, place, or thing.
Example: I read the *news* about the *hunger problem* in Africa. Instead, use specific, concrete nouns which can be perceived by senses.
Example: I read the article in the *Sacramento Bee* about the famine and starvation in Liberia, Africa.

Needs Subject Case Pronoun: Revise with a subject case pronoun. Use the subject case pronouns: *I, you, he, she,* and *it* (singular) or *we, you,* and *they* (plural) in place of the subject (the "do-er") of the sentence. A subject case pronoun that is part of a compound subject is placed last.
Examples: Abel and *she* attended the concert.
Substitution Trick: Drop other nouns or pronouns in a compound subject to check if the remaining pronoun sounds right.
Example: John and *I* play video games. Drop and check–*I* play video games.

Needs Object Case Pronoun: Revise with an object case pronoun. Use the object case pronouns: *me, you, him, her, it* (singular) or *us, you*, and *them* (plural) in these ways:
▪ A direct object, answering What? or Whom? in response to the verb.
Example: She hit *him*.
▪ Place the object case pronoun last in compound objects.
Example: The friend gave Kathy and *us* a bag of chips.
Substitution Trick: Drop other nouns or pronouns in a compound object to check if the remaining pronoun sounds right.
Example: She gave it to John and *me* or *I*. Drop and check–She gave it to *me*, not *I*.
▪ As the object of a prepositional phrase. The preposition shows a relationship between a word which signals location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Example: They smiled at *me*.
▪ An indirect object, answering For What? or For Whom? in response to the verb. The indirect object is usually placed before the direct object in a sentence.
Example: He gave *her* a pen.

Pronoun Re-statement Error: Don't restate the subject twice with a pronoun in the same sentence. The subject is the "do-er" of the sentence.
Examples: That dog, which is friendly, *he* was easy to train.
Revision: That dog, who is friendly, was easy to train.

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Revise Pronoun Antecedent Issue: An antecedent is the word or group of words to which a pronoun refers. Use these revision strategies to make the connection clear between the pronoun and its antecedent:
▪ Place the pronoun close to its antecedent.
Example: *John*, just like Peter, enjoyed *his* sports.
Revision: *John* enjoyed *his* sports, just like Peter.
▪ Change either the pronoun or antecedent to be more specific.
Example: He gave *the dog his bone*.
Revision: He gave *Fido the dog bone*.
▪ Don't use a pronoun that refers to the object of a preposition. The preposition shows a relationship between a word which signals location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Example: In Twain's *Tom Sawyer*, *he* uses political humor.
Revision: Twain uses political humor in *Tom Sawyer*.

Correct Relative Pronoun: You used the wrong relative pronoun. Of the relative pronouns: *that*, *which*, *who*, *whom*, and *whose*, the pronoun *that* can refer to people or things in general. Use *which* for specific things and *who, whom,* and *whose* for specific people, animals, and characters.
Who and Whom Trick: *Who* is in the subject case and acts upon a verb. Substitute *he* or *they*, rearrange the sentence to make sense, and check if it sounds right. *Whom* is in the object case and receives the action of the verb. Substitute *him* or *them* and check if it sounds right.
Example: She knows *whom* she should ask. Substitute, rearrange, and check: She knows she should ask *him. Him* sounds right, so *whom* is correct.

Correct This, That, These, or Those: The words *this* and *these*, refer to nouns or pronouns close to the writer while *that* and *those* refer to nouns or pronouns away from the speaker or writer.
Examples: *This* right here and *that* by the window are heavier than *these* desks in front of me and *those* tables by the door.

Correct Possessive Pronoun: The possessive pronouns: *my, our, your, his*, *her*, *its* and *their* must connect to nouns. They are called *determiners*, because they determine *whom* belongs to the noun.
Example: *Your* friend. *Your* determines whose friend it is.
Other possessive pronouns: *mine, ours, yours, his*, *hers*, and *theirs* appear on their own and do not connect to nouns.
Example: The pillow is *mine*.

Correct Reflexive Pronoun: Reflexive pronouns end in "self" or "selves" and must refer to the subject (the "do-er") of the sentence. These pronouns are necessary to the meaning of the sentence: *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*.
▪ Don't use a reflexive pronoun as the subject.
Examples: Joe and *myself* are playing cards.
Revision: Joe and *I* are playing cards.
▪ Don't use an object case pronoun (*me, you, him, her, it*, *us, you*, *them*) as a reflexive pronoun.
Example: I got me a sandwich.
Revision: I got myself a sandwich. I got a sandwich.

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Correct Intensive Pronoun: Intensive pronouns (*myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*) follow a noun or pronoun to add emphasis. They are unnecessary to the meaning of the sentence. Never use *ownself (as in my ownself), ourself,* or *hisself, and don't use commas before of after the intensive pronoun.*
Example: He won *hisself* the game.
Revision: He *himself* won the game.

Revise Gender Pronoun Issue: Make both the pronoun and its antecedent (the word or group of words to which a pronoun refers) plural when gender (male or female) does not need to be identified.
Example: *Everyone* needs *his* rest.
Revision: *All* need *their* rest.

Revise Adjective Order: An adjective is placed before the noun it modifies (describes, identifies, defines, or limits) and answers Which one? How many? or What kind? of the noun. Avoid using adjectives that do not add meaning to a sentence, such as *interesting*, *beautiful*, *nice*, and *exciting*. Multiple adjective follow the Which one? How many? or What kind? order.
Examples: She saw *these* (Which one?) *two* (How many?) *handsome* (What kind?) men.

Correct Article: An article (*a*, *an*, *the*) is an adjective used before a noun or other adjective. The *a* comes before a consonant sound; the *an* comes before a vowel sound. Both *a* and *an* refer to unspecific things while *the* is specific.
Examples: He wanted *an* egg or *a* tomato, but I gave him *the* toast.

Correct Participle: A participle is a verb form that serves as an adjective. Present participles end in *_ing*.
Example: I hear *running* water. Past participles end in *_d*, *_ed*, or *_en*; however, some have irregular forms, many of which end in *_t*.
Examples: said, frightened, given, built

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Verbs

Correct Noun Subject-Verb Agreement: The verb does not match the subject noun (the "do-er" of the sentence). Follow these rules to match a verb to its noun subject:
▪ A singular noun subject makes the main verb end in s. A plural noun subject makes the main verb not end in s.
Examples: John walks. John and Marci walk. The children walk.
▪ If matching a verb to a compound subject (two or more "do-ers" of the sentence) which does not include *and*, match the verb to the last noun in the compound subject.
Examples: The tigers or the *lion roars* each day. Neither Tom *nor* Elena *swims*.
▪ Collective nouns that refer to a group of individuals are usually singular.
Examples: The *team works* together, but the *class does* not.
How to Identify the Subject: To identify the subject noun, first eliminate all prepositional phrases and dependent clauses. Next, look for the main verb and then ask "Who?" or "What?" The answer is the subject.
Example: The *flavors* ~~of his snow cones~~ (prepositional phrase) ~~which he developed last summer~~, (dependent clause) *excite* my taste buds. The main verb is *excite.* "Who?" or "What?" The answer is the subject: *flavors.* Because *flavors* is a plural subject, it determines that the verb, *excite*, must not end in s.

Correct Pronoun Subject-Verb Agreement: The verb does not match the subject pronoun (the "do-er" of the sentence). Follow these rules to match a verb to its pronoun subject:
▪ A singular pronoun subject makes the main verb end in s. A plural pronoun subject makes the main verb not end in s.
Examples: He walks. John and she walk. They walk.
▪ The subject case pronouns: *I, we,* and *you* match verbs that do not end in s.
Examples: I *like* it; we *love* it; but you *hate* it.
▪ The subject case pronouns: *he, she, it,* and *they* match verbs that do end in s.
Examples: He *likes* it; she *loves* it. It *pleases* everyone and they *ask* for it.
▪ An indefinite singular pronoun matches a verb that ends in s.
Examples: Anybody, Anyone, Anything, Each, Either, Everybody, Everyone, Everything, Neither, Nobody, Nothing, No one, One, Somebody, Someone, Something *seems* loud, not *seem* loud.
▪ An indefinite plural pronoun matches a verb that does not end in s.
Examples: Both, Few, Many, Several *grow* quickly, not *grows* quickly.
▪ Indefinite number pronouns: *all, any, half, more, most, none, other*, and *some* may be singular or plural depending upon the surrounding word clues.
Examples: *None* of *this helps* but *more* of *these types may* do so.

Correct Helping Verb: Helping verbs are added before verbs to indicate present or past tense. They suggest an ongoing action, not a one-time event. Use the proper form of these verbs:
▪ The "to do" verbs: *do, does,* and *did* connect to infinitives (base forms of the verbs).
Examples: They *do* help; Marta *does* help; Jaime and Luis *did* help.
▪ The "to have" verbs: *have, has,* and *had* suggest an ongoing action for a specific amount of time and connect to past participles (verb forms ending in _*d*, _*ed*, or _*en* and irregular forms, many of which end in _*t*).
Examples: They *have* said; Marta *has* frightened; Jaime and Luis *had* given
▪ The "to be" verbs: *is, am, are, was, be, being,* and *been* connect to present participles (verb forms ending _*ing*).
Examples: They *are* helping; Marta *is* helping; Jaime and Luis *were* helping.

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Correct Modal: Modals are verbs which are added before infinitives (base forms of the verbs) to show a condition in which there are different possibilities. The modals: *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, and *would* do not change the tense of the verb.
Examples: They *could* help (not *helped*) the teacher if they wanted.
Modals are often placed before helping verbs, in which case the "to have" and "to be" verbs do change the verb endings.
Examples: They *could* have helped the teacher if they *would* have been listening.
Don't substitute *of* for the *have* after a modal.
Example: They should *of* have helped.
Revision: They should *have* helped.

Correct Linking Verb: A linking verb follows a subject (the "do-er" of the sentence) and links to another word which it modifies (describe, identify, define, or limit). Linking verbs include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been* and *become*, *feel*, *look*, *seem*, *smell*, *sound*, *taste*.
Example: Lori *is* strong.
▪ Don't substitute *be* or *been* for *is* or *was*.
Example: He *be* funny.
Don't use the non-standard use of the "do be" or "don't be" patterns.
Examples: *Do be* listening and *don't be* talking.
▪ Don't use the non-standard *was* and *were*.
Examples: We *was* friends and it *were* nice.
Revision: We *were* friends and it *was* nice.
▪ Don't drop linking verbs.
Examples: She nice, but I been nice to her first.
Revision: She *is (was)* nice, but I *had been* nice to her first.

Transitive Verb Error: This transitive verb needs an object. A transitive verb is a mental or physical action that acts upon a direct object. The direct object answers *Whom*? or *What*? from the verb.
Example: Lewis *gave* (transitive verb) a wonderful gift (direct object).
An intransitive verb is a mental or physical action that acts without an object. Linking verbs are all intransitive verbs.
Example: The baby *screams* (intransitive verb) loudly.

Correct Verb Tense: Don't mix verb tenses. English has three basic verb tenses to show time.
▪ The past verb tense adds "_d" or "_ed" at the end of the infinitive (base form of the verb) and does the past physical or mental action of the subject (the "doer" of the sentence). These actions are one-time events that took place at a specific time.
Examples: I *asked* for it. You *appeared* interested.
▪ The present tense does the present physical or mental action. The present verb tense is the infinitive (base form of the verb). A singular subject makes the present tense verb end in s (except *I, we,* and *you*), but a plural subject matches a verb which does not end in s.
Examples: He *swims*. Mandy and Mark *swim*.
▪ The future tense is formed with *will* or *shall* + the infinitive (base form of the verb) to describe a physical or mental action in the future. Traditionally, *shall* has been used to match the *I* and *we* pronouns.
Examples: You *will* stay, but I *shall* go.
Past, present, and future verb tenses are also determined by helping verbs: *did* and *had* (past), *do, does, have,* and *has* (present), *will do, will have,* and *shall* (future), and the "to be" verbs: *was, were,* and *been* (p

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Correct Irregular Verb: An irregular verb does not end in *_d*, *_ed,* or *_en*). The most frequent irregular verb ending is *_t*.
Examples: bent, bit, bought, felt, fought, got, kept, left, sent, shot, wrote

Correct Past Progressive Verb: The past progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after a past tense "to be" verb: *was, were,* or *been* to describe an ongoing past action. Frequently, the word *while* is used in connection with the past progressive.
Example: I *was day-dreaming* while you talked.

Correct Present Progressive Verb Form: The present progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after a present tense "to be" verb: *is, am, be,* or *are* to describe an ongoing action happening or existing now.
Example: I *am walking* to the store. Some verbs can't use the present progressive form: to be, to belong, to care, to cost, to exist, to envy, to fear, to hate, to like, to love, to mind, to need, to owe, to want.
Example: I *be fearing* it.
Revision: I *fear* it.

Correct Future Progressive Verb: The future progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after *will* or *shall* + *be* to describe an ongoing action that will take place over a period of time in the future (while another action takes place) or to describe an ongoing future action that will be briefly interrupted by an action of less importance.
Examples: We will be eating while we play cards. The varsity will be playing after the junior varsity.

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Modifiers, Adverbs, Prepositions, Conjunctions

Correct Comparative Modifier: A comparative modifier is an adjective or adverb that modifies two things. Follow these rules to use comparative modifiers correctly:
▪ Use the suffix "_er" for a one-syllable modifier.
Example: She is *short-er* than I.
▪ Use "_er" or *more* (*less*) for a two-syllable modifier.
Example: He seems *more help-ful* than they.
▪ Use *more* or *less* for a three-syllable (or longer) modifier.
Example: Frank was *more gen-er-ous* than Keith.
Example: Frank was *more gen-er-ous* than Keith.
▪ Use *more* or *less* for all adverbs ending in "_ly."
Examples: She apologized *more con-vin-cing-ly* than did her friend.

Correct Superlative Modifier: A superlative modifier is an adjective or adverb that modifies three or more things Follow these rules to use superlative modifiers correctly:
▪ Use the suffix "_est" for a one-syllable modifier.
Example: Of Rachel, Tim, and Sam, Rachel is the *smart-est*.
▪ Use "_est," *most*, or *least* for a two-syllable modifier.
Example: Of Rachel, Tim, and Sam, Rachel has the *most tal-ent*).
▪ Use *most (least)* for a three-syllable or longer modifier.
Example: Of the five contestants, Jane spoke *most care-ful-ly*.

Revise Misplaced Modifier: This modifier is misplaced. A modifier should be placed, whenever possible, next to the word it modifies (describes, identifies, defines, or limits).
Example: The modifier in the following sentences is *only*: She *only* requested two appetizers.
Revision: She requested *only* two appetizers.

Revise Adverb Order: An adverb modifies (describes, identifies, defines, or limits) a verb by answering How? When? Where? or What Degree? The adverb may be found before or after the word or words that it modifies (describes, identifies, defines, or limits). Follow these rules to use adverbs correctly:
Multiple adverbs follow the How? When? Where? or What Degree? order.
Examples: *Carefully*, you *soon* may walk *where* tigers *mostly* roam.

Revise Preposition Issue: A preposition is always part of a prepositional phrase. The preposition shows a relationship between a word which signals location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Example: He ran *up the road*.
Explanation: The preposition, *up*, asks, "What?" and the object, *the road*, provides the answer.
Follow these rules to use prepositions properly:
▪ Don't string together more than two prepositional phrases.
Example: Peter Rabbit ran *through the field, under the fence, into the garden*.
Revision: Peter Rabbit ran *through the field*. Afterwards, he ran *under the fence* and *into the garden*.
▪ Don't add the *of* or *on* prepositions when unnecessary.
Examples: Get ~~off of~~ my couch. Don't blame ~~on~~ me for that.
▪ Avoid ending sentences with awkward prepositions.
Example: The cook did not know what the pie was made *of*.
Revision: The cook did not know the ingredients in the pie.

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Needs Coordinating Conjunction: Coordinating conjunctions join words or groups of words of equal importance.
Examples: I need one *or* two. He also brought along two water bottles, *yet* he did not know why.
Memory Trick to remember the coordinating conjunctions: FANBOYS (For-And-Nor-But-Or-Yet-So)

Coordinating Conjunction Error: Don't start sentences with coordinating conjunctions. Avoid beginning sentences with the coordinating conjunctions **(FANBOYS**: For-And-Nor-But-Or-Yet-So**)** unless you finish the thought.

Needs Correlative Conjunction: Correlative conjunctions are pairs of conjunctions which join words or groups of words. The pairs include *both-and*, *not only-but also*, *either-or*, *whether-or*, *neither-nor*.
Example: Both Jake *and* Kenny went to college.

Needs Subordinating Conjunction: A subordinating conjunction begins a dependent clause. A dependent clause includes a noun and connected verb, but it does not tell a complete thought. The subordinating conjunction signals time (*when*), cause-effect (*if*), or exception (*although*).
Time Example: *While* we waited, we played cards.
Cause-Effect Example: I never knew, *because* you hid it from me, that you broke the chair.
Exception Example: I can't help *although* he did.
AAAWWUBBIS Memory Trick (to remember the subordinating conjunctions): Most dependent clauses begin with these words: *After, Although, As, When, While, Until, Because, Before, If,* or *Since*.

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Punctuation, Capitalization, Quotation Rules

Correct Speaker Tag Comma: Follow these rules for comma placement with speaker tags (the speakers and their connected verbs) in dialogue:
▪ Place commas after a beginning speaker tag to the left of the quotation marks.
Example: He said, "I shouldn't listen to what you say."
▪ Place commas before and after a middle speaker tag to the left of both quotation marks.
Example: "But if you don't, he shouted, "you will never win."
▪ Place commas before an ending speaker tag to the left of the quotation marks.
Example: "Okay. I will give you another chance," he responded.
Question marks and exclamation points are placed in the same positions as commas.

Correct Direct Address Comma: Follow these rules for comma placement with nouns of direct address (the character spoken to) in dialogue:
▪ If the noun of direct address is placed at the beginning of the sentence, place a comma after that noun.
Examples: Kristen, leave some for your sister. Officer Daniels, I need your help.
▪ If the noun of direct address is placed in the middle of the sentence, place commas before and after that noun.
Examples: If you insist, Dad, I will. If you insist, Your Honor, I will.
▪ If the noun of direct address is placed at the end of the sentence, place a comma before that noun.
Examples: Just leave a little bit, honey. Just leave a little bit, you selfish monster.

Correct Commas in Series: Place commas after each item in lists, except the last one. Newspapers, web articles, and some magazines eliminate the last comma; however, most style manuals still require the last comma.
Example: John, Jane, and Jose left early.

Needs Introductory Word or Words Comma: Place commas after introductory words or phrases which have special emphasis. Place a comma after introductory prepositional phrases with more than four words.
Examples: *First*, listen to me. *Throughout the rest of the book*, the characters do not change. *From there* they went to the party.

Correct Comma with Geography: Place commas between geographical place names and after the last place name unless it appears the end of a sentence. When the place name is a possessive (shows ownership), this rule does not apply.
Examples: She lived in Rome, Italy, for a year. Rome, Italy's traffic is busy.

Correct Comma with Dates: Place commas between the number date and its year and after the year unless it appears at the end of the sentence.
Example: We left town on May 4, 1999, before the storm arrived.

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Correct Commas with Adjectives: Place commas to separate coordinate adjectives. *Coordinate adjectives* are two or more adjectives that modify (describe, identify, define, or limit) a noun or pronoun in the same way. If you can add *and* between the adjectives and reverse their order, commas must separate them.
Examples: A friendly, kind man visited us.
Explanation: A friendly *and* kind man. A kind, friendly man. Both make sense, so commas are required between the coordinate adjectives.
Don't use commas to separate cumulative adjectives. *Cumulative adjectives* are two or more adjectives that modify (describe) a noun or pronoun in different ways. If you can't add *and* between the adjectives and reverse their order, don't separate them with commas.
Examples: It's a big green bug.
Explanation: It's a big *and* green bug. It's a green big bug. Neither makes sense, so don't use commas between the cumulative adjectives.

Correct Comma with Compound Sentence: Place commas before coordinating conjunctions (*for, and, nor, but, or, yet, so*) to join two long independent clauses. An independent clause is a noun and connected verb which tells a complete thought. If one or both of the independent clauses is less than five words, no comma is necessary.
Examples: I liked her so much, *and* she liked me more than I thought. I love him and he loves me.
▪ Don't join two independent clauses with a comma. This is known as a *comma splice.*
Example: They say they know what they are doing, they really have no idea how to proceed.
Revision: They say they know what they are doing, but they really have no idea how to proceed.
▪ Use commas before the second of the paired correlative conjunctions to join two independent clauses.
Example: *Either* he must go, *or* you must go.

Correct Comma with Dependent Clause: A dependent clause includes a noun and connected verb, but it does not tell a complete thought. Follow these rules to place commas with dependent clauses:
▪ If a dependent clause begins a sentence, place a comma after the clause.
Example: *When he asked me*, I told him.
▪ If the dependent clause is in the middle of the sentence, place commas before and after the clause.
Example: Jonna was sure, *since she had checked*, that she had turned the lights off.
▪ If a dependent clause ends the sentence, don't begin with a comma.
Example: She left *after I did*.
▪ Place commas before and after (unless it ends the sentence) a dependent clause that begins with *which*, *who*, *whom*, or *whose* if it simply adds information and doesn't limit the meaning of the connected independent clause (a noun and connected verb which tells a complete thought).
Example: The jacket, *which mom wore yesterday*, was green.
▪ Don't use commas before and after (unless it ends the sentence) a dependent clause that begins with *which*, *that*, *who*, *whom*, or *whose* if it limits the meaning of the connected independent clause (a noun and connected verb which tells a complete thought).
Example: The student *who wins the most votes* will be elected Student Council President.

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Correct Commas with Sentence Interruptions: Place commas before and after words that interrupt the flow of the sentence.
Example: The best way to see the game, *if you can afford it*, is in person.
If a word or group of words is placed after a noun or pronoun to identify, define, or describe it, place commas before and after the word or words unless it ends the sentence.
Example: That man, *the one with the hat*, left town quickly.

Correct Exclamation Point: Use one exclamation point to show strong emotion or surprise at the end of intentional fragments (parts of sentences) and exclamatory sentences. Don't use exclamation points in essays or reports.
Examples: Wow! How amazing! The decision really shocked me!

Correct Apostrophe with a Singular Possessive Noun: A possessive is a noun or pronoun that serves as an adjective to show ownership. Follow these rules to use singular possessives properly:
▪ When ending in an s having a /z/ sound, place an apostrophe, then an s, or simply end with an apostrophe.
Examples: *Charles's* friend or *Charles'* friend is fun.
▪ A singular possessive noun can connect to gerunds (verb forms ending in "ing" that serve as sentence subjects).
Example: *Joe's cooking* is not the best.
▪ Place the apostrophe before the s for singular indefinite pronouns used as possessives.
Examples: Now it is *anybody's*, *everybody's*, *somebody's*, *somebody else's*, *either's* ballgame.
▪ Don't use an apostrophe with a possessive pronoun (yours, his, hers, ours, yours, its, theirs).
Examples: That plate is *your's*.
Revision: That plate is *yours*.

Correct Apostrophe with a Plural Possessive Noun: A possessive is a noun or pronoun that serves as an adjective to show ownership. Follow these rules to use plural possessives properly.
▪ For a plural possessive of a singular word that doesn't end in s, place the apostrophe after the s. If the singular and plural forms are spelled differently, place the apostrophe before the s.
Examples: The *girls'* team is good, but the *women's* team isn't.
▪ For a plural possessive of a singular word that does end in s, add "es" and then the apostrophe.
Example: Our stove worked better than the *Thomases'* stove.

Correct Parentheses: Use parentheses following words to identify, explain, or define the word or words before the parentheses.
Examples: That shade of lipstick (the red) goes perfectly with her hair color.
Ending punctuation is placed outside of words or phrases within parentheses, but inside when the parenthetical remark stands on its own as a complete sentence.
Examples: I want that Popsicle® (the orange one). He was crazy. (He didn't even know what day it was.)

Correct People and Character Capitalization: Capitalize people's and characters' names. Also, capitalize people's titles, such as *The President of the United States* or *Alexander the Great.* Do not capitalize an article (*a*, *an*, *the*) that is part of the title unless it begins the title.
Examples: Peter the Great, Cherokees, Donald Duck

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Correct Place Name Capitalization: Capitalize place names. Do not capitalize a preposition that is part of a title unless it begins the title. A preposition shows a relationship between a word which signals location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Examples: Stratford upon Avon, Cardiff by the Sea, South Central Los Angeles, the West, Holocaust Museum.

Correct Holiday Capitalization: Capitalize holidays. Normally, it is proper form to spell out numbers from one through ten in writing. However, when used as a date name, the numerical number is used.
Example: They celebrate the *4th of July*, but not Easter.

Correct Titles of Thing Capitalization: Capitalize the words in titles. Don't capitalize articles (a, an, the), conjunctions (and), or prepositions (with) unless these words begin or end the title.
Examples: My favorite song is "The End." I like the movie *Gone with the Wind*. She joined the Federal Bureau of Investigation.

Correct Business Name Capitalization: Capitalize the names of businesses.
Examples: McDonald's provided money for our school uniforms, and so did Google.

Correct Language Name Capitalization: Capitalize the names of languages and dialects (different forms of a language).
Examples: He spoke Spanish with a Castilian dialect.

Correct Event Capitalization: Capitalize the names of special events.
Examples: The New Year's Day Parade was fun, but the Mardi Gras was even better.

Correct Historical Period Capitalization: Capitalize named historical periods. Leave articles, conjunctions, and prepositions in lower case unless they begin or end the historical period.
Examples: My favorite historical periods are Ancient History and the Age of Reason.

Correct Time Capitalization: Capitalize the names of special periods of time. Leave articles, conjunctions, and prepositions in lower case unless they begin or end the time period.
Example: Year of the Dog.
However, use lower case and periods for "a.m." and "p.m." and for seasons.
Examples: Change your clock from 11:00 p.m. to 12:00 a.m. this spring.

Correct Title of Person Capitalization: Capitalize the title of a person when it is connected to the name. Don't capitalize the title if it is not connected to the name.
Examples: I heard Mayor Johnson, Ms. Yates, John Doe, Jr., and Dr. Rodriguez ask questions of the senator.

Correct Title Punctuation: As a general rule, use quotation marks before and after titles of short texts; titles which are parts of a whole; or titles of things that cannot be picked up from a desk.
Examples: articles, television episodes, acts in a play, videos, short stories, reports.
As a general rule, use italics for titles of long texts; titles of whole things; or titles of things that can be picked up from a desk.
Examples: magazines, newspapers, long narrative poems, movies, albums, television shows, plays

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Correct Dialogue Quotation: Remember that a change in speaker requires a new paragraph. Capitalize the first word in a quoted sentence. Don't capitalize the first word of a continuing quote that was interrupted by a speaker tag.
Examples: She said, "You are crazy. However," she paused, "it is crazy to be in love with you."
Include quotation marks before and after the speaker's words. Place commas and periods inside (to the left) of the closing quotation marks.
Examples:

"I think you're wrong," said Victor.
Sal replied, "I know I'm right."

When dialogue is interrupted by comments or speaker tags, and then continues in the same sentence, begin the rest of the dialogue with a lower case letter.
Examples: "I realize," she paused to think, "that I may have been mistaken." "You are crazy. However," she paused, "it is crazy to be in love with you."

Correct Direct Quotation: Follow these rules for direct quotations:
▪ When using the exact words of an author, this is known as a *direct quotation*. Include quotation marks before and after the author's exact words. The citation of the author or title and page number are placed within parentheses following the quotation and end with a period.
Examples: The author stated, "Over 90% of Americans support the law" (Shetler 32).
▪ Don't use *dropped quotations*. A dropped quotation is a direct quotation used without an introduction. Always use a signal phrase to introduce a direct quotation.
Signal Phrase Examples: The author suggests (adds, argues, asserts, cites, claims, describes, discusses, emphasizes, lists illustrates, notes, observes, reports, states)
▪ Place question marks and exclamation points inside (to the left) of quotation marks, if part of the quoted sentence, but outside (to the right) if not.
Examples: Dr. Mosely comments, "What if the studies are proven wrong?" (Shetler 33). Did Dr. Mosely mean "studies are proven wrong"? (Shetler 33).
▪ Colons and semicolons go outside the closing quotation marks.
Examples: "Ask not what your country can do for you. Ask what you can do for your country" (Kennedy): these words were President John F. Kennedy's most memorable. Kennedy explained, "We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty"; however, he continued, "All this will not be completed within the first one hundred days" (Kennedy).

Correct Indirect Quotation: An *indirect quotation* uses the author's idea, but not the exact words, so no quotation marks are used. The paraphrase must be accurate to fairly state the author's ideas. Use only your own words to paraphrase.
Example: The author said that the species was endangered (Johns 45).

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Spelling Rules

_dge Spelling Rule Error: Spell a /j/ that ends a syllable with "*_dge*" if it follows a short vowel sound. Spell a /j/ that ends a syllable with "*_ge*" if it does not follow a short vowel sound. An ending /j/ sound can also be spelled with a *d*.
Examples: badge, age, graduation

_oy Spelling Rule Error: Spell *oy* at the end of syllables (*joyful*) and *oi* elsewhere (*ointment*, *point*).

Starting /k/ Spelling Rule Error: The starting /k/ sound is spelled *k* before *e* and *i*, but *c* before *o*, *u*, and *a*.
Examples: Ken kisses Coco in a custom car.

/ch/ Spelling Rule Error: Spell the /ch/ sound as "*_tch*" following short vowels in one-syllable words. Other vowels signal the *ch* spelling.
Examples: catch, teach
Exceptions: attach, much, rich, such, sandwich, touch, and which

/k/ "ch" Spelling Rule Error: The Greek spelling for the starting */k/* sound is "ch."
Examples: chorus and chaos

***l, f, s,* and *z* Spelling Rule Error:** Usually double the *l*, *f*, *s*, or *z* after short vowels.
Examples: tall, fluff, pass, buzz
Exceptions: yes, quiz, plus, if, this, bus, gas, us

***all, till,* and *full* Spelling Rule Error:** For syllables ending in *all*, *till*, and *full*, usually drop the *l* when adding on another syllable.
Examples: almost, until, careful
Exceptions: fullback and fullness

Ending /k/ Sound Spelling Rule Error: For */k/* sounds at the end of syllables, spell *c* if the syllable is unaccented (ba-si*c*), but spell *ck* if the syllable is accented (ki*ck*-ing). Exceptions: *stucco*, *occupy*, and *hiccups*.

***_ough* Spelling Rule Error:** The *_ough* spelling can have the short *o*, long *o*, *oo* as in *fool*, or short *u* sound. Less often, the *_ough* spelling can also have the /ow/ as in *cow* sound.
Examples: *bough* and *plough*

***i* before *e* Spelling Rule Error:** Usually spell *i* before *e (believe)*, but spell *e* before *i* after a *c (receive)* and when the letters are pronounced as a long /a/ sound *(neighbor)*. The rule only applies to the *i* and *e* spelling combination within one syllable, so the rule does not apply to words such as *science*. The rule doesn't apply to plurals of words ending in "cy."
Examples: delicacies, frequencies, vacancies.
Exceptions: neither, either, weird, forfeit, caffeine, height

Final *y* Rule Spelling Rule Error: Keep the *y* when adding an ending if the word ends in a vowel, then a *y (delay-delayed)*, or if the ending begins with an *i (copy-copying)*. Change the *y* to *i* if the word ends in a consonant, then a *y (pretty-prettiest)*.
Examples: employ–employed, baby–babying, lovely–lovelier
Exceptions: dryly, dry

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Silent *e* Rule Spelling Rule Error: Drop the silent *e* at the end of a root when adding a suffix if that suffix begins with a vowel *(have-having)*. Some British spellings drop the silent final *e* when the suffix begins with a consonant.
Examples: judgment and argument.
Keep the silent *e* when the ending begins with a consonant *(close-closely)*, has a soft */c/* or */g/* sound-then an "ous" *(gorgeous*) or "able" *(peaceable)*, or if it ends in "ee", "oe", or "ye" *(freedom, shoeing, eyeing).*

Double the Consonant Rule Spelling Rule Error: Follow these rules for double consonant spellings:
▪ Double the ending consonant of a root, when adding a suffix *(permitted)* if all three of these conditions are met: 1. The last syllable has the accent *(per / mit)* 2. The last syllable ends in a vowel, then a consonant *(permit).* 3. The suffix begins with a vowel *(ed).*
Examples: admittance, commitment
▪ Don't double the ending consonant of a root when adding a suffix if the root ends in *k*, *w*, *x*, *y*, or *z*.
Examples: locked, knowing, boxed, saying, lazier
▪ Don't double the ending consonant of a root when adding a suffix if the root ends in a vowel team followed by a consonant.
Examples: hauling, howling, appealed

"an" or "en" Suffix Rule Spelling Rule Error: End a word with "ance", "ancy", or "ant" if the root before has a hard */c/* or */g/* sound *(vacancy, arrogance*) or if the root ends with "ear" or "ure" *(clearance, insurance)*. End a word with "ence", "ency", or "ent" if the root before has a soft */c/* or */g/* sound *(magnificent, emergency),* after "id" *(residence),* or if the root ends with "ere" *(reverence).*

"able" or "ible" Spelling Rule Error: End a word with "able" if the root before has a hard */c/* or */g/* sound *(despicable, navigable),* after a complete root word *(teachable),* or after a silent *e (likeable)*. End a word with "ible" if the root has a soft */c/* or */g/* sound *(reducible, legible),* after an "ss" *(admissible),* or after an incomplete root word *(audible).*

"ion" Spelling Rule Error: Follow these rules for /ion/ sound spellings:
▪ Spell "sion" *(illusion)* for the final *zyun* sound or the final *shun* sound *(expulsion, compassion)* if after an *l* or *s*. <u>_sion</u>
▪ Spell "cian" for the final *shun* sound suffix to indicate a person who does the task of the root *(musician, magician)* and "tion" *(condition)* in most all other cases. <u>_cian</u>
▪ Spell "tion" *(condition)* for the final *shun* unless after an *l* or *s* sound ("_sion") or unless the suffix indicates a person ("_cian"). <u>_tion</u>

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Plurals Spelling Rule Error: Follow these rules for plural spellings:
▪ To form plurals, add *s* onto the end of most nouns *(dog-dogs),* even those that end in *y (day-days)* or those that end in a vowel, then an *o (stereo-stereos).*
▪ To form a plural when a noun ends in these sounds: */s/*, */x/*, */z/*, */ch/*, or */sh/*, add "es" *(loss-losses, fox-foxes, box-boxes, buzz-buzzes, march-marches, marsh-marshes)*. To form plurals when words end in a consonant, then an *o*, add "es" *(potato-potatoes).*
▪ To form a plural when a noun ends in a consonant, then a *y*, change the final *y* to *i* and add "es" *(ferry-ferries)*.
▪ To form a plural when a noun ends in "fe" or "lf," change these spellings to "ves" *(knife-knives, shelf-shelves).*
▪ To form a plural of a name ending in *s*, add "es."
Examples: *Jones* forms the plural *Joneses* and *Chris* forms *Chrises*.
▪ Some singular nouns do not change spellings when forming plurals.
Examples: aircraft, bison, deer, moose, salmon, sheep, swine, fish, and trout.

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Grades 3–6 Comments Bank

End Comments

Potential: For a first draft this is excellent. For your second draft, focus your revisions on X

Revisions: The revisions on your first draft have significantly improved this second draft. You can continue to develop your writing by X

Chief Strength: The chief strength of this writing is X Use this as a model and do more of this throughout X.

Connections: You make a strong connection between X and X. Make more of these connections to improve your writing.

Planning: Your writing shows a tremendous amount of careful planning. My key suggestion would be X

Research: You have researched this topic thoroughly. One more suggestion would be to X

Originality: Your writing demonstrates a significant amount of original thought. To improve your final draft, focus on X

Content: The content and ideas presented throughout are terrific. Consider X

Audience: You have done a great job writing to your audience in this first draft. Think about adding the following: X

Argument: You have built a convincing argument throughout this essay to support your claim. To make your argument even more conclusive, try X

Controlling Idea: You have kept the main focus of your thesis statement throughout this essay. What you need to do now is X

Characterization: Your character development is creative and thorough in this story. However, X

Plot Development: Your plot development includes all the needed parts to effective story-telling. For additional revision, you might X

Dialogue: Your use of dialogue is realistic, and you have a variety of speaker tags. You might X

Edit and Complete Final Draft: Spell check and ask others to edit by suggestion additions, deletions, corrections, and substitutions. Afterwards, complete your final edit, resolve the comments, click the "Editing" tab in the upper right corner of your Google doc and select the "Viewing" dropdown to re-read. If satisfied that this is your best work, share your document. I look forward to reading your final draft.

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Grades 6–9 Comments Bank

Writing Format and Standards

Revise Heading: Type the proper heading in the upper left-hand corner of the first page. The heading consists of the writer's full name; the teacher's title and last name; the class title; and the date.
Example:
John Doe
Mr. Pennington
English-language Arts–11
7 March 2021

Revise Header: Using right-justified text, type the header in the upper right-hand corner beginning on the first page, one-half inch from the top. Include your last name, followed by the page number. Each page must include your last name and page number in the header.
Example: Doe 1

Revise Title: Using center-justified text, type, and capitalize the title. The first letter is capitalized in each word except articles (*a, an,* or *the*), prepositions (e.g. *from, in, of*), or coordinating conjunctions (FANBOYS: *for, and, nor, but, or, yet, so*) unless it appears as the first word in the title. Do not boldface, italicize, underline, or use quotation marks for the title.
Example: Walking a Mile

Revise Margins: Set one-inch margins for top, bottom, left, and right except the one-half inch header. Use left-justified text and print on white 8.5 x 11-inch paper if a print submission is required.

Revise Spacing: Set line spacing to double space for all lines, including the header and title. Single space after all punctuation marks, including periods.

Revise Parenthetical (In-Text) Citations Format: In-text citations identify any outside source of information you use in your writing and must be included on a separate Works Cited page. After the direct or indirect quotation, include the following within parentheses: the author's last name (or title if none listed), followed by a space and the page number (numeral only). If the name of the author or title is used within the quotation, only the page number is included in parentheses. Place a period after the closing parenthesis.
Examples:
As the author explains, "Direct quote" (Smith 22).
According to Amy Smith, "Direct quote" (22).
The author argues that…indirect quote ("Article Title" 4).
In *Canterbury Tales*…indirect quotation (16).

Change Font: Type in a standard, black, size 12 font or as your teacher directs. Use italics for special-use words and titles that don't use quotation marks. Never use all upper case letters in words.

Revise Works Cited Format: The Modern Language Association (MLA) has specific rules for providing full references to parenthetical (in-text) citations. Follow these guidelines.

Incomplete: You seem to have dissected the writing prompt (assignment) and know what you need to do; however, your work is incomplete. Follow my guidelines to finish and share your best work for me, so I c

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Needs Proofreading: Your final draft should be neat and free from writing errors. Make sure to run the spelling and grammar check and edit carefully. Read through your final draft out loud to catch any errors.

Typographical Error: Spelling error due to mistyping. The computer's spellcheck does not catch all typos. Proofread out loud to catch these errors.

Number Error: For numbers zero through nine, write out numbers. For 10 and thereafter, use numbers. Keep the same format, in either written or numerical form, within the same paragraph.

Close Gap: These two words should be combined as a simple compound word or as a hyphenated word. Use hyphens to join words that are necessarily related, but are not compound words. Don't capitalize the letter following the hyphen.

Needs New Paragraph: Start new paragraphs in essays for new ideas, topics, reasons, or arguments. Start new paragraphs in stories for new events, changes in place, changes in time, and for each new speaker in dialogue. Indent one tab for paragraphs. Don't add additional spacing between paragraphs. If your teacher requires block paragraph style, don't indent new paragraphs; instead, add an additional space between paragraphs.

Positive Format Comment: You've done an excellent job, making sure that the writing format conforms to Modern Language Association (MLA) standards.

Positive Standards Comment: You've done a thorough job, ensuring that your final work is near error-free and up to the standards I've set for all of my students' papers. Thank you for doing your best to meet these standards.

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Grades 6–9 Comments Bank

Essay and Report Structure and Content

Revise Introduction: An essay introduction needs two sentences: a *hook* and a *summary* to introduce the thesis statement.
▪ The first sentence of your essay is the *hook*. It grabs the attention of your reader. Choose the hook that best matches what the essay is about and your purpose for writing. Try beginning your essay with one of these **QQ SCAR hooks: Q**uestion, **Q**uotation, **S**tartling Statement, **C**ontroversial Statement, **A**necdote, or **R**eference to Something Known in Common.
Startling Statement Example: Video games destroy lives.
▪ The second sentence of your essay is the *context*. If you are writing about an issue or topic from a reading or video, begin the context sentence with the title and name of the author. Then, tell what the issue or topic is about and provide any necessary background information for your reader. Use another sentence if you need to do so.
Context Example: According to Dr. Phoebe Caulkins, in her article titled, "The Cost of Gaming," American pre-teens and teenagers spend too much time playing games on their desktops, tablets, and phones. Instead of playing outside, gamers are increasingly out of shape and score lower on standardized reading tests.

Introducing Evidence Error: Don't introduce evidence in an introduction. You may preview your topic sentences, but don't include **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience evidence **(FE SCALE)**. Save evidence for the body paragraphs.

Revise Argumentative Thesis Statement: Your one or two-sentence thesis statement must answer the key question you develop from the writing prompt (assignment). In an argumentative essay, your thesis statement makes a specific claim about an issue or topic, which you will argue throughout the essay. Write your thesis statement as the last sentence or two of the essay introduction, following the *hook* and *context* sentences. Make sure to state the issue or writing topic and use the key words of the writing prompt (assignment). You may choose to preview the body paragraphs by listing key idea words from the topic sentences. Use an appropriate transition word or phrase to introduce the thesis statement.
Argumentative Essay Example: However, the positive outcomes of video gaming far outweigh the negatives. Gamers develop better technological skills, increased attention spans, and superior ability to multi-task than those who do not play.

Revise Informative/Explanatory Thesis Statement: Review the writing prompt (assignment). Your one or two-sentence thesis statement must answer the key question you develop from the writing prompt (assignment). In an informative/explanatory essay, your thesis statement states the purpose for writing and serves as the controlling idea throughout the essay. Write your thesis statement as the last sentence or two of the essay introduction, following the *hook* and *context* sentences. Make sure to state the writing topic and use the key words of the writing prompt (assignment). You may choose to preview the body paragraphs by listing key idea words from the topic sentences. Use an appropriate transition word or phrase to introduce the thesis statement.
Informative/Explanatory Essay Example: Video gaming impacts young people in three ways. Gamers develop technological skills, practice sustained concentration, and learn how to multi-task.

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Broaden the Thesis Statement Focus: Your thesis statement focuses too narrowly on its issue or topic. The thesis statement needs to be a bit broader to be able to respond to the demands of the writing prompt (assignment). A good thesis statement is like an umbrella: it must cover the whole subject to be effective.
Example: Facial recognition software can identify a person's nose in a large crowd.
Revision: Facial recognition software can identify people in a large crowd.

Revise Unimportant Thesis Statement: The thesis statement must state a claim, if an argumentative essay, or a purpose, if an informative/explanatory essay, that is meaningful and has some degree of importance.
Unimportant Argumentative Thesis Statement Example: Blue is the best color.
Revision: Blue is the best color to complement a bright white background.
Unimportant Informative/Explanatory Thesis Statement Example: People in France really enjoy their cheese.
Revision: The French especially enjoy four types of cheeses.

Correct Split Thesis Statement: Don't write a split (divided) thesis. A split thesis includes two claims in an argumentative essay or two purposes in an informative/explanatory essay. Focus on only one claim or purpose in your thesis statement.

Correct Partial Thesis Statement: Your thesis statement responds to only part of the writing prompt (assignment). Re-work the key question you developed from the entire writing prompt (assignment) and revise your thesis statement to be a complete answer to this question.

Eliminate Reference to Your Own Writing: Don't refer to yourself or parts of the essay.
Examples: In this essay… The following paragraphs… I will prove that… The evidence will suggest that… The purpose of this essay… My point of view is that… In my opinion…

Eliminate the Rhetorical Question: Avoid rhetorical questions in essays. A rhetorical question is a question needing no response because the answer is in the question itself.
Example: Does anyone really think high speed rail is practical?
Revision: High speed rail is impractical for three key reasons.

Needs Topic Sentence: Write a topic sentence as the first sentence of each body paragraph unless you have a reason to place it elsewhere. It usually begins with a transition word or phrase and states the main idea of the paragraph. Each topic sentence must directly respond to the thesis statement. In an argumentative essay, each topic sentence states an argument or reason. In an informative/explanatory essay, each topic sentence states a key point or a fact.
Example: First, young people who play video games learn technological skills.

Needs Concrete Detail: Use specific evidence from credible (believable) experts to support your topic sentences. Choose the types of evidence that will best support your topic sentences with a variety of the **SCALE Evidence Strategies: F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience. In argumentative essays, be careful not to use unsupported opinions. In informative/explanatory essays, use accurate and relevant (that which directly applies) information. Use an evidence sentence starter, which includes a transition word or phrase and the source to introduce the evidence.
Quote from an Authority Example: Even the author admits that gamers are "… twice as likely as non-gamers to develop some programming ability" (Lee 3).

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Needs Citation: This evidence reflects facts or information from an outside source. You need to cite your source for this section and include the citation in your Works Cited page.
Examples:
As the author explains, "Direct quote" (Smith 22).
According to Amy Smith, "Direct quote" (22).
The author argues that…indirect quote ("Article Title" 4).
In *Canterbury Tales*… indirect quotation (16).

Needs Commentary: Provide your own comments about the concrete detail. In an argumentative essay, offer your opinion or insight, analyze (examine in parts), or evaluate. In an informative/explanatory essay, interpret, explain, analyze (examine in parts), or provide a definition. Commentary does not add additional details or information. Use an appropriate transition word or phrase to introduce commentary sentences.
Example: As a result, gamers learn how to optimize their games with modifications.

Needs Counterargument and Refutation Paragraph: Include a counterargument and refutation in the last paragraph before the conclusion in an argumentative essay. Begin with a transition word or phrase which signals the opposing point of view, and complete a topic sentence, which state an opposing argument against your claim. Use concrete details to provide the best evidence for the opposing argument. Respond with concrete details and/or commentary sentences to refute (disprove) these arguments. Make sure to include clear transition words or phrases to indicate the shifts in point of view.
Counterargument Example: In contrast, opponents argue that technological skills remain less important than traditional reading and math skills.
Refutation Example: However, studies have demonstrated that technological skills learned by video gaming significantly improve higher level reading and math abilities (Jones 22). Clearly, both technological and academic skills are important to learn.

Needs Embedded Counterargument and Refutation: Embed (place within) a counterargument and refutation within the last concrete detail and commentary of each body paragraph. Begin the concrete detail with a transition word or phrase which signals the opposing point of view, and provide evidence which counters the argument presented in your topic sentence (the counterargument). Respond with a concrete detail and commentary sentence or two to refute (disprove) the argument (refutation).
Counterargument Example: In contrast, opponents argue that video gaming decreases the attention spans of gamers, because other activities, such as schoolwork, cannot constantly stimulate learners in the same manner as video games.
Refutation Example: However, in a recent survey, 75% of avid gamers report a longer attention span than those who do not play video games frequently (Jones 23). Clearly, both technological and academic skills are important to learn.

Needs Concluding Statement: A concluding statement provides a summary about the body paragraph and does not add new evidence or information. It may include a transition word to connect to the next body paragraph.
Example: As a result, playing video games improves the technological skills of gamers and provides another key benefit.
Not every body paragraph requires a concluding statement. However, the concluding statement can be useful to re-state the main idea expressed in the topic sentence or emphasize its importance. Use an appropriate transition word or phrase to introduce the concluding statement.

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Needs Thesis Restatement: Begin the concluding paragraph of your essay with a thesis restatement. This sentence paraphrases the thesis to remind the reader about the focus of the essay.

Revise Conclusion: The conclusion comments on the evidence presented in the body paragraphs to satisfy the reader that the thesis statement has been proved (in an argumentative essay) or its purpose achieved (in an informative/explanatory essay). Choose the conclusion strategies which best comment on the concrete details and commentary of your body paragraphs with a variety of the **GQ SALES Conclusion Strategies: G**eneralization, **Q**uestion for Further Study, Statement of **S**ignificance, **A**pplication, **L**imitations, **E**mphasis of Key Point, **S**ummary Statement, or for the argumentative essay, a **C**all to Action. Use an appropriate transition word or phrase to introduce the conclusion comments.
Application Example: Moreover, video gaming has further benefits beyond the development of technological skills. Gamers develop teamwork skills, which are becoming increasingly helpful in the school and in the workplace. Indeed, video gaming can be purposeful play.

Positive Essay Structure Comment: Your writing has demonstrated an excellent understanding about how an essay should be structured with a hook, summary, and thesis statement in the introduction; body paragraphs with topic sentences, concrete details, commentary, and concluding statements; and a conclusion paragraph with thesis restatement and conclusion strategies.

Positive Essay Content Comment: Your skillful use of research and information to prepare this essay is impressive. You have used resources from experts on the subject of your writing, and you have also added creative and original thinking in this essay.

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Narrative Structure and Content

Revise Narrative Lead: The first sentence or two of your story should *hook* your reader's interest. In a story or article, the *hook* is also called a *lead.* The lead introduces the *exposition* (or *basic situation*), which also introduces the main characters, setting, and any essential background information. For short stories, try using one of these leads to begin your story:
▪ A **dialogue lead** begins the story with short, but interesting, exciting, or suspenseful spoken remarks or a conversation between two of the story characters.
Example: "Did you see that?" screamed my brother. "It just about took off my head. Quick, let's get under cover before it comes back!"
▪ An **action lead** begins the story with the main character or characters involved in some kind of exciting, suspenseful, adventurous, or surprising activity.
Example: Whoosh! the parachute opens and the straps tug violently at my shoulders.
▪ A **sensory lead** begins the story with vivid sensory images.
Example: The snow crunched under my boots, and the wind whistled mercilessly through the bending and snapping pine trees. A faint smell of smoke kept me walking down the mountain.
After the lead, introduce the main character or characters, setting, and any other information that your reader needs to understand your story.

Needs Character Introduction: Needs a more detailed character description to introduce your main character or characters. *Tell* or *show* the *character traits* (what makes each person unique) that will best define your character's personality, relationships to other characters, and role in the story. Following are types of character roles found in many narratives:
▪ The *protagonist* is the main character who is involved in the primary conflict. Usually, the protagonist is the hero of the story.
▪ The *antagonist* is the character who opposes the protagonist in the conflict. The antagonist may act as the villain or *bad guy* in the story.
▪ Minor characters appear less often in the story. However, minor characters can influence the plot and other characters.

Revise Setting: Needs more specific setting details. The setting is the time and place of the story. It may include the historical and cultural context for the characters and plot.
Setting Example: The factory whistle blew for quitting time: five o'clock, and not a minute too soon on this cloudy January day, far from the cheer of Christmas. The year was 1938. My hometown of Akron, Ohio, was no different than any other colorless midwestern town.

Clarify Conflict: The conflict is unclear. The conflict is the key problem that the characters face in the plot. The conflict may be *external* (outside the characters) or *internal* (inside the characters).
External Conflict Examples: character vs. character, character vs. nature, character vs. technology, character vs. society
Internal Conflict Examples: character vs. emotions, character vs. needs or desires, character vs. temptations, character vs. the past. Stories may have both primary and secondary conflicts.

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Inconsistent Point of View: The point of view is inconsistent. The point of view refers to how the story is told. Most authors use one of these points of view to tell the story:
▪ First Person: One of the characters tells the story using *I*. The reader only knows what the character knows and senses.
Example: I walked into the hallway, not knowing where it would lead.
▪ Third Person Limited: The narrator, who is not involved in the story, tells the reader what one main character knows and senses.
Example: Marsha and Brad left the house together. Marta wondered if they would return.
▪ Third Person Omniscient: The narrator or character telling the story knows and senses everything about the characters' past, present, and future. *Omniscient* means *all-knowing.*
Example: The children did not know that the zombies were waiting for them at the end of the tunnel.

Needs More Rising Action: Needs more plot development before the story climax. Rising action is the series of events that develop the characters and the conflict to prepare the reader for the story climax.

Revise Climax: Needs a more detailed climax. The climax is the most exciting part of the story. It is also the turning point of the story in which the interaction of the characters dealing with the primary conflict is at the highest point of interest, intensity, or suspense. The climax is usually included toward the end of the story.

Needs More Falling Action: The falling action serves as a transition between the climax and the resolution. Your resolution follows too soon after the climax. More falling action details are needed to tie up loose ends with the plot and characters and to settle the reader following the intensity of the climax.

Clarify Resolution: Needs a more detailed and clear resolution. The resolution follows the falling action and resolves the key conflict or conflicts of the story. It provides a satisfying ending in which the reader discovers what happens to the main characters and how the plot draws to a close.

Needs More Character Development: Needs more detailed and specific character development. Use the **STEAL Characterization Strategy** to create interesting characters**:** **Speech** (how and what the characters say in dialogue); **Thought** (what the characters think); **Effect** on others (how the characters relate to one another); **Action** (what the characters do and the how they respond to the consequences of their actions); and **Looks** (the appearance of the characters).
Reveal the *character traits* (what makes each person unique) through both *direct* and *indirect* characterization:
Direct characterization *tells* the reader about the character traits through description.
Example: Mr. Tang was patient and focused on the present.
Indirect characterization *shows* the character traits through the plot, dialogue, action, and other characters.
Example: His tie was perfectly placed, not too short and not too long.

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Inconsistent Characterization: This doesn't seem to fit your character. Don't surprise or confuse your reader with speech or action that seems *out of character.* Keep consistent with the characterizations which you have already established:
▪ A *dynamic* character changes significantly throughout the narrative. Also referred to as a round character, the character is complex with multiple traits and learns and grows throughout the story.
▪ A *static* character remains the same throughout the narrative.

Revise Dialogue: Use these techniques to write interesting dialogue:
▪ Keep speeches short. Don't waste words or tell what the reader already knows.
▪ Good dialogue adds to the plot and can suggest action.
▪ Use authentic vocabulary and write the way your characters speak. Each character should have a consistent and unique voice, that is, their own way of saying things. Use more idiomatic expressions and slang in dialogue than you use to tell the story.
▪ Use a variety of speaker tags (other than *said*), and use them only when needed to show the reader whom is speaking.
▪ Don't overuse character names in dialogue.
▪ Don't use too much *thinking* dialogue.
▪ *Show* the characters' character traits in their speech.
▪ Use some intentional fragments and contractions. We don't always speak in complete sentences.

Revise Description: Good description uses *show me*, not *tell me* writing. Use these techniques to write effective description:
▪ Description should be specific.
Example: She walked down the stairs into the street.
Revision: She walked down the wooden stairs into Laredo Street.
▪ Description should include a variety of the senses (taste, touch, sound, sight, feeling).
Example: The smell of oven-baked cookies and the sounds of an old jazz song welcomed him into the sun-filled room.
▪ Description should clearly indicate changes in location.
Example: Tasha changed direction, turning onto the one-way street.

Add Plot Technique: Consider revising this section by adding a specific plot technique to engage your reader. The plot is the sequence of events that happen throughout a story. Certain writing techniques are used to enhance the interest of the plot:
▪ A *twist* provides an unexpected or surprise ending. The conflict is resolved differently than the reader expects.
Example: Tom Sawyer appears at his own funeral.
▪ A *flashback* interrupts the events of the plot to refer back to a past event, which is experienced by the characters as if in the present.
Example: "I remember the day of our wedding. I am dressed in a pastel blue tuxedo, waiting for my young bride to walk down the aisle."
▪ *Foreshadowing* provides the reader hints or clues about something that will happen later in the story.
Example: I opened the drawer and a hunting knife was hidden within the socks.
▪ *Symbolism* is the use of concrete and specific people, places, or things as symbols to represent abstract ideas. The symbols are usually related to the theme of the story.
Examples: A golden apple, a blood-red sun, the north star
▪ A *motif* is a repeated image, pattern, event, or idea that provides clues to understanding the theme.
Examples: a bell ringing at key points in the story, a repeated number 7 when something good happens

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Clarify Figurative Language: Revise the figurative language or substitute with literal language. Figurative language appeals to the senses of the reader by using non-literal figures of speech.
Examples: simile, metaphor, personification, allusion, irony, imagery

Inconsistent Tone and Mood: The tone of this section and the mood it creates don't fit with the rest of the story. The *tone* is the author's attitude or feelings about the characters, the plot, and the reader. The *mood* is how the reader feels in response to the tone. The tone and mood are shaped by word choice, figurative language, and how sentences are constructed to tell the story.
Examples of Tone: positive, negative, sarcastic, humorous, optimistic, pessimistic, serious, reverent.
Examples of Mood: enlightening, sympathetic, trusting, stressful, angry, relieved, convinced, nostalgic

Clarify Theme: The thematic subject and/or the theme needs further development. Short stories, like novels, include a theme. The thematic subject is the main idea which the author focuses upon in the text. Short stories, like novels, include a theme.
Examples: lost love, growing up, facing adversity
The theme is the message or lesson about life that the author communicates to the reader about the thematic subject. The theme is usually implied (not stated) and is universal (applying to everyone). An author may share more than one theme.
Examples: Everyone needs love. Seemingly good people have the capacity for evil.

Positive Story Structure Comment: You have demonstrated an excellent understanding of how to write the exposition (basic situation) with a narrative lead, main character introductions, setting, and the primary conflict. You know how to structure a narrative plot with the rising action, the climax, the falling action, and a satisfying resolution that solves the conflict.

Positive Story Content Comment: Your characters are realistic, their roles in the story are clear, and their character traits are well-described. The plot is interesting and entertaining. I so enjoyed your original and creative story.

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Sentence Formation and Writing Style

Revise Sentence Fragment: This sentence fragment is only part of a complete sentence. To fix a sentence fragment, try these revision strategies:
▪ Change the fragment into a complete thought by adding a subject or predicate. The subject of a sentence is the "do-er." The predicate is what the "do-er" does.
Fragment Example: Solved a problem with her quick thinking.
Revision: *She* (subject) solved a problem with her quick thinking.
Fragment Example: Mainly the lack of time.
Revision: Mainly, they *needed* (predicate) more time.
▪ Connect the fragment to the sentence before or after.
Fragment Example: Because of the ice. The roads were hazardous.
Revision: The roads were a hazardous because of the ice.
▪ Read the sentence out loud. Unless it is a question, the voice naturally drops down at the end of a complete sentence.

Revise Sentence Run-on: This run-on connects two independent clauses (nouns and connected verbs which express complete thoughts) incorrectly. If connected with a comma, the run-on is known as a *comma splice.* To fix a sentence run-on, try these revision strategies:
▪ Separate the run-on into two sentences.
Run-on Example: Lou told his mom he told his sister.
Revision: Lou told his mom. He told his sister.
▪ Add a comma-conjunction between the clauses.
Run-on Example: Lou told his mom he told his sister.
Revision: Lou told his mom, and he told his sister.
▪ Add a semicolon between the clauses if the clauses are directly related.
Run-on Example: Lou told his mom, she was the last to know.
Revision: Lou told his mom; she was the last to know.

Combine into Compound Sentence: Combine these short sentences into a compound sentence. A compound sentence has two or more independent clauses (nouns and connected verbs which express complete thoughts) joined by a comma-conjunction or a semicolon. Compound sentences help clarify the relationship between independent clauses.
Example: I like the way she talks. She likes my voice.
Revision: I like the way she talks, and she likes my voice.
Avoid placing two compound sentences next to each other in the same paragraph.

Combine into Complex Sentence: Combine these short sentences into a complex sentence. A complex sentence has both an independent clause and a dependent clause. An independent clause has a noun and a connected verb which expresses a complete thought; a dependent clause begins with a subordinating conjunction and has a noun and a connected verb which does not express a complete thought. For sentence variety, place the dependent clause at the beginning, in the middle, and at the end of sentences.
AAAWWUBBIS Memory Trick (to remember the subordinating conjunctions): Most dependent clauses begin with these words: *After, Although, As, When, While, Until, Because, Before, If,* or *Since*.
Example: I finally left my home. After, I cried for days.
Revision: When I finally left home, I cried for days.
Avoid placing two complex sentences next to each other in the same paragraph.

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Combine into Compound-Complex Sentence: Combine these sentences into a compound-complex sentence. A compound-complex sentence has two or more independent clauses clauses (nouns and connected verbs which express complete thoughts) and at least one dependent clause (a noun and a connected verb that does not express a complete thought).
Example: After he ate lunch (dependent clause), Tam finished his chores (independent clause), and he took a nap (independent clause).
Avoid using more than one compound-complex sentence in any paragraph.

Needs Sentence Variety: Vary the types of sentence structures you use to keep your reader interested. Revising sentences with different grammatical sentence openers improves sentence variety. As a general guideline, no more than 60% of sentences should be constructed in the subject-verb-object sentence pattern.
Example: They (subject) eat (verb) too many hamburgers (object).
Revisions:
▪ Adjective–*Too many* hamburgers they eat.
An adjective modifies (describes, identifies, defines, or limits) a noun and answers Which one? How many? or What kind?
▪ Adverb–*Often*, they eat too many hamburgers.
An adverb modifies (describes, identifies, defines, or limits) a verb and answers How? When? Where? or What Degree?
▪ Prepositional phrase–*At home* they eat too many hamburgers.
A preposition shows a relationship between a word which signals location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
▪ Participle or Participial Phrase– *Starved, Starving*, they eat too many hamburgers.
▪ Gerund Phrase–*Eating too many hamburgers* is unhealthy.
Avoid writing more than two of the same sentence patterns back-to-back unless you have a specific purpose for doing so.

Needs Parallel Structure: Repeat grammatical structures in sentences and paragraphs to create a writing rhythm. Pay special attention to these sentence components to create parallelism.
▪ Verb forms
Example: We cannot hope to dedicate… We can't consecrate… and hallowing the ground we cannot do.
Revision: We cannot dedicate… We cannot consecrate… We cannot hallow this ground (Lincoln's "Gettysburg Address").
▪ Noun phrase constructions
Example: We studied the French, Spanish, people from England, and those Portuguese
Revision: We studied the French, the Spanish, the English, and the Portuguese.
▪ Gerunds (verb forms which act as nouns)
Example: To run a marathon, climb Mt. Shasta, and a mile swim are on my bucket list.
Revision: Running a marathon, climbing Mt. Shasta, and swimming a mile are on my bucket list.
▪ Coordinating conjunctions
Example: Smoking can result in lung disease or even be deadly.
Revision: Smoking can result *in lung disease* or even *in death*.

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Rearrange in Chronological Order: *Chronological* refers to the order of time, from older events to newer ones. Use transition words such as *first*, *second*, *later*, *next*, *before*, *for one*, *for another*, *previously*, *then*, *finally*, *following*, *since*, and *now* to establish a time sequence from old to new.
Example: Mary asked if she could go with us, later she got permission from her parents, but before both she had cancelled her plans.
Revision: First, Mary cancelled her plans. Then she asked if she could go with us. Later, she got permission from her parents.

Eliminate Sentence Interruption: Sentence interruptions can ruin the flow of a sentence. Awkward or distracting interruptions reduce the reader's understanding of what you mean to say. Rearrange the sentence or simply delete the interruptions.
Examples: This was not a good idea, although I must admit I didn't have any better ones, and it was bound to fail.
Revision: This was not a good idea and it was bound to fail, although I must admit I didn't have any better ones.

Off Topic: The focus of this section does not support the thesis statement. Consider eliminating this section, revising to better demonstrate how it provides support, or substituting with something more relevant (that which directly applies).
Example: Baseball has been called a "simple game"; however, it does require skilled decision-making. Hot dogs always taste best at the ballpark (Off Topic).

Clarify Connection: How does this fit with other sections? Consider adding transitions or repeat wording to show relationships. Common relationships include cause and effect, comparison and contrast, and problem to solution.

Out of Place: This section seems out of place. Consider rearranging sentences or paragraphs to maintain the focus of your reader and unify your writing.

Not Clear: This section is confusing and does not seem to fit with the rest. Provide an example, a definition, a comparison or contrast, or more explanation to make it more understandable.
Example: Many still farmed vegetable crops which were in over-supply.
Revision: Many farmers continued to grow vegetables, such as corn, when too much corn was already on the shelves of supermarkets.

Awkward: The construction of this sentence makes it hard to follow. Consider revising the word order or eliminating phrases and clauses which create distance between the subject (the "do-er" of the sentence) and predicate (the main verb).
Example: The call, made by the police, to carry out the proposed solution to the problem, was not carried out majority members of the community.
Revision: Most people in the community did not do what the police suggested to solve the problem.

Needs Transition: Use a transition word or phrase to help the reader understand the connection between or shift from one thought to another. Transitions may be placed at the beginning, middle, or end of sentences.
Examples: *First*, she had practiced; however, she practiced incorrectly and *so* was unsuccessful *for these reasons*.

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Redundancy: This section repeats an argument, information, ideas, or explanation already used in the essay or provides *too much of the same*. Often, a writer unnecessarily repeats too many examples, comparisons, facts, or explanations when one or two provides adequate support.
Example: The grocer arranged the green vegetables, such as peas, beans, kale, and peppers, where the shoppers could see them in a display case.
Revision: The grocer arranged the green vegetables, such as peas and beans, in a display case.

Get Specific: The concrete detail is too general. Substitute with more specific evidence or details to convince, inform, or explain. Choose among these types of evidence: **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience **(FE SCALE)**.
Example: Many people visit recreational areas.
Revision: Close to 85% of Americans visited recreational areas, such as parks, beaches, and national forests this year (Matthews 34).

Not Consistent: The content or tone of the argument or information has changed, is contradictory, or has been taken in a different direction than what has been said before. Revise to maintain consistent support of your thesis statement.
Example: The math teacher was highly educated, yet she did not know much math.

Omission: It seems that a word, key idea, information, or explanation is missing here. Re-read what you have written from the reader's point of view to to see what needs to be added.
Example: The Folsom High School Band has the best band in the city.
Revision: The Folsom High School Band has the only band in the city, but it is excellent.

Not Correct: This fact does not seem to be correct, or you have misapplied the evidence. Check your sources and revise as needed.
Example: The earth is a sphere and completely flat.

Sequence Issue: This sentence is improperly placed and is confusing to the reader. Re-read the paragraph to determine proper placement and revise or delete if it does not fit in to the order or flow of the paragraph.
Examples of Proper Sequence: General to specific, first to last, cause to effect, problem to solution, old to new.

Overstatement: Your analysis or conclusion goes beyond the evidence that you present. It seems exaggerated in order to prove your point. Commentary which limits the scope of interpretation, explanation, analysis, or evaluation is generally more convincing to your reader.
Example: Everyone was completely shocked to hear the worst news ever.
Revision: Many were shocked to hear the bad news.

Positive Sentence Structure Comment: You have crafted your sentences with care. Not all writers have the abilities to make their sentences interesting while following the rules of grammar and writing. Good job! You provide a variety of types of sentences and different grammatical sentence openers, which make reading your writing a pleasure.

Positive Writing Style Comment: You demonstrate that you know the purpose of the writing prompt (assignment) and the needs of your reader. Your writing style make your paper easy to read and understand. Sentences are in proper order and nicely transition from one to another.

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Word Choice

Delete Unnecessary Expressions: Delete words, phrases, and clauses that do not add meaning.
Examples: I think, I believe, In my opinion, From this writer's point of view, At the end of the day, When all is said and done, In light of these facts

Revise Double Negative: Don't use double negatives to indicate a positive in formal essays or research papers.
Examples: You should *not fail* to use soap to wash dishes. *Don't not* do that ever.
Revision: Always use soap to wash dishes.

Eliminate Wordiness: This section is longer than it needs to be. Consider deleting words, phrases, or clauses which interrupt the flow of your ideas, or consider re-wording–especially with stronger verbs and more specific nouns. Often, using clauses beginning with *who, whom, which,* and *that* and too many prepositional phrases create wordiness.
Example: The girl, whom I used to consider as a friend, but left me to eat lunch alone, which was extremely mean in the cafeteria during lunch on Tuesday, ignored me.
Revision: The mean girl ignored me in the cafeteria last Tuesday.

Revise Too Many "to be" Verbs: Limit using so many "to be" verbs: *is, am, are, was, were, be, being, been*. To replace "to be" verbs: 1. **Substitute** a more active verb. 2. **Convert** one of the words in the sentence to a verb form. 3. **Change** the beginning of the sentence. 4. **Combine** the sentence which has the "to be" verb with the sentence before or after to use another stronger and specific verb.
Substitute Example: The child *was* sad.
Revision: The child *felt* sad.
Convert Example: Charles Schulz *was* the *creator* of the *Peanuts* cartoon strip.
Revision: Charles Schulz *created* the *Peanuts* cartoon strip.
Change Example: The run-away car *will be* stopped by the tire spikes.
Revision: The tire spikes will stop the run-away car.
Combine Example: The sensitive child *is* terrified. She *is* feeling that way because of the news story.
Revision: The news story terrified the sensitive child.

Change Word Choice: This word choice is incorrect, unclear, inappropriate, imprecise (not the exact meaning), or it may have a different connotation (an idea or feeling that the word suggests) than what you intend to say. To revise, either delete the word or use a thesaurus to substitute another word which fits better. Check its definition in a dictionary.
Example: The *gigantic* little rodent squeezed into its mouse hole.
Revision: The little mouse squeezed into its mouse hole.

Revise Word Order: Adjectives are placed before nouns, and subjects before verbs, in sentences using the active voice. Place nouns which emphasize the main thought at the end of sentences.
Examples: Both red and blue, chirped the birds. Birds seek freedom most of all.
Revisions: The red and blue birds both chirped. What birds seek most of all is *freedom*.

Repetitive: This word or phrase has been used excessively. Use a pronoun, synonym, or restatement instead of repeating this word. Or simply revise the sentence to omit.
Example: She carefully planned the party, being careful to listen to advice.
Revision: She planned

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Delete Expletive: An expletive is an unnecessary word which serves no grammatical function and provides no meaning. The expletives *here, there,* and *it* followed by "to be" verbs (*is, am, are, was, were, be, being,* and *been*), frequently begin awkward sentences.
Examples: Here (There) are four friends who work for the company. It is the race Ben ran that he won.
To eliminate the unnecessary *here, there,* and *it* sentence-starters, place the subject of the sentence at the beginning.
Revisions: Four friends work for the company. Ben won that race.

Revise Complex Word: A complex word is a difficult or technical word that does not fit the style of writing. Only use a difficult or technical word when a simpler word will not communicate the exact meaning intended. Be careful to use a word exactly as it is defined.
Example: The children enjoy playing with their new canine.
Revision: The children enjoy playing with their new dog.

Needs Definition: This term or word is not commonly understood or is used in a special way must be italicized. Support its definition and how you mean to use it with surrounding context clues, such as synonyms, antonyms, and examples. Alternately, provide its definition in parentheses or as an explanatory phrase, clause, or sentence.
Examples: He promised revisions, because changes were necessary. The *zeitgeist* (spirit of the times) remained hopeful.

Use Third-Person Point of View: Don't use the first-person pronouns: *I, me, we, us, my, mine, our, ours, ourselves* or the second-person pronouns: *you, your, yours, yourselves* in your essay. Most essays are written in the third-person point of view to demonstrate objectivity (unbiased fair treatment). These third-person pronouns take the place of nouns:
- He, she, it, one, they (subject case pronouns)
- Him, her, it, one, them (object case pronouns)
- His, hers, its, theirs (possessive pronouns)
- Himself, herself, itself, oneself, themselves (reflexive/intensive pronouns)

Delete Slang: Don't use slang in essays or other formal writing. Slang is informal language used with certain groups of people and in certain situations. It is more often used in conversation than in writing. Revise with formal language.
Example: The *kids* studied hard for their exams.
Revision: The children studied hard for their exams.

Delete Figure of Speech: Don't use figures of speech in essays or other formal writing. A figure of speech is a non-literal expression. In other words, it means something different than its exact words.
Examples: When asked how he felt about getting an F on the test, he said, "Just terrific," (verbal irony) but he always responds like whining baby (simile). Revise with direct, literal, and formal language.

Delete Idiomatic Expression: Don't use non-grammatical idiomatic expressions in essays or other formal writing. An idiomatic expression is a phrase or clause which cannot be translated word for word, and has a meaning of its own. Revise with formal language.
Example: Jean let the *cat out of the bag* about the plot of the upcoming episode.
Revision: Jean revealed the plot of the upcoming episode.

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Delete Contraction: Don't use contractions in essays or formal writing. A contraction is a shortened form of one or two words (one of which is usually a verb). An apostrophe takes the place of a missing letter(s) at the beginning, middle, or end of the word.
Examples: They *shouldn't* talk when they don't understand the subject.
Revision: They should not talk when they do not understand the subject.
Narratives often include contractions, especially in dialogue.

Delete Abbreviation: Don't use abbreviations in essays or formal writing. An abbreviation uses a period to shorten a word or words.
Examples: *So.* Dakota is in the *U.S.*
Revision: South Dakota is in the United States.
However, common acronyms may be used in essays or formal writing. An acronym is any abbreviation formed from the first letters of each word in a phrase. Frequently used acronyms do not require periods.
Example: They copied the HTML (Hyper Text Markup Language) code.

Positive Word Choice Comment: Accurate and creative word choice are the keys to successful writing. You have taken the effort to select words, which mean what you want them to communicate and which provide interest and readability in your writing.

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Nouns, Pronouns, Adjectives

Use Concrete Noun: Avoid using abstract nouns which cannot be perceived by the senses.
Example: I read the *news* about the *hunger problem* in Africa. Instead, use specific, concrete nouns which can be perceived by senses. Often strong nouns do not need adjectives.
Example: I read the article in the *Sacramento Bee* about the famine and mass starvation in Liberia, Africa.

Revise with Noun Phrase or Clause: Revise this section, using a noun phrase or noun clause. A noun phrase consists of a noun with any related words.
Example: *The calm and decisive prince* served his subjects well.
A noun clause is a dependent clause that usually begins with *if*, *how*, *however*, *that*, the "wh" words: *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, or the "wh"-ever words: *whatever*, *whenever*, *wherever*, *whichever*, *who(m)ever*.
Example: *Whatever she told you to do*, you should do.

Revise with Gerund: Revise this section, using a gerund or a gerund phrase. A gerund is an *_ing* verb that is used as a noun.
Example: *Driving* has become a necessary skill these days. A gerund phrase is an *_ing* verb, connected to related words, and is used as a noun.
Example: *Driving a car* has become a necessary skill these days.

Reduce Pronoun Usage: Too many pronouns in a sentence or paragraph create confusion for the reader. Replace some of the pronouns with concrete and specific nouns.
Example: *She* told *her* that *he* got *his* from *them*.

Needs Subject Case Pronoun: Revise with a subject case pronoun. Use the subject case pronouns: *I, you, he, she,* and *it* (singular) or *we, you,* and *they* (plural) for these functions:
▪ The subject of the sentence. A subject case pronoun that is part of a compound subject is placed last.
Examples: Abel and *she* attended the concert.
Substitution Trick: Drop other nouns or pronouns in a compound subject to check if the remaining pronoun sounds right.
Example: John and *I* play video games. Drop and check–*I* play video games.
▪ A predicate nominative, which identifies a subject following a "to be" verb (*is, am, are, was, were, be, being, been)*.
Example: The man who got into trouble is *he*.
Substitution Trick: Rephrase the sentence to check if the pronoun sounds right.
Example: The last one to arrive was *he* or *him*. Rephrase–*He*, not *Him*, was the last one to arrive.

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Needs Object Case Pronoun: Revise with an object case pronoun. Use the object case pronouns: *me, you, him, her, it* (singular) or *us, you*, and *them* (plural) for these functions:
▪ A direct object, answering What? or Whom? in response to the verb.
Example: She hit *him*.
▪ Place the object case pronoun last in compound objects.
Example: The friend gave Kathy and *us* a bag of chips.
Substitution Trick: Drop other nouns or pronouns in a compound object to check if the remaining pronoun sounds right.
Example: She gave it to John and *me* or *I*. Drop and check–She gave it to *me*, not *I*.
▪ As the object of a prepositional phrase.
Example: They smiled at *me*.
▪ An indirect object, answering For What? or For Whom? in response to the verb. The indirect object is usually placed before the direct object in a sentence.
Example: He gave *her* a pen.
▪ As an object connected to an *infinitive* (*to* + the base form of a verb)
Example: She wants *to give them* money.

Pronoun Re-statement Error: Don't restate the subject twice with a pronoun in the same sentence. The subject is the "do-er" of the sentence.
Examples: That dog, which is friendly, *he* was easy to train.
Revision: That dog, who is friendly, was easy to train.

Revise Pronoun Antecedent Issue: An antecedent is the word, phrase, or clause to which a pronoun refers. Use these revision strategies to clarify the connection between the pronoun and its antecedent:
▪ Place the pronoun close to its antecedent.
Example: *John*, just like Peter, enjoyed *his* sports.
Revision: *John* enjoyed *his* sports, just like Peter.
▪ Change either the pronoun or antecedent to be more specific.
Example: He gave *the dog his bone*.
Revision: He gave *Fido the dog bone*.
▪ Don't use a pronoun that refers to the object of a preposition. The preposition shows a relationship between a word which signals location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Example: In Twain's *Tom Sawyer*, *he* uses political humor.
Revision: Twain uses political humor in *Tom Sawyer*.
▪ Use a singular pronoun to refer to the antecedent when the antecedent is uncountable.
Example: *All* of the salt fell out of *their* bag.
Revision: *All* of the salt fell out of *its* bag.
▪ Don't have a pronoun refer to a possessive antecedent.
Examples: In San Diego's zoo, *they* treat *their* animals well.
Revision: San Diego Zoo trainers treat their animals well.

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Correct Relative Pronoun: You used the wrong relative pronoun. Of the relative pronouns: *that*, *which*, *who*, *whom*, and *whose*, the pronoun *that* can refer to people or things in general. Use *which* for specific things and *who, whom,* and *whose* for specific people, animals, and characters.
Who and Whom Trick: *Who* is in the subject case and acts upon a verb. Substitute *he* or *they*, rearrange the sentence to make sense, and check if it sounds right. *Whom* is in the object case and receives the action of the verb. Substitute *him* or *them* and check if it sounds right.
Example: She knows *whom* she should ask. Substitute, rearrange, and check: She knows she should ask *him. Him* sounds right, so *whom* is correct.

Correct This, That, These, or Those: You used the wrong demonstrative pronoun or adjective here. The words, *this* and *these*, refer to nouns or pronouns close to the writer while *that* and *those* refer to nouns or pronouns away from the speaker or writer.
Examples: *This* right here and *that* by the window (demonstrative pronouns) are heavier than *these* desks in front of me and *those* tables by the door (demonstrative adjectives).

Correct Possessive Pronoun: The possessive pronouns: *my, our, your, his*, *her*, *its* and *their* must connect to nouns. They are called *determiners*, because they determine *whom* belongs to the noun.
Example: *Your* friend. *Your* determines whose friend it is.
Other possessive pronouns: *mine, ours, yours, his*, *hers* and *theirs* stand on their own and do not connect to nouns.
Example: The pillow is *mine.*
Only possessive pronoun determiners can also connect to a *gerund* (a verb form ending in *_ing* that serve as a sentence subject).
Examples: *His* (not *Him*) cooking is not the best. *Their* (not *Theirs*) housekeeping is not the best.

Correct Reflexive Pronoun: Reflexive pronouns end in "self" or "selves" and must refer to the subject (the "do-er") of the sentence. These pronouns are necessary to the meaning of the sentence: *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*.
▪ Don't use a reflexive pronoun as the object of a prepositional phrase without reference to the sentence subject. The preposition shows a relationship between a word which signals location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Examples: It was done by *yourself.*
Revision: You did it by *yourself.*
▪ Don't use a reflexive pronoun as the sentence subject.
Examples: Joe and *myself* are playing cards.
Revision: Joe and *I* are playing cards.
▪ Don't use an object case pronoun (*me, you, him, her, it*, *us, you*, *them*) as a reflexive pronoun.
Example: I got me a sandwich.
Revision: I got myself a sandwich. I got a sandwich.

Correct Intensive Pronoun: Intensive pronouns (*myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*) follow a noun or pronoun to add emphasis. They are unnecessary to the meaning of the sentence. Never use *ownself (as in my ownself), ourself,* or *hisself, and don't use commas before or after the intensive pronoun.*
Example: He won *hisself* the game.
Revision: He *himself* won the game.

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Revise Gender Pronoun Issue: Make both the pronoun and its antecedent (the word, phrase, or clause to which a pronoun refers) plural when gender (male or female) does not need to be specified.
Example: *Everyone* needs *his* rest.
Revision: *All* need *their* rest.

Revise Adjective Order: An adjective is placed before the noun it modifies (describes, identifies, defines, or limits) and answers Which one? How many? or What kind? of the noun. Avoid using adjectives that do not add meaning to a sentence, such as *interesting*, *beautiful*, *nice*, and *exciting*. Multiple adjectives follow the Which one? How many? or What kind? order.
Examples: She saw *these* (Which one?) *two* (How many?) *handsome* (What kind?) men.

Correct Predicate Adjective: A predicate adjective follows a linking verb to modify (describe, identify, define, or limit) the noun or pronoun before it. Linking verbs include "to be" verbs: *is, am, are, was, were, be, being,* and *been* and other state of being verbs, such as *become*, *seem*, *look*, *feel*, *smell*, and *appear*. Don't add the *_ly* onto the end of a predicate adjective.
Example: I feel *proudly*.
Revision: I feel *proud*.

Correct Article: An article (*a*, *an*, *the*) is an adjective used before a noun or other adjective. The *a* comes before a consonant sound; the *an* comes before a vowel sound. Both *a* and *an* indicate unspecific things, while *the* is specific.
Examples: He wanted *an* egg or *a* tomato, but I gave him *the* toast.

Correct Participle: A participle is a verb form that serves as an adjective. Present participles end in *_ing*.
Example: I hear *running* water. Past participles end in *_d*, *_ed*, or *_en*; however, some have irregular forms, many of which end in *_t*.
Examples: said, frightened, given, built

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Verbs

Use a More Specific Verb: A verb is a mental or physical action (*think, act*) or links to the subject to create a state of being (*is, appears*). Using strong and specific verbs often do not require adverbs.
Example: Pedro *runs fast* toward the end zone.
Revision: Pedro *sprints* toward the end zone.

Correct Noun Subject-Verb Agreement: The verb does not match the subject noun (the "do-er" of the sentence). Follow these rules to match a verb to its noun subject:
▪ A singular noun subject makes the main verb end in s. A plural noun subject makes the main verb not end in s.
Examples: John walks. John and Marci walk. The children walk.
▪ If matching a verb to a compound subject (two or more "do-ers" of the sentence) which does not include *and*, match the verb to the last noun in the compound subject.
Examples: The tigers or the *lion roars* each day. Neither Tom *nor* Elena *swims*.
▪ Collective nouns that refer to a group of individuals are usually singular.
Examples: The *team works* together, but the *class does* not.
How to Identify the Subject: To identify the subject noun, first eliminate all prepositional phrases and dependent clauses. Next, look for the main verb and then ask "Who?" or "What?" The answer is the subject.
Example: The *flavors* ~~of his snow cones~~ (prepositional phrase) ~~which he developed last summer~~, (dependent clause) *excite* my taste buds. The main verb is *excite.* "Who?" or "What?" The answer is the subject: *flavors.* Because *flavors* is a plural subject, it determines that the verb, *excite*, must not end in s.

Correct Pronoun Subject-Verb Agreement: The verb does not match the subject pronoun . Follow these rules to match a verb to its pronoun subject:
▪ A singular pronoun subject makes the main verb end in s. A plural pronoun subject makes the main verb not end in s.
Examples: He walks. John and she walk. They walk.
▪ The first and second person subject case pronouns: *I, we,* and *you* match verbs that do not end in s.
Examples: I *like* it; we *love* it; but you *hate* it.
▪ The third person subject case pronouns: *he, she, it,* and *they* match verbs that do end in s.
Examples: He *likes* it; she *loves* it; It *pleases* everyone and they *ask* for it.
▪ An indefinite singular pronoun matches a verb that ends in s.
Examples: Anybody, Anyone, Anything, Each, Either, Everybody, Everyone, Everything, Neither, Nobody, Nothing, No one, One, Somebody, Someone, Something *seems* loud, not *seem* loud.
▪ An indefinite plural pronoun matches a verb that does not end in s.
Examples: Both, Few, Many, Several *grow* quickly, not *grows* quickly.
▪ Indefinite number pronouns: *all*, *any*, *half*, *more*, *most*, *none*, *other*, and *some* may be singular or plural depending upon the surrounding word clues.
Examples: *None* of *this helps,* but *more* of *these types may* do so.

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Correct Helping Verb: Helping verbs are added before main verbs to indicate present or past tense. They suggest an ongoing action, not a one-time event. Use the proper form of these verbs:
▪ The "to do" verbs: *do, does,* and *did* connect to infinitives (base forms of the verbs).
Examples: They *do* help; Marta *does* help; Jaime and Luis *did* help.
▪ The "to have" verbs: *have, has,* and *had* suggest an ongoing action for a specific amount of time and connect to past participles (verb forms ending in _*d*, _*ed*, or _*en* and irregular forms, many of which end in _*t*).
Examples: They *have* said; Marta *has* frightened; Jaime and Luis *had* given
▪ The "to be" verbs: *is, am, are, was, be, being,* and *been* connect to present participles (verb forms ending _*ing*).
Examples: They *are* helping; Marta *is* helping; Jaime and Luis *were* helping.
Don't add more than one word between the helping verb and main verb.

Correct Modal: Modals are verbs which are added before infinitives (base forms of the verbs) to indicate a condition in which there are alternative possibilities. The modals: *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, and *would* do not change the tense of the verb.
Examples: They *could* help (not *helped*) the teacher if they wanted.
Modals are often placed before helping verbs, in which case the "to have" and "to be" verbs do change the verb endings.
Examples: They *could* have helped the teacher if they *would* have been listening.
Don't substitute *of* for the *have* after a modal.
Example: They should *of* have helped.
Revision: They should *have* helped.

Correct Linking Verb: A linking verb follows a subject (the "do-er" of the sentence) and links to another word which it modifies (describe, identify, define, or limit). Linking verbs include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been* and *become*, *feel*, *look*, *seem*, *smell*, *sound*, *taste*.
Example: Lori *is* strong.
▪ Don't substitute *be* or *been* for *is* or *was*.
Example: He *be* funny.
Don't use the non-standard use of the "do be" or "don't be" patterns.
Examples: *Do be* listening and *don't be* talking.
▪ Don't use the non-standard *was* and *were*.
Examples: We *was* friends and it *were* nice.
Revision: We *were* friends and it *was* nice.
▪ Don't drop linking verbs.
Examples: She nice, but I been nice to her first.
Revision: She *is (was)* nice, but I *had been* nice to her first.

Transitive Verb Error: This transitive verb needs an object. A transitive verb is a mental or physical action that acts upon a direct object. The direct object answers *Whom*? or *What*? from the verb.
Example: Lewis *gave* (transitive verb) a wonderful gift (direct object).
An intransitive verb is a mental or physical action that acts without an object. Linking verbs are all intransitive verbs.
Example: The baby *screams* (intransitive verb) loudly.

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Correct Verb Tense: Don't mix verb tenses. English has three basic verb tenses to show time.
▪ The past verb tense adds "_d" or "_ed" at the end of the infinitive (base form of the verb) and does the past physical or mental action of the subject (the "do-er" of the sentence). These actions are one-time events that took place at a specific time.
Examples: I *asked* for it. You *appeared* interested.
▪ The present tense does the present physical or mental action. The present verb tense is the infinitive (base form of the verb). A singular subject makes the present tense verb end in s (except *I, we,* and *you*), but a plural subject matches a verb which does not end in s.
Examples: He *swims*. Mandy and Mark *swim*.
▪ The present tense can be used to generalize or to show repeated action.
Examples: Everyone *knows* that wearing helmets prevents injuries. I *wake up* every morning at 6:00 a.m.
▪ The present tense is used to discuss literature, art, movies, theater, and music (even if the content is set in the past or the creator is no longer alive).
Examples: Shakespeare *gives* his characters unusual problems. *Rebecca* is an old movie classic.
▪ The future tense is formed with *will* or *shall* + the infinitive (base form of the verb) to describe a physical or mental action in the future. Traditionally, *shall* has been used to match the *I* and *we* pronouns.
Examples: He *will* stay, but I *shall* go.
Past, present, and future verb tenses are also determined by helping verbs: *did* and *had* (past), *do, does, have,* and *has* (present), *will do, will have,* and *shall* (future), and the "to be" verbs: *was, were,* and *been* (past), *is, am, be,* and *are* (present), and *will be* and *shall be* (future).

Correct Irregular Verb: An irregular verb does not form its past tense and past participle by adding a _*d*, _*ed,* or _*en* ending onto the infinitive (base form of the verb). The most frequent irregular verb ending is _*t*.
Examples: bent, bit, bought, felt, fought, got, kept, left, sent, shot, wrote

Correct Past Progressive Verb: The past progressive is a verb form that adds an _*ing* onto the infinitive (base form of the verb) and is placed after *was* or *were* to describe an ongoing past action. Frequently, the word *while* is used in connection with the past progressive.
Example: I *was day-dreaming* while you talked.

Correct Present Progressive Verb Form: The present progressive is a verb form that adds an _*ing* onto the infinitive (base form of the verb) and is placed after *is, am,* or *are* to describe an ongoing action happening or existing now.
Example: I *am walking* to the store. Some verbs can't use the present progressive form: to be, to belong, to care, to cost, to exist, to envy, to fear, to hate, to like, to love, to mind, to need, to owe, to want.
Example: I *be fearing* it.
Revision: I *fear* it.

Correct Future Progressive Verb: The future progressive is a verb form that adds an _*ing* onto the infinitive (base form of the verb) and is placed after a *will* or *shall* + *be* to describe an ongoing action that will take place over a period of time in the future (while another action takes place) or to describe an ongoing future action that will be briefly interrupted by an action of less importance.
Examples: She *will be eating* while we play cards. We *shall be playing* after the junior varsity.

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Correct Past Perfect Tense Verb: The past perfect is formed with *had* + the past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) to describe an action that was completed before a specific time or another specific action in the past.
Example: They *had tried* to compromise, until the opposition walked out.

Correct Present Perfect Tense Verb: The present perfect verb tense is formed with *has* or *have* + the past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) and is used to describe an action that took place at some unidentified time in the past that relates to the present.
Example: He *has talked* a lot.

Correct Future Perfect Tense Verb: The future perfect tense is formed with *will* or *shall* + *have* + a past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) to describe an action that will be completed before a specific time or another action in the future.
Example: The kids *will have practiced* for ten years by then.
Don't use the future perfect tense to begin clauses with *when*, *while*, *before*, *after*, *by the time*, *as soon as*, *if*, *unless*. Use the present perfect tense instead.
Example: While you *will have acted* badly, I never would
Revision: While you *have acted* badly, I never would.

Correct Past Perfect Progressive Verb: The past perfect progressive form connects *had been* + a present participle (a verb ending in *_ing*) to describe a past continuous action that began in the past and continued until another time or event.
Example: Because I *had* not *been studying*, I failed.

Correct Present Perfect Progressive Verb: The present perfect progressive form connects *has* or *have* + *been* to a present participle (a verb ending in *_ing*) to describe an action that began in the past, continues in the present, and may continue into the future.
Example: I *have been eating*.

Correct Future Perfect Progressive Verb: The future progressive form can connect *will have been* + a present participle (a verb ending in *_ing*) for an ongoing future action interrupted by another action.
Example: She *will have been waiting* for one hour when the bus arrives.

Change to Active Voice: In the active voice, the subject (the "do-er" of the sentence) performs the action of the main verb. In the passive voice, the subject receives the action. Use the active in essays and narratives unless the subject is unknown or unimportant.
Example: It was said by me.
Revision: I said it.

Change to Passive Voice In the passive voice, the subject (the "do-er" of the sentence) receives the action of the main verb. Use the passive voice when the subject is unknown or unimportant. Also use the passive voice in scientific writing to focus on objective data, not the sentence subject.
Example: About 25% received the pill in the research group. Not… I gave the pill to about 25% of the research group.

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Modifiers, Adverbs, Prepositions, Conjunctions

Correct Comparative Modifier: A comparative modifier is an adjective or adverb that modifies two things. Follow these rules to use comparative modifiers correctly:
▪ Use the suffix "_er" for a one-syllable modifier.
Example: She is *short-er* than I.
▪ Use "_er" or *more* (*less*) for a two-syllable modifier.
Example: He seems *more help-ful* than they.
▪ Use *more* or *less* for a three-syllable (or longer) modifier.
Example: Frank was *more gen-er-ous* than Keith.
Example: Frank was *more gen-er-ous* than Keith.
▪ Use *more* or *less* for all adverbs ending in "_ly."
Examples: She apologized *more con-vin-cing-ly* than did her friend.

Correct Superlative Modifier: A superlative modifier is an adjective or adverb that modifies three or more things Follow these rules to use superlative modifiers correctly:
▪ Use the suffix "_est" for a one-syllable modifier.
Example: Of Rachel, Tim, and Sam, Rachel is the *smart-est*.
▪ Use "_est," *most*, or *least* for a two-syllable modifier.
Example: Of Rachel, Tim, and Sam, Rachel has the *most tal-ent*).
▪ Use *most (least)* for a three-syllable or longer modifier.
Example: Of the five contestants, Jane spoke *most care-ful-ly*.

Revise Misplaced Modifier: This modifier is misplaced. A modifier should be placed, whenever possible, next to the word it modifies (describes, identifies, defines, or limits).
Example: The modifier in the following sentences is *only*: She *only* requested two appetizers.
Revision: She requested *only* two appetizers.

Revise Dangling Modifier: Revise this dangling modifier. A dangling modifier is an adjective or adverb which is not directly connected to the subject and so creates confusion for the reader.
Example: Wanted: Someone to care for an old elephant who does not smoke or drink liquor.
Explanation: The modifier, "who does not smoke or drink liquor" is not directly connected to "Someone" and appears to be connected to "an old elephant." Obviously, elephants do not smoke or drink liquor, but the sentence unintentionally suggests that they do.

Revise Adverb Order: An adverb modifies (describes, identifies, defines, or limits) a verb, an adjective, or an adverb by answering How? When? Where? or What Degree? The adverb may be found before or after the word or words that it modifies (describes, identifies, defines, or limits). Follow these rules to use adverbs correctly:
▪ Multiple adverbs follow the How? When? Where? or What Degree? order.
Examples: *Carefully*, *soon* may walk *where* tigers *mostly* roam.
▪ As a matter of good writing style, place shorter adverbial phrases in front of longer ones.
Example: The family walks *around the block after every Thanksgiving Dinner*.
Explanation: The phrase *around the block* is shorter than *after every Thanksgiving*.
▪ As a matter of good writing style, place specific adverbs before general ones.
Example: It should be *exactly where* I described, *next* to the desk, or *somewhere over there*.
Explanation: The specific adverbs *exactly where* and *next* come before *somewhere over there*.
▪ Avoid overusing such adverbs as *very* that add little meaning to a sentence.
Example: That is a *very* interesting idea.

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Correct Hyphenated Modifier: Both adjectives, which modify (describe, identify, define, or limit) nouns and answer Which one? How many? or What kind?, and adverbs, which modify a verb, an adjective, or an adverb and answer How? When? Where? or What Degree?, may be combined with hyphens (-) to form compound modifiers.
▪ Use a hyphen to join a compound adjective to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.
Examples: world-famous hot dogs; warm, comfortable coat (warm and comfortable, not warm-comfortable)
▪ Use a hyphen to join a compound adverb when used before nouns.
Example: The much-requested song.
When the compound adverb is after the noun, don't hyphenate.
Example: Her wishes were always well known.

Revise Preposition Issue: A preposition is always part of a prepositional phrase. The preposition shows a relationship between a word indicating location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Example: He ran *up the road*.
Explanation: The preposition, *up*, asks, "What?" and the object, *the road*, provides the answer.
Follow these rules to use prepositions properly:
▪ Don't string together more than two prepositional phrases.
Example: Peter Rabbit ran *through the field, under the fence, into the garden*.
Revision: Peter Rabbit ran *through the field*. Afterwards, he ran *under the fence* and *into the garden*.
▪ Don't add the *of* or *on* prepositions when unnecessary.
Examples: Get off ~~of~~ my couch. Don't blame ~~on~~ me for that.
▪ Avoid ending sentences with awkward prepositions.
Example: The cook did not know what the pie was made *of*.
Revision: The cook did not know the ingredients in the pie.

Needs Coordinating Conjunction: Coordinating conjunctions join words, phrases, or clauses of equal importance.
Examples: I need one *or* two. He also brought along two water bottles, *yet* he did not know why.
Memory Trick (to remember the coordinating conjunctions): FANBOYS (For-And-Nor-But-Or-Yet-So)

Needs Correlative Conjunction: Correlative conjunctions are pairs of conjunctions which join words, phrases, or clauses. The pairs include *both-and*, *not only-but also*, *either-or*, *whether-or*, *neither-nor*.
Example: Both Jake *and* Kenny went to college.

Needs Subordinating Conjunction: A subordinating conjunction begins an adverbial clause to indicate time (*when*), cause-effect (*if*), or exception (*although*). The adverbial clause is a dependent clause (a noun and a connected verb that does not express a complete thought) that is subordinate to (of less importance than) the connected independent clause (a noun and connected verb which expresses a complete thought). The subordinating conjunction signals that dependent and subordinate position.
Example: *Unless* you give me permission, I will not act.
Explanation: *Unless* signals that the rest of the clause: "you give me permission" is dependent upon and subordinate to the independent clause: "I will not act."
AAAWWUBBIS Memory Trick (to remember the subordinating conjunctions): Most dependent clauses begin with these words: *After, Although, As, When, While, Until, Because, Before, If,* or *Since*.

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Punctuation, Capitalization, Quotation Rules

Correct Speaker Tag Comma: Follow these rules for comma placement with speaker tags (the speakers and speech-related verbs) in dialogue:
▪ Place commas after a beginning speaker tag to the left of the quotation marks.
Example: He said, "I shouldn't listen to what you say."
▪ Place commas before and after a middle speaker tag to the left of both quotation marks.
Example: "But if you don't, he shouted, "you will never win."
▪ Place commas before an ending speaker tag to the left of the quotation marks.
Example: "Okay. I will give you another chance," he responded.
Question marks and exclamation points are placed in the same positions as commas.

Correct Direct Address Comma: Follow these rules for comma placement with nouns of direct address (the character spoken to) in dialogue:
▪ If the noun of direct address is placed at the beginning of the sentence, place a comma after that noun.
Examples: Kristen, leave some for your sister. Officer Daniels, I need your help.
▪ If the noun of direct address is placed in the middle of the sentence, place commas before and after that noun.
Examples: If you insist, Dad, I will. If you insist, Your Honor, I will.
▪ If the noun of direct address is placed at the end of the sentence, place a comma before that noun.
Examples: Just leave a little bit, honey. Just leave a little bit, you selfish monster.

Correct Commas with Abbreviations: Follow these comma rules with abbreviations: Place commas before and after degree or job title, and family title, and Latin abbreviations unless the abbreviation ends the sentence.
▪ Educational degrees and job titles which follow peoples' last names. Job titles which precede names don't have commas.
Examples: Maureen Johnson, M.D., became a medical doctor in 2019. Lacy Smith, C.E.O., was the first chief executive officer of that corporation. Sgt. O'Rourke became a sergeant and Dr. Lang became a doctor in 2018.
▪ Family titles which follow peoples' last names. Family titles which follow first names don't have commas.
Examples: Maurice Small, IV, was listening to John Jr. and John Sr.
▪ Latin abbreviations
Example: He likes them all: cake, cookies, etc. (means *and so on)*
Example: I love ice cream: e.g., vanilla. (means *for example*)
Example: He is goofy, i.e., silly. (means *that is* or *in other words*)

Correct Commas in Series: Place commas after each item in lists, except the last one. Newspapers, web articles, and some magazines eliminate the last comma; however, most style manuals still require the last comma.
Example: John, Jane, and Jose left early.

Needs Introductory Word(s) Comma: Place commas after introductory words or phrases which have special emphasis. Place a comma after introductory prepositional phrases with more than four words.
Examples: *First*, listen to me. *Throughout the rest of the book*, the characters do not change. *From there* they went to the party.

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Correct Comma with Geography: Place commas between related geographical place names and after the last place name unless it appears the end of a sentence. When the place name is a possessive, this rule does not apply.
Examples: She lived in Rome, Italy, for a year. Rome, Italy's traffic is congested.

Correct Comma with Dates: Place commas between the number date and its year and after the year unless it appears at the end of the sentence.
Example: We left town on May 4, 1999, before the storm arrived.

Correct Commas with Adjectives: Place commas to separate coordinate adjectives. *Coordinate adjectives* are two or more adjectives that modify (describe, identify, define, or limit) a noun or pronoun in the same way. If you can add *and* between the adjectives and reverse their order, commas must separate them.
Examples: A friendly, kind man visited us.
Explanation: A friendly *and* kind man. A kind, friendly man. Both make sense, so commas are required between the coordinate adjectives.
Don't use commas to separate cumulative adjectives. *Cumulative adjectives* are two or more adjectives that modify (describe) a noun or pronoun in different ways. If you can't add *and* between the adjectives and reverse their order, don't separate them with commas.
Examples: It's a big green bug.
Explanation: It's a big *and* green bug. It's a green big bug. Neither makes sense, so don't use commas between the cumulative adjectives.

Correct Comma with Compound Sentence: Place commas before coordinating conjunctions (*for, and, nor, but, or, yet, so*) to join two long independent clauses. An independent clause is a noun and connected verb which tells a complete thought. If one or both of the independent clauses is less than five words, no comma is necessary.
Examples: I liked her so much, *and* she liked me more than I thought. I love him and he loves me.
▪ Don't join two independent clauses with a comma. This is known as a *comma splice.*
Example: They say they know what they are doing, they really have no idea how to proceed.
Revision: They say they know what they are doing, but they really have no idea how to proceed.
▪ Use commas before the second of the paired correlative conjunctions to join two independent clauses.
Example: *Either* he must go, *or* you must go.

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Correct Comma with Dependent Clause: A dependent clause includes a noun and connected verb, but it does not tell a complete thought. Follow these rules to place commas with dependent clauses:
▪ If a dependent clause begins a sentence, place a comma after the clause.
Example: *When he asked me*, I told him.
▪ If the dependent clause is in the middle of the sentence, place commas before and after the clause.
Example: Jonna was sure, *since she had checked*, that she had turned the lights off.
▪ If a dependent clause ends the sentence, don't begin with a comma.
Example: She left *after I did*.
▪ Place commas before and after (unless it ends the sentence) a dependent clause that begins with *which*, *who*, *whom*, or *whose* if it simply adds information and doesn't limit the meaning of the connected independent clause (a noun and connected verb which tells a complete thought).
Example: The jacket, *which mom wore yesterday*, was green.
▪ Don't use commas before and after (unless it ends the sentence) a dependent clause that begins with *which that*, *who*, *whom*, or *whose* if it limits the meaning of the connected independent clause (a noun and connected verb which tells a complete thought).
Example: The student *who wins the most votes* will be elected Student Council President.

Correct Commas with Parenthetical Expression: Place commas before and after words that interrupt the flow of the sentence.
Examples: The best way to see the game, *if you can afford it*, is in person.
Place commas to set apart *appositives*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify, define, or describe it. The appositive can be a word, phrase, or clause.
Example: That man, *the one with the hat*, left town quickly.

Correct Colon: Follow these rules to use colons properly:
▪ Use a colon following a noun to signal a list. Don't capitalize the first word in the list unless it is a proper noun.
Examples: Bring home these items: tortillas, sugar, and milk. Text these people: James, Paul, and your mother.
▪ Use a colon to show a relationship between numbers.
Example: At 8:02 p.m. the ratio of girls to boys at the dance was 3:1.
▪ Use a colon to show a relationship within titles.
Example: Many people are familiar with "*Psalm 23*" and refer to it as "The Lord is My Shepherd: Psalm 23."
▪ Use a colon after business letter greetings.
Example: To Whom It May Concern: Thank you for your employment application.

Correct Semicolon: Use semicolons to join independent clauses (nouns and connected verbs which express complete thoughts) with or without conjunctions.
Examples: Anna showed up late; Louise didn't at all. Anna showed up late; however, Louise didn't at all.
Semicolons combine related phrases or dependent clauses.
Example: The children enjoy jumping into puddles; they love climbing trees; they also like making mud pies.

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Correct Exclamation Point: Use one exclamation point to show strong emotion or surprise at the end of intentional fragments (parts of sentences) and exclamatory sentences. Don't use exclamation points in essays or formal writing.
Examples: Wow! How amazing! The decision really shocked me!

Correct Apostrophe with a Singular Possessive Noun: A possessive is a noun or pronoun that serves as an adjective to show ownership. Follow these rules to use singular possessives properly:
▪ When ending in an s having a /z/ sound, place an apostrophe, then an s, or simply end with an apostrophe.
Examples: *Charles's* friend or *Charles'* friend is fun.
▪ A singular possessive noun can connect to gerunds (verb forms ending in "ing" that serve as sentence subjects).
Example: *Joe's cooking* is not the best.
▪ Place the apostrophe before the s for singular indefinite pronouns used as possessives.
Examples: Now it is *anybody's*, *everybody's*, *somebody's*, *somebody else's*, *either's* ballgame.
▪ Don't use an apostrophe with a possessive pronoun (yours, his, hers, ours, yours, its, theirs).
Examples: That plate is *your's*.
Revision: That plate is *yours*.

Correct Apostrophe with a Plural Possessive Noun: A possessive is a noun or pronoun that serves as an adjective to show ownership. Follow these rules to use plural possessives properly.
▪ For a plural possessive of a singular word that doesn't end in s, place the apostrophe after the s. If the singular and plural forms are spelled differently, place the apostrophe before the s.
Examples: The *girls'* team is good, but the *women's* team isn't.
▪ For a plural possessive of a singular word that does end in s, add "es" and then the apostrophe.
Example: Our stove worked better than the *Thomases'* stove.
▪ When two or more words share joint ownership, the possessive form is used only for the last word.
Example: *Matt and Suzanne's* wedding was the social event of the season.
▪ When two or more words are combined to show individual ownership of something, the possessive form is used for each of the words.
Examples: *Linda's*, *Christie's*, and *Wendy's* dresses were each individually designed.

Correct Parentheses: Use parentheses following words to identify, explain, or define the preceding (before) word, phrase, or clause.
Examples: That shade of lipstick (the red) goes perfectly with her hair color.
Ending punctuation is placed outside of words or phrases within parentheses, but inside when the parenthetical remark stands on its own as a complete sentence.
Examples: I want that Popsicle® (the orange one). He was crazy. (He didn't even know what day it was.)

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Correct Capitalization: Follow these capitalization rules:
▪ Capitalize proper nouns: named people, places, and things (including titles). Do not capitalize an article (*a*, *an*, *the*) that is part of the noun phrase unless it begins the phrase.
Examples: *Alex the Great* was honored (person) at *U.S. Memorial Auditorium* (place) with the *Smith-Lee Award* (thing).
▪ If the noun is hyphenated, capitalize both words before and after the hyphen when the nouns or adjectives have equal importance.
Example: The Twentieth-Century was haunted by two world wars.
However, don't capitalize the word after a hyphen if both words make up a single word or if the second word is a participle modifying the first word.
Examples: Top Twenty Plus-size Models and English-language Arts
▪ Do not capitalize common nouns: unnamed people, places, things, and ideas.
Examples: It takes *self-control* (idea) for a *teenager* (person) to drive to *school* (place) in a *sports car* (thing).

Correct Title Punctuation: As a general rule, use quotation marks before and after titles of short texts; titles which are parts of a whole; or titles of things that cannot be picked up from a desk.
Examples: articles, television episodes, acts in a play, videos, short stories, reports.
As a general rule, use italics for titles of long texts; titles of whole things; or titles of things that can be picked up from a desk.
Examples: magazines, newspapers, long narrative poems, movies, albums, television shows, plays

Correct Dialogue Quotation: Remember that a change in speaker requires a new paragraph. Capitalize the first word in a quoted sentence. Don't capitalize the first word of a continuing quote that was interrupted by a speaker tag.
Examples: She said, "You are crazy. However," she paused, "it is crazy to be in love with you."
Include quotation marks before and after the speaker's words. Place commas and periods inside (to the left) of the closing quotation marks.
Examples:
"I think you're wrong," said Victor.
Sal replied, "I know I'm right."
When dialogue is interrupted by comments or speaker tags, and then continues in the same sentence, begin the rest of the dialogue with a lower case letter.
Examples: "I realize," she paused to reconsider, "that I may have been mistaken." "You are crazy. However," she paused, "it is crazy to be in love with you."

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Correct Direct Quotation: Follow these rules for direct quotations:
▪ When using the exact words of an author, this is known as a *direct quotation*. Include quotation marks before and after the author's exact words. The citation of the author or title and page number are placed within parentheses following the quotation and end with a period.
Examples: The author stated, "Over 90% of Americans support the law" (Shetler 32).
▪ Don't use *dropped quotations*. A dropped quotation is a direct quotation used without an introduction. Always use a signal phrase to introduce a direct quotation.
Signal Phrase Examples: The author suggests (adds, argues, asserts, cites, claims, describes, discusses, emphasizes, lists illustrates, notes, observes, reports, states)
▪ Place question marks and exclamation points inside (to the left) of quotation marks, if part of the quoted sentence, but outside (to the right) if not.
Examples: Dr. Mosely comments, "What if the studies are proven wrong?" (Shetler 33). Did Dr. Mosely mean "studies are proven wrong"? (Shetler 33).
▪ Colons and semicolons go outside the closing quotation marks.
Examples: "Ask not what your country can do for you. Ask what you can do for your country" (Kennedy): these words were President John F. Kennedy's most memorable. Kennedy explained, "We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty"; however, he continued, "All this will not be completed within the first one hundred days" (Kennedy).

Correct Indirect Quotation: An *indirect quotation* uses the author's idea, but not the exact words, so no quotation marks are used. The paraphrase must be accurately to preserve the source's ideas. Use only your own words to paraphrase.
Example: The author said that the species was endangered (Johns 45).

Correct Quotation within a Quotation: Use single quotation marks inside a quotation for a quotation or a title in quotation marks within a quotation.
Example: He asked, "What did Dr. King mean by 'free at last' in his famous speech?"

Revising a Direct Quotation: This quotation is too long and can be made more concise (brief) without changing the author's point.
▪ Remove words from a direct quotation by using the ellipsis (…) inside the quotation marks. Only remove information that is irrelevant (that which does not directly apply) from the quotation.
Example: The author suggests that "Rural counties… face challenges that urban counties do not" (Abner 35).
▪ You may also choose to substitute an unfamiliar word with a better word choice by surrounding the new word choice with brackets.
Example: The rapper said, "Don't talk [nonsense] if you don't wanna hear."
▪ Additionally, indicate a spelling or grammatical error by including [sic] following the error.
Example: The mayor texted, "Why don't they teach speling [sic] anymore?"

Needs Block Quote Citation: For any quotation of more than four lines, indent one-half inch from the margin and double space without quotation marks. If the quotation has more than one paragraph, indent the first line of the second paragraph an extra 1/4 inch.

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Spelling Rules

***i* before *e* Spelling Rule Error:** Usually spell *i* before *e (believe)*, but spell *e* before *i* after a *c (receive)* and when the letters are pronounced as a long /a/ sound *(neighbor)*. The rule only applies to the *i* and *e* spelling combination within one syllable, so the rule does not apply to words such as *sci-ence*. The rule doesn't apply to plurals of words ending in "cy."
Examples: delicacies, frequencies, vacancies.
Exceptions: neither, either, weird, forfeit, caffeine, height

Final *y* Rule Spelling Rule Error: Keep the *y* when adding an ending if the word ends in a vowel, then a *y (delay-delayed)*, or if the ending begins with an *i (copy-copying)*. Change the *y* to *i* if the word ends in a consonant, then a *y (pretty-prettiest)*.
Examples: employ−employed, baby−babying, lovely−lovelier
Exceptions: dryly, dryness, shyly, shyness, slyly, and slyness.

Silent *e* Rule Spelling Rule Error: Drop the silent *e* at the end of a root when adding a suffix if that suffix begins with a vowel *(have-having)*. Some British spellings drop the silent final *e* when the suffix begins with a consonant.
Examples: judgment and argument.
Keep the silent *e* when the ending begins with a consonant *(close-closely)*, has a soft */c/* or */g/* sound-then an "ous" *(gorgeous*) or "able" *(peaceable)*, or if it ends in "ee", "oe", or "ye" *(freedom, shoeing, eyeing).*

Double the Consonant Rule Spelling Rule Error: Follow these rules for double consonant spellings:
▪ Double the ending consonant of a root, when adding a suffix *(permitted)* if all three of these conditions are met: 1. The last syllable has the accent *(per / mit)* 2. The last syllable ends in a vowel, then a consonant *(permit).* 3. The suffix begins with a vowel *(ed).*
Examples: admittance, commitment
▪ Don't double the ending consonant of a root when adding a suffix if the root ends in *k*, *w*, *x*, *y*, or *z*.
Examples: locked, knowing, boxed, saying, lazier
▪ Don't double the ending consonant of a root when adding a suffix if the root ends in a vowel team followed by a consonant.
Examples: hauling, howling, appealed

"an" or "en" Suffix Rule Spelling Rule Error: End a word with "ance", "ancy", or "ant" if the root before has a hard */c/* or */g/* sound *(vacancy, arrogance*) or if the root ends with "ear" or "ure" *(clearance, insurance)*. End a word with "ence", "ency", or "ent" if the root before has a soft */c/* or */g/* sound *(magnificent, emergency),* after "id" *(residence),* or if the root ends with "ere" *(reverence).*

"able" or "ible" Spelling Rule Error: End a word with "able" if the root before has a hard */c/* or */g/* sound *(despicable, navigable),* after a complete root word *(teachable),* or after a silent *e (likeable)*. End a word with "ible" if the root has a soft */c/* or */g/* sound *(reducible, legible),* after an "ss" *(admissible),* or after an incomplete root word *(audible).*

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"ion" Spelling Rule Error: Follow these rules for /ion/ sound spellings:
▪ Spell "sion" *(illusion)* for the final *zyun* sound or the final *shun* sound *(expulsion, compassion)* if after an *l* or *s*. _sion
▪ Spell "cian" for the final *shun* sound suffix to indicate a person who does the task of the root *(musician, magician)* and "tion" *(condition)* in most all other cases. _cian
▪ Spell "tion" *(condition)* for the final *shun* unless after an *l* or *s* sound ("_sion") or unless the suffix indicates a person ("_cian"). _tion

Plurals Spelling Rule Error: Follow these rules for plural spellings:
▪ To form plurals, add *s* onto the end of most nouns *(dog-dogs),* even those that end in *y (day-days)* or those that end in a vowel, then an *o (stereo-stereos).*
▪ To form a plural when a noun ends in these sounds: */s/*, */x/*, */z/*, */ch/*, or */sh/*, add "es" *(loss-losses, fox-foxes, box-boxes, buzz-buzzes, march-marches, marsh-marshes)*. To form plurals when words end in a consonant, then an *o*, add "es" *(potato-potatoes).*
▪ To form a plural when a noun ends in a consonant, then a *y*, change the final *y* to *i* and add "es" *(ferry-ferries)*.
▪ To form a plural when a noun ends in "fe" or "lf," change these spellings to "ves" *(knife-knives, shelf-shelves).*
▪ To form a plural of a name ending in *s*, add "es."
Examples: *Jones* forms the plural *Joneses* and *Chris* forms *Chrises*.
▪ Some singular nouns do not change spellings when forming plurals.
Examples: aircraft, bison, deer, moose, salmon, sheep, swine, fish, and trout.

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End Comments

Potential: This first draft has real potential. For your second draft, focus your revisions on X

Revisions: The revisions on your first draft have significantly improved this second draft. You can continue to develop your writing by X

Chief Strength: The chief strength of this writing is X Use this as a model and do more of this throughout X.

Connections: You make a strong connection between X and X. Make more of these connections to improve your writing.

Planning: Your writing shows a tremendous amount of careful planning. My key suggestion would be X

Research: You have spent a considerable amount of time and made the effort to research this topic thoroughly. One more suggestion would be to X

Originality: Your writing demonstrates a significant amount of original thought. To improve your final draft, focus on X

Writing Style: Your writing style is consistent and original. I would suggest X

Content: The content and ideas presented throughout are impressive. Consider X

Audience: You have been especially considerate to your audience throughout your writing. Think about adding the following: X

Argument: You have built a convincing argument throughout this essay to support your claim. To make your argument even more conclusive, try X

Controlling Idea: You have maintained the controlling idea of your thesis statement throughout this essay. What you need to do now is X

Characterization: Your character development is creative and thorough in this story. However, X

Exposition: The exposition (basic situation) is creatively established at the beginning of your story. To move the story along, you might consider X

Plot Development: Your plot development includes all the essential elements of effective story-telling. For additional revision, you might X

Dialogue: Your use of dialogue is authentic, and you use a variety of speaker tags. You might X

Edit and Complete Final Draft: Spell check and ask others to edit by suggestion additions, deletions, corrections, and substitutions. Afterwards, complete your final edit, resolve the comments, click the “Editing” tab in the upper right corner of your Google doc and select the “Viewing” dropdown to re-read. If satisfied that this is your best work, share your document. I look forward to reading

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Writing Format and Standards

Revise Heading: Type the proper heading in the upper left-hand corner of the first page. The heading consists of the writer's full name; the teacher's title and last name; the class title; and the date.
Example:
John Doe
Mr. Pennington
English-language Arts–11
7 March 2021

Revise Header: Using right-justified text, type the header in the upper right-hand corner beginning on the first page, one-half inch from the top. Include your last name, followed by the page number. Each page must include your last name and page number in the header.
Example: Doe 1

Revise Title: Using center-justified text, type, and capitalize the title. The first letter is capitalized in each word except articles (*a, an,* or *the*), prepositions (e.g. *from, in, of*), or coordinating conjunctions (FANBOYS: *for, and, nor, but, or, yet, so*) unless it appears as the first word in the title. Do not boldface, italicize, underline, or use quotation marks for the title.
Example: Walking a Mile

Revise Margins: Set one-inch margins for top, bottom, left, and right except the one-half inch header. Use left-justified text and print on white 8.5 x 11-inch paper if a print submission is required.

Revise Spacing: Set line spacing to double space for all lines, including the header and title. Single space after all punctuation marks, including periods.

Revise Parenthetical (In-Text) Citations Format: In-text citations identify any outside source of information you use in your writing and must be included on a separate Works Cited page. After the direct or indirect quotation, include the following within parentheses: the author's last name (or title if none listed), followed by a space and the page number (numeral only). If the name of the author or title is used within the quotation, only the page number is included in parentheses. Place a period after the closing parenthesis.
Examples:
As the author explains, "Direct quotation" (Smith 22).
According to Amy Smith, "Direct quotation" (22).
The author argues that…indirect quotation ("Article Title" 4).
In *Canterbury Tales*…indirect quotation (16).

Change Font: Type in a standard, black, size 12 font or as your teacher directs. Use italics for special-use words and titles that don't use quotation marks. Never use all upper case letters in words.

Revise Works Cited Format: The Modern Language Association (MLA) has specific rules for providing full references to parenthetical (in-text) citations. Follow these guidelines.

Incomplete: You seem to have dissected the writing prompt (assignment) and know what you need to do; however, your work is incomplete. Follow my guidelines to finish and share your best work for me, so I c

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Needs Proofreading: Your final draft should be neat and free from writing errors. Make sure to run the spelling and grammar check and edit carefully. Read through your final draft out loud to catch any errors.

Typographical Error: Spelling error due to mistyping. The computer's spellcheck does not catch all typos. Proofread out loud to catch these errors.

Number Error: For numbers zero through nine, write out numbers. For 10 and thereafter, use numbers. Keep the same format, in either written or numerical form, within the same paragraph.

Close Gap: These two words should be combined as a simple compound word or as a hyphenated word. Use hyphens to join words that are necessarily related, but are not compound words. Don't capitalize the letter following the hyphen.

Needs New Paragraph: Start new paragraphs in essays for new ideas, topics, reasons, or arguments. Start new paragraphs in stories for new events, changes in place, changes in time, and for each new speaker in dialogue. Indent one tab for paragraphs. Don't add additional spacing between paragraphs. If your teacher requires block paragraph style, don't indent new paragraphs; instead, add an additional space between paragraphs.

Positive Format Comment: You've done an excellent job making sure that the writing format conforms to Modern Language Association (MLA) standards.

Positive Standards Comment: You've done a thorough job, ensuring that your final work is near error-free and up to the standards I've set for all of my students' papers. Thank you for doing your best to meet these standards.

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Essay and Report Structure and Content

Revise Introduction: An essay introduction provides a hook, link, and context to lead into the thesis statement. They may be separate or combined sentences.
▪ The first sentence of your essay is the *hook*. It grabs the attention of your reader. Choose the hook that best matches what the essay is about and your purpose for writing. Try beginning your essay with one of these **QQ SCAR hooks: Q**uestion, **Q**uotation, **S**tartling Statement, **C**ontroversial Statement, **A**necdote, or **R**eference to Something Known in Common.
Startling Statement Example: Video games destroy lives.
▪ The *link* identifies the issue or topic (if an argumentative essay) or the title and author (if an informative/explanatory essay).
Link Example: According to Dr. Phoebe Caulkins, in her article titled, "The Cost of Gaming," …
▪ The *context* briefly summarizes the reading to build background knowledge for the reader. Use no more than three sentences to provide the context.
Context Example: American pre-teens and teenagers spend too much time playing games on their desktops, tablets, and phones. Instead of playing outside, gamers are increasingly out of shape and score lower on standardized reading tests.

Introducing Evidence Error: Don't introduce evidence in an introduction. You may preview your topic sentences, but don't include **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience evidence **(FE SCALE)**. Save evidence for the body paragraphs.

Revise Argumentative Thesis Statement: Your one or two-sentence thesis statement must answer the key question you develop from the writing prompt (assignment). In an argumentative essay, your thesis statement makes a specific claim about an issue or topic, which you will argue throughout the essay. Write your thesis statement as the last sentence or two of the essay introduction, following the *hook, link,* and *context* sentences. Make sure to state the issue or writing topic and use the key words of the writing prompt (assignment). You may choose to preview the body paragraphs by listing key idea words from the topic sentences. Use an appropriate transition word or phrase to introduce the thesis statement.
Argumentative Essay Example: However, the positive outcomes of video gaming far outweigh the negatives. Gamers develop better technological skills, increased attention spans, and superior ability to multi-task than those who do not play.

Revise Informative/Explanatory Thesis Statement: Review the writing prompt (assignment). Your one or two-sentence thesis statement must answer the key question you develop from the writing prompt (assignment). In an informative/explanatory essay, your thesis statement states the purpose for writing and serves as the controlling idea throughout the essay. Write your thesis statement as the last sentence or two of the essay introduction, following the *hook, link,* and *context* sentences. Make sure to state the writing topic and use the key words of the writing prompt (assignment). You may choose to preview the body paragraphs by listing key idea words from the topic sentences. Use an appropriate transition word or phrase to introduce the thesis statement.
Informative/Explanatory Essay Example: Video gaming impacts young people in three ways. Gamers develop technological skills, practice sustained concentration, and learn how to multi-task.

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Broaden the Thesis Statement Focus: Your thesis statement focuses too narrowly on its issue or topic. The thesis statement needs to be a bit broader to be able to respond to the demands of the writing prompt (assignment). A good thesis statement is like an umbrella: it must cover the whole subject to be effective.
Example: Facial recognition software can identify a person's nose in a large crowd.
Revision: Facial recognition software can identify people in a large crowd.

Revise Unimportant Thesis Statement: The thesis statement must state a claim, if an argumentative essay, or a purpose, if an informative/explanatory essay, that is meaningful and has some degree of importance.
Unimportant Argumentative Thesis Statement Example: Blue is the best color.
Revision: Blue is the best color to complement a bright white background.
Unimportant Informative/Explanatory Thesis Statement Example: People in France really enjoy their cheese.
Revision: The French especially enjoy four types of cheeses.

Correct Split Thesis Statement: Don't write a split (divided) thesis. A split thesis includes two claims in an argumentative essay or two purposes in an informative/explanatory essay. Focus on only one claim or purpose in your thesis statement.

Correct Partial Thesis Statement: Your thesis statement responds to only part of the writing prompt (assignment). Re-work the key question you developed from the entire writing prompt (assignment) and revise your thesis statement to be a complete answer to this question.

Eliminate Reference to Your Own Writing: Don't refer to yourself or parts of the essay.
Examples: In this essay… The following paragraphs… I will prove that… The evidence will suggest that… The purpose of this essay… My point of view is that… In my opinion…

Eliminate the Rhetorical Question: Avoid rhetorical questions in essays. A rhetorical question is a question needing no response because the answer is in the question itself.
Example: Does anyone really think high speed rail is practical?
Revision: High speed rail is impractical for three key reasons.

Needs Topic Sentence: Write a topic sentence as the first sentence of each body paragraph unless you have a reason to place it elsewhere. It usually begins with a transition word or phrase and states the main idea of the paragraph. Each topic sentence must directly respond to the thesis statement. In an argumentative essay, each topic sentence states an argument or reason. In an informative/explanatory essay, each topic sentence states a key point or a fact.
Example: First, young people who play video games learn technological skills.

Needs Concrete Detail: Use specific evidence from credible (believable) experts to support your topic sentences. Choose the types of evidence that will best support your topic sentences with a variety of the **SCALE Evidence Strategies: F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience. In argumentative essays, be careful not to use unsupported opinions. In informative/explanatory essays, use accurate and relevant (that which directly applies) information. Use an evidence sentence starter, which includes a transition word or phrase and the source to introduce the evidence.
Quote from an Authority Example: Even the author admits that gamers are "… twice as likely as non-gamers to develop some programming ability" (Lee 3).

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Needs Citation: This evidence reflects facts or information from an outside source. You need to cite your source for this section and include the citation in your Works Cited page.
Examples:
As the author explains, "Direct quote" (Smith 22).
According to Amy Smith, "Direct quote" (22).
The author argues that…indirect quote ("Article Title" 4).
In *Canterbury Tales*… indirect quotation (16).

Needs Commentary: Provide your own comments about the concrete detail. In an argumentative essay, offer your opinion or insight, analyze (examine in parts), or evaluate. In an informative/explanatory essay, interpret, explain, analyze (examine in parts), or provide a definition. Commentary does not add additional details or information. Use an appropriate transition word or phrase to introduce commentary sentences.
Example: As a result, gamers learn how to optimize their games with modifications.

Needs Counterargument and Refutation Paragraph: Include a counterargument and refutation in the last paragraph before the conclusion in an argumentative essay. Begin with a transition word or phrase which signals the opposing point of view, and complete a topic sentence, which state an opposing argument against your claim. Use concrete details to provide the best evidence for the opposing argument. Respond with concrete details and/or commentary sentences to refute (disprove) these arguments. Make sure to include clear transition words or phrases to indicate the shifts in point of view.
Counterargument Example: In contrast, opponents argue that technological skills remain less important than traditional reading and math skills.
Refutation Example: However, studies have demonstrated that technological skills learned by video gaming significantly improve higher level reading and math abilities (Jones 22). Clearly, both technological and academic skills are important to learn.

Needs Embedded Counterargument and Refutation: Embed (place within) a counterargument and refutation within the last concrete detail and commentary of each body paragraph. Begin the concrete detail with a transition word or phrase which signals the opposing point of view, and provide evidence which counters the argument presented in your topic sentence (the counterargument). Respond with a concrete detail and commentary sentence or two to refute (disprove) the argument (refutation).
Counterargument Example: In contrast, opponents argue that video gaming decreases the attention spans of gamers, because other activities, such as schoolwork, cannot constantly stimulate learners in the same manner as video games.
Refutation Example: However, in a recent survey, 75% of avid gamers report a longer attention span than those who do not play video games frequently (Jones 23). Clearly, both technological and academic skills are important to learn.

Needs Concluding Statement: A concluding statement provides a summary about the body paragraph and does not add new evidence or information. It may include a transition word to connect to the next body paragraph.
Example: As a result, playing video games improves the technological skills of gamers and provides another key benefit.
Not every body paragraph requires a concluding statement. However, the concluding statement can be useful to re-state the main idea expressed in the topic sentence or emphasize its importance. Use an appropriate transition word or phrase to introduce the concluding statement.

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Needs Thesis Restatement: Begin the concluding paragraph of your essay with a thesis restatement. This sentence paraphrases the thesis to remind the reader about the focus of the essay.

Revise Conclusion: The conclusion comments on the evidence presented in the body paragraphs to satisfy the reader that the thesis statement has been proved (in an argumentative essay) or its purpose achieved (in an informative/explanatory essay). Choose the conclusion strategies which best comment on the concrete details and commentary of your body paragraphs with a variety of the **GQ SALES Conclusion Strategies:** **G**eneralization, **Q**uestion for Further Study, Statement of **S**ignificance, **A**pplication, **L**imitations, **E**mphasis of Key Point, **S**ummary Statement, or for the argumentative essay, a **C**all to Action. Use an appropriate transition word or phrase to introduce the conclusion comments.
Application Example: Moreover, video gaming has further benefits beyond the development of technological skills. Gamers develop teamwork skills, which are becoming increasingly helpful in the school and in the workplace. Indeed, video gaming can be purposeful play.

Biased Reasoning: Your reasoning here is faulty or misleading. Whether used intentionally or unintentionally to support your argument or manipulate information to achieve your purpose, it violates accepted rules of evidence and needs to be deleted or revised.
Example: The horrible coach of our school basketball team did not see fit to choose me as a starter.
Revision: The coach of our school basketball team did not choose me as a starter.

Eliminate Unsupported Generalization Error: A generalization has been made from a fact without justification.
Example: Bob and Ara are blondes. They both excel at sports. All blondes excel at sports.
Explanation: The fact that two blondes are good at sports does not justify the generalization for *all* blondes. Generalization

Eliminate Cause and Effect Error: No necessary cause-effect relationship has been established.
Example: That cough syrup commercial aired again. I coughed again. Cough syrup commercials make me cough.
Explanation: Coughing after a commercial is a matter of coincidence. Commercials do not cause coughing. Cause-Effect

Eliminate Either-Or Error: A false choice has been made between two ideas or issues that ignores other options.
Example: Either you support the president, or you are not a true American.
Explanation: The statement ignores other options that true Americans might choose. Either-Or

Eliminate Comparison Error: Similarities or differences have been made between two unrelated ideas or issues.
Example: The price of Chinese tea has increased and so has the price of American gasoline.
Explanation: The price of tea and gas are unrelated issues and cannot be compared. Comparison

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Eliminate Questionable Authority Error: A source has been cited that does not have established expertise.
Examples: Experts say the world will run out of oil in 9 years, and a Harvard scientist claims that love at first sight is possible.
Explanation: "Experts" are unnamed, and a scientist is not an expert in love. Authority

Eliminate Contradiction Error: This statement contradicts what has already been stated in the argument.
Example: Skateboarding is the safest sport. Skateboarding injuries result in more hospital visits than any other sport.
Explanation: Skateboard injuries contradict the claim that the sport is safe. Contradiction

Eliminate Inconsistency Error: One part of the argument does not agree with or is inconsistent with another part.
Example: Children should wear helmets while riding bicycles, but not while in-line skating.
Explanation: The assertion that one activity should require helmets, but not the other, is inconsistent. Inconsistency

Positive Essay Structure Comment: You have demonstrated an excellent understanding about how an essay should be structured with a hook, link, context, and thesis statement in the introduction; body paragraphs with topic sentences, concrete details, commentary, and concluding statements; and a conclusion paragraph with thesis restatement and conclusion strategies.

Positive Essay Content Comment: Your skillful use of research and information to prepare this essay is impressive. Not only have you marshalled the expertise of others on the subject of your writing, but you have also added creative and original thinking in this essay.

Positive Essay Style Comment: In this essay you have developed a consistent voice in which you demonstrate that you know the purpose of the essay and the needs of your reader. Your sentence variety and writing style make your paper easy to read and understand.

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Narrative Structure and Content

Revise Narrative Lead: The first sentence or two of your story should *hook* your reader's interest. In a story or article, the *hook* is also called a *lead.* The lead introduces the *exposition* (or *basic situation*), which also introduces the main characters, setting, and any essential background information. For short stories, try using one of these leads to begin your story:
▪ A **dialogue lead** begins the story with a short, but interesting, exciting, or suspenseful conversation between two of the story characters.
Example: "Did you see that?" screamed my brother. "It just about took off my head. Quick, let's get under cover before it comes back!"
▪ An **action lead** begins the story with the main character or characters involved in some kind of exciting, suspenseful, adventurous, or surprising activity.
Example: Whoosh! the parachute opens and the straps tug violently at my shoulders.
▪ A **sensory lead** begins the story with vivid sensory images.
Example: The snow crunched under my boots, and the wind whistled mercilessly through the bending and snapping pine trees. A faint smell of smoke kept me walking down the mountain.
▪ A **flashback lead** begins the story in the character's past.
Example: I was only six-years-old when the tornado hit. Without any warning siren, the wind came screaming through our neighborhood. Our house creaked and groaned and shuddered. Suddenly the roof flew off in one single piece. The sky was black as night.
▪ An **inner thoughts lead** begins the story with what the main character is thinking.
Example: I had no idea that it would come to this. Although I usually pride myself on being ready for anything, this one caught me flat-footed.

Needs Character Introduction: Needs a more detailed character description to introduce your main character or characters. *Tell* or *show* the character traits that will best define your character's personality, relationships to other characters, and role in the story. Following are types of character roles found in many narratives:
▪ The *protagonist* is the main character who is involved in the primary conflict. Usually, the protagonist is the hero of the story. Often, a protagonist has a character flaw which influences the plot.
▪ The *antagonist* is the character who opposes the protagonist in the conflict. The antagonist may act as the villain or *bad guy* in the story.
▪ The *foil* character used to demonstrate a sharp contrast to another character, such as the protagonist, in order to more clearly define the other.
▪ Minor characters do not play the essential roles of the main characters. However, minor characters can dramatically influence the plot and other characters.

Revise Setting: Needs more specific setting details. The setting is the time and place of the story. It may include the historical and cultural context for the characters and plot. The setting establishes the *tone* and *mood* of the story in the *exposition* (or *basic situation*). The *tone* is the author's attitude or feelings about the characters, the plot, and the reader. The *mood* is how the reader feels in response to the tone.
Example: The factory whistle blew for quitting time: five o'clock, and not a minute too soon on this dreary January day, far from the cheer of Christmas. The year was 1938. My hometown of Akron, Ohio, was no different than any other midwestern, blue collar town.

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Clarify Conflict: The conflict is unclear. The conflict is the key struggle which arises from the *exposition* (or *basic situation*) and is developed throughout the plot. The conflict may be external or internal.
External Conflict Examples: character vs. character, character vs. nature, character vs. technology, character vs. society, character vs. supernatural, character vs. fate
Internal Conflict Examples: character vs. emotions, character vs. needs or desires, character vs. temptations, character vs. the past. Stories may have both primary and secondary conflicts.

Inconsistent Point of View: The point of view is inconsistent. The point of view refers to how the story is told. Most authors use one of these points of view to tell the story:
▪ First Person: One of the characters tells the story using *I*. The reader only knows what the character knows and senses.
Example: I walked into the hallway, not knowing where it would lead.
▪ Third Person Limited: The narrator, who is not involved in the story, tells the reader what one main character knows and senses.
Example: Marsha and Brad left the house together. Marta wondered if they would return.
▪ Third Person Omniscient: The narrator or character telling the story knows and senses everything about the characters' past, present, and future. *Omniscient* means *all-knowing.*
Example: The children did not know that the zombies were waiting for them at the end of the tunnel.

Needs More Rising Action: Needs more plot development before the story climax. Rising action is the series of events that develop the characters and the conflict to prepare the reader for the story climax.

Revise Climax: Needs a more detailed climax. The climax is the most exciting part of the story. It is also the turning point of the story in which the interaction of the characters dealing with the primary conflict is at the highest point of interest, intensity, or suspense. The climax is usually included toward the end of the story.

Needs More Falling Action: The falling action serves as a transition between the climax and the resolution. Your resolution follows too soon after the climax. More falling action details are needed to tie up loose ends with the plot and characters and to settle the reader following the intensity of the climax.

Clarify Resolution: Needs a more detailed and clear resolution. The resolution follows the falling action and resolves the key conflict or conflicts of the story. It provides a satisfying ending in which the reader discovers what happens to the main characters and how the plot draws to a close.

Needs More Character Development: Needs more detailed and specific character development. Use the **STEAL Characterization Strategy** to create interesting characters**:** **Speech** (how and what the characters say in dialogue); **Thought** (what the characters think); **Effect** on others (how the characters relate to one another); **Action** (what the characters do and the how they respond to the consequences of their actions); and **Looks** (the appearance of the characters).
Reveal the *character traits* (what makes each person unique) through both *direct* and *indirect* characterization.
Direct characterization *tells* the reader about the character traits through description.
Example: Mr. Tang was patient and focused on the present.
Indirect characterization *shows* the character traits through the plot, dialogue, action, and other characters.
Example: His tie was p

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Inconsistent Characterization: This doesn't seem to fit your character. Don't surprise or confuse your reader with speech or action that seems *out of character.* Keep consistent with the characterizations which you have already established:
▪ A *dynamic* character changes significantly throughout the narrative. Also referred to as a round character, the character is complex with multiple traits and learns and grows throughout the story.
▪ A *static* character remains the same throughout the narrative.
▪ A *flat* character is a simple, minor character with one personality trait.

Revise Dialogue: Use these techniques to write engaging dialogue:
▪ Keep speeches short. Don't waste words or state the obvious.
▪ Good dialogue adds to the plot and can suggest action.
▪ Use authentic vocabulary and write the way your characters speak. Each character should have a consistent and unique voice, that is, their own way of saying things. Use more idiomatic expressions and slang in dialogue than you use to tell the story.
▪ Use a variety of speaker tags (other than *said*), and use them only when needed to show the reader whom is speaking.
▪ Don't overuse character names in dialogue.
▪ Don't use too much *thinking* dialogue.
▪ *Show* the characters' character traits in their speech.
▪ Use some intentional fragments and contractions. We don't always speak in complete sentences.

Revise Description: Good description uses *show me,* not *tell me* writing. Use these techniques to write effective description:
▪ Description should be specific.
Example: She walked down the stairs into the street.
Revision: She walked down the wooden stairs into Laredo Street.
▪ Description should be detailed, but not too detailed.
Example: The cool, yet refreshing breeze, blew over the excruciatingly hot patio.
Revision: The cool breeze blew over the hot patio.
▪ Description should include a variety of the senses.
Example: The smell of oven-baked cookies and the sounds of an old jazz song welcomed him into the sun-filled room.
▪ Description should clearly indicate changes in location.
Example: Tasha changed direction, turning onto the one-way street.

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Add Plot Technique: Consider revising this section by adding a specific plot technique to engage your reader. The plot is the sequence of events that happen throughout a story. Certain writing techniques are used to enhance the interest of the plot:
▪ A *twist* provides an unexpected or surprise ending. The conflict is resolved differently than the reader expects.
Example: Tom Sawyer appears at his own funeral.
▪ A *flashback* interrupts the events of the plot to refer back to a past event, which is experienced by the characters as if in the present.
Example: "I remember the day of our wedding. I am dressed in a pastel blue tuxedo, waiting for my young bride to walk down the aisle."
▪ *Foreshadowing* provides the reader hints or clues about something that will happen later in the story.
Example: I opened the drawer and a hunting knife was hidden within the socks.
▪ *Symbolism* is the use of concrete and specific people, places, or things as symbols to represent abstract ideas. The symbols are usually related to the theme of the story.
Examples: A golden apple, a blood-red sun, the north star
▪ A *motif* is a repeated image, pattern, event, or idea that provides clues to understanding the theme.
Examples: a bell ringing at key points in the story, a repeated number 7 when something good happens

Clarify Figurative Language: Revise the figurative language or substitute with literal language. Figurative language appeals to the senses of the reader by using non-literal figures of speech.
Examples: simile, metaphor, personification, allusion, irony, imagery

Inconsistent Tone and Mood: The tone of this section and the mood it creates don't fit with the rest of the story. The *tone* is the author's attitude or feelings about the characters, the plot, and the reader. The *mood* is how the reader feels in response to the tone. The tone and mood are shaped by word choice, figurative language, and how sentences are constructed to tell the story.
Examples of Tone: positive, negative, sarcastic, humorous, optimistic, pessimistic, serious, reverent.
Examples of Mood: enlightening, sympathetic, trusting, stressful, angry, relieved, convinced, nostalgic

Clarify Theme: The thematic subject and/or the theme needs further development. Short stories, like novels, include a theme. The thematic subject is the main idea which the author focuses upon in the text.
Examples: lost love, growing up, facing adversity
The theme is the message or lesson about life that the author communicates to the reader about the thematic subject. The theme is usually implied (not stated) and is universal (applying to everyone). An author may share more than one theme.
Examples: Absolute power corrupts absolutely. Seemingly good people have the capacity for evil.

Positive Story Structure Comment: You have demonstrated a superior understanding of how to write the exposition (basic situation) with a narrative lead, main character introductions, setting, and the primary conflict. You know how to structure a narrative plot with the rising action, the climax, the falling action, and a satisfying resolution that solves the conflict.

Positive Story Content Comment: Your characters are realistic, their roles in the story are clear, and their character traits are well-described. The plot is interesting and entertaining. I so enjoyed your original a

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Sentence Formation and Writing Style

Combine into Compound Sentence: Combine these short sentences into a compound sentence. A compound sentence has two or more independent clauses (nouns and connected verbs which express complete thoughts), joined by a comma-conjunction or a semicolon. Compound sentences help clarify the relationship between independent clauses.
Example: I like the way she talks. She likes my voice.
Revision: I like the way she talks, and she likes my voice.
Avoid placing two compound sentences next to each other in the same paragraph.

Combine into Complex Sentence: Combine these short sentences into a complex sentence. A complex sentence has both an independent clause and a dependent clause. An independent clause has a noun and a connected verb which expresses a complete thought; a dependent clause begins with a subordinating conjunction and has a noun and a connected verb which does not express a complete thought. For sentence variety, place the dependent clause at the beginning, in the middle, and at the end of sentences.
AAAWWUBBIS Memory Trick (to remember the subordinating conjunctions): Most dependent clauses begin with these words: *After, Although, As, When, While, Until, Because, Before, If,* or *Since*.
Example: I finally left my home. After, I cried for days.
Revision: When I finally left home, I cried for days.
Avoid placing two complex sentences next to each other in the same paragraph.

Combine into Compound-Complex Sentence: Combine these sentences into a compound-complex sentence. A compound-complex sentence has two or more independent clauses clauses (nouns and connected verbs which express complete thoughts) and at least one dependent clause (a noun and a connected verb that does not express a complete thought).
Example: After he ate lunch (dependent clause), Tam finished his chores (independent clause), and he took a nap (independent clause).
Avoid using more than one compound-complex sentence in any paragraph.

Needs Sentence Variety: Vary the types of sentence structures you use to keep your reader interested. Revising sentences with different grammatical sentence openers improves sentence variety. As a general guideline, no more than 60% of sentences should be constructed in the subject-verb-object sentence pattern.
Example: They (subject) eat (verb) too many hamburgers (object).
To revise, consider starting with a prepositional phrase (*At the table*), a participle or participial phrase (*Starved, Starving*), a direct object (*Too many hamburgers*), an adjective (*Too many*), an adverb (Often), a gerund or gerund phrase (*Eating too many hamburgers…* verb) or a nominative absolute (*Their stomachs completely emptied*)
Avoid writing more than two of the same sentence patterns back-to-back unless you have a specific purpose for doing so.

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Needs Parallel Structure: Repeat grammatical structures in sentences and paragraphs to create a writing rhythm. Pay special attention to these sentence components to create parallelism.
▪ Verb forms
Example: We cannot hope to dedicate… We can't consecrate… and hallowing the ground we cannot do.
Revision: We cannot dedicate… We cannot consecrate… We cannot hallow this ground (Lincoln's "Gettysburg Address").
▪ Noun phrase constructions
Example: We studied the French, Spanish, people from England, and those Portuguese
Revision: We studied the French, the Spanish, the English, and the Portuguese.
▪ Gerunds (verb forms which act as nouns)
Example: To run a marathon, climb Mt. Shasta, and a mile swim are on my bucket list.
Revision: Running a marathon, climbing Mt. Shasta, and swimming a mile are on my bucket list.
▪ Coordinating conjunctions
Example: Smoking can result in lung disease or even be deadly.
Revision: Smoking can result *in lung disease* or even *in death*.

Rearrange in Chronological Order: *Chronological* refers to the order of time, from older events to newer ones. Use transition words such as *first*, *second*, *later*, *next*, *before*, *for one*, *for another*, *previously*, *then*, *finally*, *following*, *since*, and *now* to establish a time sequence from old to new.
Example: Mary asked if she could go with us, later she got permission from her parents, but before both she had cancelled her plans.
Revision: First, Mary cancelled her plans. Then she asked if she could go with us. Later, she got permission from her parents.

Eliminate Sentence Interruption: Sentence interruptions can ruin the flow of a sentence. Good sentences have rhythm. Awkward or distracting interruptions reduce the reader's understanding of what you mean to say. Rearrange the sentence or simply delete the interruptions.
Examples: This was not a good idea, although I must admit I didn't have any better ones, and it was bound to fail.
Revision: This was not a good idea and it was bound to fail, although I must admit I didn't have any better ones.

Off Topic: The focus of this section does not support the thesis statement. Consider eliminating this section, revising to better demonstrate how it provides support, or substituting with something more relevant (that which directly applies).
Example: Baseball has been called a "simple game"; however, it does require skilled decision-making. Hot dogs always taste best at the ballpark (Off Topic).

Clarify Connection: How does this fit with other sections? Consider adding transitions or repeat wording to show relationships. Common relationships include cause and effect, comparison and contrast, and problem to solution.

Out of Place: This section seems out of place. Consider rearranging sentences or paragraphs to maintain the focus of your reader and unify your writing.

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Not Clear: This section is confusing and does not seem to fit with the rest. Provide an example, a definition, a comparison or contrast, or more explanation to make it more understandable.
Example: Many still farmed vegetable crops which were in over-supply.
Revision: Many farmers continued to grow vegetables, such as corn, when too much corn was already on the shelves of supermarkets.

Awkward: The construction of this sentence makes it hard to follow. Consider revising the word order, changing from passive to active voice, and/or eliminating phrases and clauses which create distance between the subject and predicate.
Example: The call, made by the police, to carry out the proposed solution to the problem, was not carried out majority members of the community.
Revision: Most people in the community did not do what the police suggested to solve the problem.

Needs Transition: Use a transition word or phrase to help the reader understand the connection between or shift from one thought to another. Transitions may be placed at the beginning, middle, or end of sentences.
Examples: *First*, she had practiced; however, she practiced incorrectly and *so* was unsuccessful *for these reasons*.

Redundancy: This section repeats an argument, information, ideas, or explanation already used in the essay or provides *too much of the same*. Often, a writer unnecessarily repeats too many examples, comparisons, facts, or explanations when one or two provides adequate support.
Example: The grocer arranged the green vegetables, such as peas, beans, kale, and peppers, where the shoppers could see them in a display case.
Revision: The grocer arranged the green vegetables, such as peas and beans, in a display case.

Get Specific: The concrete detail is too general. Substitute with more specific evidence or details to convince, inform, or explain. Choose among these types of evidence: **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience **(FE SCALE)**.
Example: Many people visit recreational areas.
Revision: Close to 85% of Americans visited recreational areas, such as parks, beaches, and national forests this year (Matthews 34).

Not Consistent: The content or tone of the argument or information has changed, is contradictory, or has been taken in a different direction than what has been said before. Revise to maintain consistent support of your thesis statement.
Example: The math teacher was highly educated, yet she did not know much math.

Omission: It seems that a word, key idea, information, or explanation is missing here. Re-read what you have written from the reader's point of view to to see what needs to be added.
Example: The Folsom High School Band has the best band in the city.
Revision: The Folsom High School Band has the only band in the city, but it is excellent.

Not Correct: This fact does not seem to be correct, or you have misapplied the evidence. Check your sources and revise as needed.
Example: The earth is a sphere and completely flat.

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Sequence Issue: This sentence is improperly placed and is confusing to the reader. Re-read the paragraph to determine proper placement and revise or delete if it does not fit in to the order or flow of the paragraph.
Examples of Proper Sequence: General to specific, first to last, cause to effect, problem to solution, old to new.

Overstatement: Your analysis or conclusion goes beyond the evidence that you present. It seems exaggerated in order to prove your point. Commentary which limits the scope of interpretation, explanation, analysis, or evaluation is generally more convincing to your reader.
Example: Everyone was completely shocked to hear the worst news ever.
Revision: Many were shocked to hear the bad news.

Revise Non-Committal Language: State your assertions (statements of fact of belief) forcefully without hesitation or qualification.
Essay Example: There were many possible reasons as to why the war took place.
Essay Revision: The war began because of three key reasons.
Story Example: His words may have upset her, and her reaction and crying were less controlled than they could have been.
Story Revision: His words cut her like a knife, and she burst into uncontrollable sobbing.

Revise Rambling Sentence: A rambling sentence provides the main thought at the beginning of the sentence and then adds unnecessary or unrelated details. Delete that which is unnecessary.

Correct Unbalanced Sentence: A balanced sentence includes similar importance and grammatical constructions at the beginning and end of the sentence.
Example: She told the joke in school, and once again at home she repeated it.
Revision: She told the joke in school, and she repeated it at home.

Eliminate the Cliché: A cliché is an overused expression.
Example: The research left *no stone unturned.*

Eliminate Padding: Padding is needless or pointless writing that adds to length, but not to meaning.

Delete Paired Redundancy: A paired redundancy consists of two words, each of which implies (suggests) the meaning of the other. Often used redundant pairs include the following: *each individual*, *end result*, *final ending*, *final result*, *future plans*, *past history*, *terrible tragedy*, *true facts*, and *unexpected surprise*.
Example: The *future plans* of each individual remain uncertain.
Revision: Individual plans remain uncertain.

Rearrange Interrogative Pronoun: An interrogative pronoun is used to ask a question. Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Each of these interrogative pronouns can add the "_ever" and "_soever" suffixes. Placing the interrogative pronoun at the beginning of a sentence is often less confusing for the reader than placing the interrogative pronoun in the middle of a sentence as in an indirect question.
Example: I don't know whose dog that is out on the porch.
Revision: Whose dog is that out on the porch?

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Delete Circumlocution: A *circumlocution* is a roundabout expression that does not add additional meaning to the sentence. Circumlocutions often include unnecessary adjectives or adverbs. Substitute circumlocutions with these words: *because*, *about*, *must* or *should*, *can*, and *might* or *may*.
Circumlocution Examples and Revisions:
-Replace *because of (or as a result of) the fact that* with *because*.
-Replace *regarding the situation in which* with *about*.
-Replace *it is important that* with *must* or *should*.
-Replace *is able to* with *can*.
-Replace *it is possible that* with *might* or *may*.

Revise Nominalization: A nominalization is a noun phrase created from verbs or adjectives. Change a nominalization to a verb, by locating an action verb hidden in the nominalization and using it as the main verb.
Example: A teacher shortage is the biggest fear of the School Board.
Revision: The School Board fears a teacher shortage.

Inconsistent Language Register: A *language register* is a special variety of language used in a specific social situation or for a particular purpose. When writing essays, keeping the same register means using a consistent voice, such as the writing style, vocabulary, and tone. When writing narratives, keeping the same register within a particular setting or set of characters provides authenticity (truthful, real, or lifelike).
Examples of Different Registers:
"Father, please stop using your humor. It bothers me."
"Dad, quit kiddin' around. You messin' with me."

Positive Sentence Formation Comment: You have carefully constructed your sentences to ensure that *how* you communicate is considered just as important as *what* you have to say. Your sentences are well-designed, concise, and have a variety of sentence constructions.

Positive Writing Style Comment: You demonstrate that you know the purpose of the writing prompt (assignment) and the needs of your reader. Your writing style make your paper easy to read and understand. Sentences are in proper order and nicely transition from one to another.

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Word Choice

Delete Unnecessary Expressions: Delete words, phrases, and clauses that do not add meaning.
Examples: I think, I believe, In my opinion, From this writer's point of view, At the end of the day, When all is said and done, In light of these facts

Revise Double Negative: Don't use double negatives to indicate a positive in formal essays or research papers.
Examples: You should *not fail* to use soap to wash dishes. *Don't not* do that ever.
Revision: Always use soap to wash dishes.

Eliminate Wordiness: This section is longer than it needs to be. Consider deleting words, phrases, or clauses which interrupt the flow of your ideas, or consider re-wording–especially with stronger verbs and more specific nouns. Often, using clauses beginning with *who, whom, which,* and *that* and too many prepositional phrases create wordiness.
Example: The girl, whom I used to consider as a friend, but left me to eat lunch alone, which was extremely mean in the cafeteria during lunch on Tuesday ignored me.
Revision: The mean girl ignored me in the cafeteria last Tuesday.

Revise Too Many "to be" Verbs: Limit using so many "to be" verbs: *is, am, are, was, were, be, being, been*. To replace "to be" verbs: 1. **Substitute** a more active verb. 2. **Convert** one of the words in the sentence to a verb form. 3. **Change** the beginning of the sentence. 4. **Combine** the sentence which has the "to be" verb with the sentence before or after to use another stronger and specific verb.
Substitute Example: The child *was* sad.
Revision: The child *felt* sad.
Convert Example: Charles Schulz *was* the *creator* of the *Peanuts* cartoon strip.
Revision: Charles Schulz *created* the *Peanuts* cartoon strip.
Change Example: The run-away car *will be* stopped by the tire spikes.
Revision: The tire spikes will stop the run-away car.
Combine Example: The sensitive child *is* terrified. She *is* feeling that way because of the news story.
Revision: The news story terrified the sensitive child.

Change Word Choice: This word choice is incorrect, unclear, inappropriate, imprecise (not the exact meaning), or it may have a different connotation (an idea or feeling that the word suggests) than what you intend to say. To revise, either delete the word or use a thesaurus to substitute another word which fits better. Check its definition in a dictionary.
Example: The *gigantic* little rodent squeezed into its mouse hole.
Revision: The little mouse squeezed into its mouse hole.

Revise Word Order: Adjectives are placed before nouns, and subjects before verbs, in sentences using the active voice. Place nouns which emphasize the main thought at the end of sentences.
Examples: Both red and blue, chirped the birds. Birds seek freedom most of all.
Revisions: The red and blue birds both chirped. What birds seek most of all is *freedom*.

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Repetitive: This word or phrase has been used excessively. Use a pronoun, synonym, or restatement instead of repeating this word. Or simply revise the sentence to omit.
Example: She carefully planned the party, being careful to listen to advice.
Revision: She planned the party, being careful to listen to advice.

Delete Expletive: An expletive is an unnecessary word which serves no grammatical function and provides no meaning. The expletives *here, there,* and *it* followed by "to be" verbs (*is, am, are, was, were, be, being,* and *been*), frequently begin awkward sentences which end with a noun or pronoun and a relative clause beginning with *that*, *which*, or *who*.
Examples: Here (There) are four friends who work for the company. It is the race Ben ran that he won.
To eliminate the unnecessary *here, there,* and *it* sentence-starters, place the subject of the sentence at the beginning.
Revisions: Four friends work for the company. Ben won that race.

Revise Complex Word: A complex word is a difficult or technical word that does not fit the style of writing. Only use a difficult or technical word when a simpler word will not communicate the exact meaning intended. Be careful to use a word exactly as it is defined.
Example: The children enjoy playing with their new canine.
Revision: The children enjoy playing with their new dog.

Needs Definition: This term or word is not commonly understood or is used in a special way must be italicized. Support its definition and how you mean to use it with surrounding context clues, such as synonyms, antonyms, and examples. Alternately, provide its definition in parentheses or as an explanatory phrase, clause, or sentence.
Examples: He promised revisions, not the status quo. The *zeitgeist* (spirit of the times) remained hopeful.

Use Third-Person Point of View: Don't use the first-person pronouns: *I, me, we, us, my, mine, our, ours, ourselves* or the second-person pronouns: *you, your, yours, yourselves* in your essay. Most essays are written in the third-person point of view to demonstrate objectivity (unbiased fair treatment). These third-person pronouns take the place of nouns:
- He, she, it, one, they (subject case pronouns)
- Him, her, it, one, them (object case pronouns)
- His, hers, its, theirs (possessive pronouns)
- Himself, herself, itself, oneself, themselves (reflexive/intensive pronouns)

Delete Slang: Don't use slang in essays or other formal writing. Slang is informal language used with certain groups of people and in certain situations. It is more often used in conversation than in writing. Revise with formal language.
Example: The *kids* studied hard for their exams.
Revision: The children studied hard for their exams.

Delete Figure of Speech: Don't use figures of speech in essays or other formal writing. A figure of speech is a non-literal expression. In other words, it means something different than its exact words.
Examples: When asked how he felt about getting an F on the test, he said, "Just terrific," (verbal irony) but he always responds like whining baby (simile). Revise with direct, literal, and formal language.

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Delete Idiomatic Expression: Don't use non-grammatical idiomatic expressions in essays or other formal writing. An idiomatic expression is a phrase or clause which cannot be translated word for word, and has a meaning of its own. Revise with formal language.
Example: Jean let the *cat out of the bag* about the plot of the upcoming episode.
Revision: Jean revealed the plot of the upcoming episode.

Delete Contraction: Don't use contractions in essays or formal writing. A contraction is a shortened form of one or two words (one of which is usually a verb). An apostrophe takes the place of a missing letter(s) at the beginning, middle, or end of the word.
Examples: They *shouldn't* talk when they don't understand the subject.
Revision: They should not talk when they do not understand the subject.
Narratives often include contractions, especially in dialogue.

Delete Abbreviation: Don't use abbreviations in essays or formal writing. An abbreviation uses a period to shorten a word or words.
Examples: *So.* Dakota is in the *U.S.*
Revision: South Dakota is in the United States.
However, common acronyms may be used in essays or formal writing. An acronym is any abbreviation formed from the first letters of each word in a phrase. Frequently used acronyms do not require periods.
Example: They copied the HTML (Hyper Text Markup Language) code.

Positive Sentence Structure Comment: You have crafted your sentences with care. Not all writers have the abilities to make their sentences interesting while following the rules of grammar and writing. Good job! You provide a variety of types of sentences and different grammatical sentence openers, which make reading your writing a pleasure.

Positive Word Choice Comment: Accurate and creative word choice are the keys to successful writing. You have taken the effort to select words, which mean what you want them to communicate and which provide interest and readability in your writing.

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Nouns, Pronouns, Adjectives

Use Concrete Noun: Avoid using abstract nouns which cannot be perceived by the senses.
Example: I read the *news* about the *hunger problem* in Africa. Instead, use specific, concrete nouns which can be perceived by senses.
Example: I read the article in the *Sacramento Bee* about the famine and mass starvation in Liberia, Africa.

Revise with Noun Phrase or Clause: Revise this section, using a noun phrase or noun clause. A noun phrase consists of a noun with any related words.
Example: *The calm and decisive prince* served his subjects well.
A noun clause is a dependent clause that usually begins with *if*, *how*, *however*, *that*, the "wh" words: *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, or the "wh"-ever words: *whatever*, *whenever*, *wherever*, *whichever*, *who(m)ever*.
Example: *Whatever she told you to do*, you should do.

Revise with Gerund: Revise this section, using a gerund or a gerund phrase. A gerund is an *_ing* verb that is used as a noun.
Example: *Driving* has become a necessary skill these days. A gerund phrase is an *_ing* verb, connected to related words, and is used as a noun.
Example: *Driving a car* has become a necessary skill these days.

Reduce Pronoun Usage:
Too many pronouns in a sentence or paragraph create confusion for the reader. Replace some of the pronouns with concrete and specific nouns.
Example: *She* told *her* that *he* got *his* from *them*.

Needs Subject Case Pronoun: Revise with a subject case pronoun. Use the subject case pronouns: *I, you, he, she,* and *it* (singular) or *we, you,* and *they* (plural) for these functions:
▪ The subject of the sentence. A subject case pronoun that is part of a compound subject is placed last.
Examples: Abel and *she* attended the concert.
Substitution Trick: Drop other nouns or pronouns in a compound subject to check if the remaining pronoun sounds right.
Example: John and *I* play video games. Drop and check–*I* play video games.
▪ A predicate nominative, which identifies a subject following a "to be" verb (*is, am, are, was, were, be, being, been)*.
Example: The man who got into trouble is *he*.
Substitution Trick: Rephrase the sentence to check if the pronoun sounds right.
Example: The last one to arrive was *he* or *him*. Rephrase–*He*, not *Him*, was the last one to arrive.

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Needs Object Case Pronoun: Revise with an object case pronoun. Use the object case pronouns: *me, you, him, her, it* (singular) or *us, you*, and *them* (plural) for these functions:
▪ A direct object, answering What? or Whom? in response to the verb.
Example: She hit *him*.
▪ Place the object case pronoun last in compound objects.
Example: The friend gave Kathy and *us* a bag of chips.
Substitution Trick: Drop other nouns or pronouns in a compound object to check if the remaining pronoun sounds right.
Example: She gave it to John and *me* or *I*. Drop and check–She gave it to *me*, not *I*.
▪ As the object of a prepositional phrase.
Example: They smiled at *me*.
▪ An indirect object, answering For What? or For Whom? in response to the verb. The indirect object is usually placed before the direct object in a sentence.
Example: He gave *her* a pen.
▪ As an object connected to an *infinitive* (*to* + the base form of a verb)
Example: She wants *to give them* money.

Pronoun Re-statement Error: Don't restate the subject twice with a pronoun in the same sentence.
Examples: That dog, which is friendly, *he* was easy to train.
Revision: That dog, who is friendly, was easy to train.

Revise Pronoun Antecedent Issue: An antecedent is the word, phrase, or clause to which a pronoun refers. Use these revision strategies to clarify the connection between the pronoun and its antecedent:
▪ Place the pronoun close to its antecedent.
Example: *John*, just like Peter, enjoyed *his* sports.
Revision: *John* enjoyed *his* sports, just like Peter.
▪ Change either the pronoun or antecedent to be more specific.
Example: He gave *the dog his bone*.
Revision: He gave *Fido the dog bone*.
▪ Don't use a pronoun that refers to the object of a preposition.
Example: In Twain's *Tom Sawyer*, *he* uses political humor.
Revision: Twain uses political humor in *Tom Sawyer*.
▪ Use a singular pronoun to refer to the antecedent when the antecedent is uncountable.
Example: *All* of the salt fell out of *their* bag.
Revision: *All* of the salt fell out of *its* bag.
▪ Don't have a pronoun refer to a possessive antecedent.
Examples: In San Diego's Zoo, *they* treat *their* animals well.
Revision: San Diego Zoo trainers treat their animals well.

Correct Relative Pronoun: You used the wrong relative pronoun to start this adjective clause. Of the relative pronouns: *that*, *which*, *who*, *whom*, and *whose*, the pronoun *that* can refer to people or things in general. Use *which* for specific things and *who, whom,* and *whose* for specific people, animals, and characters.
Who and Whom Trick: *Who* is in the subject case and acts upon a verb. Substitute *he* or *they*, rearrange the sentence to make sense, and check if it sounds right. *Whom* is in the object case and receives the action of the verb. Substitute *him* or *them* and check if it sounds right.
Example: She knows *whom* she should ask. Substitute, rearrange, and check: She knows she should ask *him. Him* sounds right, so *whom* is correct.

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Correct This, That, These, or Those: You used the wrong demonstrative pronoun or adjective here. The words, *this* and *these*, refer to nouns or pronouns close to the writer while *that* and *those* refer to nouns or pronouns away from the speaker or writer.
Examples: *This* right here and *that* by the window (demonstrative pronouns) are heavier than *these* desks in front of me and *those* tables by the door (demonstrative adjectives).

Correct Possessive Pronoun: The possessive pronouns: *my, our, your, his*, *her, its* and *their* must connect to nouns. They are called *determiners*, because they determine whom belongs to the noun.
Example: *Your* friend. *Your* determines whose friend it is.
Other possessive pronouns: *mine, ours, yours, his*, *hers*, and *theirs* stand on their own and do not connect to nouns.
Example: The pillow is *mine.*
Only possessive pronoun determiners can also connect to a *gerund* (a verb form ending in *_ing* that serve as a sentence subject).
Examples: *His* (not *Him*) cooking is not the best. *Their* (not *Theirs*) housekeeping is not the best.

Correct Reflexive Pronoun: Reflexive pronouns end in "self" or "selves" and must refer to the subject of the sentence. These pronouns are necessary to the meaning of the sentence: *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*.
▪ Don't use a reflexive pronoun as the object of a prepositional phrase without reference to the sentence subject.
Examples: It was done by *yourself*.
Revision: You did it by *yourself*.
▪ Don't use a reflexive pronoun as the sentence subject.
Examples: Joe and *myself* are playing cards.
Revision: Joe and *I* are playing cards.
▪ Don't use an object case pronoun (*me, you, him, her, it*, *us, you*, *them*) as a reflexive pronoun.
Example: I got me a sandwich.
Revision: I got myself a sandwich. I got a sandwich.

Correct Intensive Pronoun: Intensive pronouns (*myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*) follow a noun or pronoun to add emphasis. They are unnecessary to the meaning of the sentence. Never use *ownself (as in my ownself), ourself,* or *hisself, and don't use commas before or after the intensive pronoun.*
Example: He won *hisself* the game.
Revision: He *himself* won the game.

Revise Gender Pronoun Issue: Make both the pronoun and its antecedent (the word, phrase, or clause to which a pronoun refers) plural when gender (male or female) does not need to be specified.
Example: *Everyone* needs *his* rest.
Revision: *All* need *their* rest.

Revise Adjective Order: An adjective is placed before the noun it modifies (describes, identifies, defines, or limits) and answers Which one? How many? or What kind? of the noun. Avoid using adjectives that do not add meaning to a sentence, such as *interesting*, *beautiful*, *nice*, and *exciting*. Multiple adjectives follow the Which one? How many? or What kind? order.
Examples: She saw *these* (Which one?) *two* (How many?) *handsome* (What kind?) men.

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Correct Predicate Adjective: A predicate adjective follows a linking verb to modify (describe, identify, define, or limit) the noun or pronoun before it. Linking verbs include "to be" verbs: *is, am, are, was, were, be, being,* and *been* and other state of being verbs, such as *become*, *seem*, *look*, *feel*, *smell*, and *appear*. Don't add the "ly" onto the end of a predicate adjective.
Example: I feel *proudly*.
Revision: I feel *proud*.

Correct Participle: A participle is a verb form that serves as an adjective. Present participles end in *_ing*.
Example: I hear *running* water. Past participles end in *_d*, *_ed*, or *_en*; however, some have irregular forms, many of which end in *_t*.
Examples: said, frightened, given, built

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Verbs

Correct Noun Subject-Verb Agreement: The verb does not match the subject. Follow these rules to match a verb to its noun subject:
▪ If matching a verb to a compound subject which does not include *and*, match the verb to the last noun in the compound subject.
Examples: The tigers or the *lion roars* each day. Neither Tom *nor* Elena *swims*.
▪ Collective nouns that refer to a group of individuals are usually singular.
Examples: The *team works* together, but the *class does* not.

Correct Pronoun Subject-Verb Agreement: The verb does not match the subject pronoun. Follow these rules to match a verb to its pronoun subject:
▪ A singular pronoun subject makes the main verb end in s. A plural pronoun subject makes the main verb not end in s.
Examples: He walks. John and she walk. They walk.
▪ The first and second person subject case pronouns: *I, we,* and *you* match verbs that do not end in s.
Examples: I *like* it; we *love* it; but you *hate* it.
▪ The third person subject case pronouns: *he, she, it,* and *they* match verbs that do end in s.
Examples: He *likes* it; she *loves* it. It *pleases* everyone and they *ask* for it.
▪ An indefinite singular pronoun matches a verb that ends in s.
Examples: Anybody, Anyone, Anything, Each, Either, Everybody, Everyone, Everything, Neither, Nobody, Nothing, No one, One, Somebody, Someone, Something *seems* loud, not *seem* loud.
▪ An indefinite plural pronoun matches a verb that does not end in s.
Examples: Both, Few, Many, Several *grow* quickly, not *grows* quickly.
▪ Indefinite number pronouns: *all*, *any*, *half*, *more*, *most*, *none*, *other*, and *some* may be singular or plural depending upon the surrounding word clues.
Examples: *None* of *this helps,* but *more* of *these types may* do so.

Correct Past Progressive Verb: The past progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after *was* or *were* to describe an ongoing past action. Frequently, the word *while* is used in connection with the past progressive.
Example: I *was day-dreaming* while you talked.

Correct Present Progressive Verb Form: The present progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after *is, am,* or *are* to describe an ongoing action happening or existing now.
Example: I *am walking* to the store. Some verbs can't use the present progressive form: to be, to belong, to care, to cost, to exist, to envy, to fear, to hate, to like, to love, to mind, to need, to owe, to want.
Example: I *be fearing* it.
Revision: I *fear* it.

Correct Future Progressive Verb: The future progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after a *will* or *shall* + *be* to describe an ongoing action that will take place over a period of time in the future (while another action takes place) or to describe an ongoing future action that will be briefly interrupted by an action of less importance.
Examples: She *will be eating* while we play cards. We *shall be playing* after the junior varsity.

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Correct Past Perfect Tense Verb: The past perfect is formed with *had* + the past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) to describe an action that was completed before a specific time or another specific action in the past.
Example: They *had tried* to compromise, until the opposition walked out.

Correct Present Perfect Tense Verb: The present perfect verb tense is formed with *has* or *have* + the past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) and is used to describe an action that took place at some unidentified time in the past that relates to the present.
Example: He *has talked* a lot.

Correct Future Perfect Tense Verb: The future perfect tense is formed with *will* or *shall* + *have* + a past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) to describe an action that will be completed before a specific time or another action in the future.
Example: The kids *will have practiced* for ten years by then.
Don't use the future perfect tense to begin clauses with *when*, *while*, *before*, *after*, *by the time*, *as soon as*, *if*, *unless*. Use the present perfect tense instead.
Example: While you *will have acted* badly, I never would
Revision: While you *have acted* badly, I never would.

Correct Past Perfect Progressive Verb: The past perfect progressive form connects *had been* + a present participle (a verb ending in *_ing*) to describe a past continuous action that began in the past and continued until another time or event.
Example: Because I *had* not *been studying*, I failed.

Correct Present Perfect Progressive Verb: The present perfect progressive form connects *has* or *have* + *been* to a present participle (a verb ending in *_ing*) to describe an action that began in the past, continues in the present, and may continue into the future.
Example: I *have been eating*.

Correct Future Perfect Progressive Verb: The future progressive form can connect *will have been* + a present participle (a verb ending in *_ing*) for an ongoing future action interrupted by another action.
Example: She *will have been waiting* for one hour when the bus arrives.

Change to Active Voice: In the active voice, the subject performs the action of the main verb. In the passive voice, the subject receives the action. Use the active in essays and narratives unless the subject is unknown or unimportant.
Example: It was said by me.
Revision: I said it.

Change to Passive Voice In the passive voice, the subject receives the action of the main verb. Use the passive voice when the subject is unknown or unimportant. Also use the passive voice in scientific writing to focus on objective data, not the sentence subject.
Example: About 25% received the pill in the research group. Not… I gave the pill to about 25% of the research group.

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Modifiers, Adverbs, Prepositions, Conjunctions

Correct Comparative Modifier: A comparative modifier is an adjective or adverb that modifies two things. Follow these rules to use comparative modifiers correctly:
▪ Use the suffix "_er" for a one-syllable modifier.
Example: She is *short-er* than I.
▪ Use "_er" or *more* (*less*) for a two-syllable modifier.
Example: He seems *more help-ful* than they.
▪ Use *more* or *less* for a three-syllable (or longer) modifier.
Example: Frank was *more gen-er-ous* than Keith.
Example: Frank was *more gen-er-ous* than Keith.
▪ Use *more* or *less* for all adverbs ending in "_ly."
Examples: She apologized *more con-vin-cing-ly* than did her friend.

Correct Superlative Modifier: A superlative modifier is an adjective or adverb that modifies three or more things Follow these rules to use superlative modifiers correctly:
▪ Use the suffix "_est" for a one-syllable modifier.
Example: Of Rachel, Tim, and Sam, Rachel is the *smart-est*.
▪ Use "_est," *most*, or *least* for a two-syllable modifier.
Example: Of Rachel, Tim, and Sam, Rachel has the *most tal-ent*).
▪ Use *most (least)* for a three-syllable or longer modifier.
Example: Of the five contestants, Jane spoke *most ca-re-ful-ly*.

Revise Misplaced Modifier: This modifier is misplaced. A modifier should be placed, whenever possible, next to the word it modifies (describes, identifies, defines, or limits).
Example: The modifier in the following sentences is *only*: She *only* requested two appetizers.
Revision: She requested *only* two appetizers.

Revise Dangling Modifier: Revise this dangling modifier. A dangling modifier is an adjective or adverb which is not directly connected to the subject and so creates confusion for the reader.
Example: Wanted: Someone to care for an old elephant who does not smoke or drink liquor.
Explanation: The modifier, "who does not smoke or drink liquor" is not directly connected to "Someone" and appears to be connected to "an old elephant." Obviously, elephants do not smoke or drink liquor, but the sentence unintentionally suggests that they do.

Revise Adverb Order: An adverb modifies (describes, identifies, defines, or limits) a verb, an adjective, or an adverb by answering How? When? Where? or What Degree? The adverb may be found before or after the word or words that it modifies (describes, identifies, defines, or limits). Follow these rules to use adverbs correctly:
▪ Multiple adverbs follow the How? When? Where? or What Degree? order.
Examples: *Carefully*, you *soon* may walk *where* tigers *mostly* roam.
▪ As a matter of good writing style, place shorter adverbial phrases in front of longer ones.
Example: The family walks *around the block after every Thanksgiving Dinner*.
Explanation: The phrase *around the block* is shorter than *after every Thanksgiving*.
▪ As a matter of good writing style, place specific adverbs before general ones.
Example: It should be *exactly where* I described, *next* to the desk, or *somewhere over there*.
Explanation: The specific adverbs *exactly where* and *next* come before *somewhere over there*.
▪ Avoid overusing such adverbs as *very* that add little meaning to a sentence.
Example: That is a *very* interesting idea.

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Correct Hyphenated Modifier: Both adjectives, which modify (describe, identify, define, or limit) nouns and answer Which one? How many? or What kind?, and adverbs, which modify a verb, an adjective, or an adverb and answer How? When? Where? or What Degree?, may be combined with hyphens (-) to form compound modifiers.
▪ Use a hyphen to join a compound adjective to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.
Examples: world-famous hot dogs; warm, comfortable coat (warm and comfortable, not warm-comfortable)
▪ Use a hyphen to join a compound adverb when used before nouns.
Example: The much-requested song.
When the compound adverb is after the noun, don't hyphenate.
Example: Her wishes were always well known.

Revise Preposition Issue: A preposition is always part of a prepositional phrase. The preposition shows a relationship between a word indicating location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Example: He ran *up the road*.
Explanation: The preposition, *up*, asks, "What?" and the object, *the road*, provides the answer.
Follow these rules to use prepositions properly:
▪ Don't string together more than two prepositional phrases.
Example: Peter Rabbit ran *through the field, under the fence, into the garden*.
Revision: Peter Rabbit ran *through the field*. Afterwards, he ran *under the fence* and *into the garden*.
▪ Don't add the *of* or *on* prepositions when unnecessary.
Examples: Get off ~~of~~ my couch. Don't blame ~~on~~ me for that.
▪ Avoid ending sentences with awkward prepositions.
Example: The cook did not know what the pie was made *of*.
Revision: The cook did not know the ingredients in the pie.

Needs Coordinating Conjunction: Coordinating conjunctions join words, phrases, or clauses of equal importance.
Examples: I need one *or* two. He also brought along two water bottles, *yet* he did not know why.
Memory Trick (to remember the coordinating conjunctions): FANBOYS (For-And-Nor-But-Or-Yet-So)

Needs Correlative Conjunction: Correlative conjunctions are pairs of conjunctions which join words, phrases, or clauses. The pairs include *both-and*, *not only-but also*, *either-or*, *whether-or*, *neither-nor*.
Example: Both Jake *and* Kenny went to college.

Needs Subordinating Conjunction: A subordinating conjunction begins an adverbial clause to indicate time (*when*), cause-effect (*if*), or exception (*although*). The adverbial clause is a dependent clause (a noun and a connected verb that does not express a complete thought) that is subordinate to (of less importance than) the connected independent clause (a noun and connected verb which expresses a complete thought). The subordinating conjunction signals that dependent and subordinate position.
Example: *Unless* you give me permission, I will not act.
Explanation: *Unless* signals that the rest of the clause: "you give me permission" is dependent upon and subordinate to the independent clause: "I will not act."
AAAWWUBBIS Memory Trick (to remember the subordinating conjunctions): Most dependent clauses begin with these words: *After, Although, As, When, While, Until, Because, Before, If,* or *Since*.

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Punctuation, Capitalization, Quotation Rules

Correct Speaker Tag Comma: Follow these rules for comma placement with speaker tags (the speakers and speech-related verbs) in dialogue:
▪ Place commas after a beginning speaker tag to the left of the quotation marks.
Example: He said, "I shouldn't listen to what you say."
▪ Place commas before and after a middle speaker tag to the left of both quotation marks.
Example: "But if you don't, he shouted, "you will never win."
▪ Place commas before an ending speaker tag to the left of the quotation marks.
Example: "Okay. I will give you another chance," he responded.
Question marks and exclamation points are placed in the same positions as commas.

Correct Direct Address Comma: Follow these rules for comma placement with nouns of direct address (the character spoken to: a name, noun phrase, or noun clause) in dialogue:
▪ If the noun of direct address is placed at the beginning of the sentence, place a comma after that noun.
Examples: Kristen, leave some for your sister. Officer Daniels, I need your help. Whomever you are, stop talking.
▪ If the noun of direct address is placed in the middle of the sentence, place commas before and after that noun.
Examples: If you insist, Dad, I will. If you insist, Your Honor, I will.
▪ If the noun of direct address is placed at the end of the sentence, place a comma before that noun.
Examples: Just leave a little bit, honey. Just leave a little bit, you selfish monster.

Correct Commas with Abbreviations: Follow these comma rules with abbreviations: Place commas before and after degree or job title, and family title, and Latin abbreviations unless the abbreviation ends the sentence.
▪ Educational degrees and job titles which follow peoples' last names. Job titles which precede names don't have commas.
Examples: Maureen Johnson, M.D., became a medical doctor in 2019. Lacy Smith, C.E.O., was the first chief executive officer of that corporation. Sgt. O'Rourke became a sergeant and Dr. Lang became a doctor in 2018.
▪ Family titles which follow peoples' last names. Family titles which follow first names don't have commas.
Examples: Maurice Small, IV, was listening to John Jr. and John Sr.
▪ Latin abbreviations
Example: He likes them all: cake, cookies, etc. (means *and so on)*
Example: I love ice cream, e.g., vanilla. (means *for example*)
Example: He is goofy, i.e., silly. (means *that is* or *in other words*)

Correct Commas in Series: Place commas after each item in lists, except the last one. Newspapers, web articles, and some magazines eliminate the last comma; however, most style manuals still require the last comma.
Example: John, Jane, and Jose left early.

Needs Introductory Word(s) Comma: Place commas after introductory words or phrases which have special emphasis. Place a comma after introductory prepositional phrases with more than four words.
Examples: *First*, listen to me. *Throughout the rest of the book*, the characters do not change. *From there* they went to

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Correct Comma with Geography: Place commas between related geographical place names and after the last place name unless it appears the end of a sentence. When the place name is a possessive, this rule does not apply.
Examples: She lived in Rome, Italy, for a year. Rome, Italy's traffic is congested.

Correct Comma with Dates: Place commas between the number date and its year and after the year unless it appears at the end of the sentence.
Example: We left town on May 4, 1999, before the storm arrived.

Correct Commas with Adjectives: Place commas to separate coordinate adjectives. *Coordinate adjectives* are two or more adjectives that modify (describe, identify, define, or limit) a noun or pronoun in the same way. If you can add *and* between the adjectives and reverse their order, commas must separate them.
Examples: A friendly, kind man visited us.
Explanation: A friendly *and* kind man. A kind, friendly man. Both make sense, so commas are required between the coordinate adjectives.
Don't use commas to separate cumulative adjectives. *Cumulative adjectives* are two or more adjectives that modify (describe) a noun or pronoun in different ways. If you can't add *and* between the adjectives and reverse their order, don't separate them with commas.
Examples: It's a big green bug.
Explanation: It's a big *and* green bug. It's a green big bug. Neither makes sense, so don't use commas between the cumulative adjectives.

Correct Comma with Compound Sentence: Place commas before coordinating conjunctions (*for, and, nor, but, or, yet, so*) to join two long independent clauses. An independent clause is a noun and connected verb which tells a complete thought. If one or both of the independent clauses is less than five words, no comma is necessary.
Examples: I liked her so much, *and* she liked me more than I thought. I love him and he loves me.
▪ Don't join two independent clauses with a comma. This is known as a *comma splice.*
Example: They say they know what they are doing, they really have no idea how to proceed.
Revision: They say they know what they are doing, but they really have no idea how to proceed.
▪ Use commas before the second of the paired correlative conjunctions to join two independent clauses.
Example: *Either* he must go, *or* you must go.

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Correct Comma with Dependent Clause: A dependent clause includes a noun and connected verb, but it does not express a complete thought. Follow these rules to place commas with dependent clauses:
▪ If a dependent clause begins a sentence, place a comma after the clause.
Example: *Even if he had tried*, he would have failed.
▪ If the dependent clause is in the middle of the sentence, place commas before and after the clause.
Example: Jonna was sure, *though she did not know why*, I would help.
▪ If a dependent clause ends the sentence, don't begin with a comma.
Example: I left *after she did*.
▪ Place commas before and after non-restrictive relative clauses. A non-restrictive relative clause begins with *which*, *who*, *whom*, or *whose* if it simply adds information and doesn't limit the meaning of the connected independent clause (a noun and connected verb which tells a complete thought).
Example: The jacket, *which mom wore yesterday*, was green.
▪ Don't use commas before and after restrictive relative clauses. A restrictive relative clause begins with *that*, *who*, *whom*, or *whose* if it limits the meaning of the connected independent clause (a noun and connected verb which expresses a complete thought).
Example: The student *who wins the most votes* will be elected Student Council President.

Correct Commas with Parenthetical Expression: Place commas before and after words that interrupt the flow of the sentence.
Examples: The best way to see the game, *if you can afford it*, is in person.
Place commas to set apart *appositives*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify, define, or describe it. The appositive can be a word, phrase, or clause.
Example: That man, *the one with the hat*, left town quickly.

Correct Colon: Follow these rules to use colons properly:
▪ Use a colon following a noun to signal a list. Don't capitalize the first word in the list unless it is a proper noun.
Examples: Bring home these items: tortillas, sugar, and milk. Text these people: James, Paul, and your mother.
▪ Use a colon to show a relationship between numbers.
Example: At 8:02 p.m. the ratio of girls to boys at the dance was 3:1.
▪ Use a colon to show a relationship within titles.
Example: Many people are familiar with "*Psalm 23*" and refer to it as "The Lord is My Shepherd: Psalm 23."
▪ Use a colon after business letter greetings.
Example: To Whom It May Concern: Thank you for your employment application.

Correct Semicolon: Use semicolons to join independent clauses (nouns and connected verbs which express complete thoughts) with or without conjunctions.
Examples: Anna showed up late; Louise didn't at all. Anna showed up late; however, Louise didn't at all.
Semicolons combine related phrases or dependent clauses.
Example: The children enjoy jumping into puddles; they love climbing trees; they also like making mud pies.

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Correct Apostrophe with a Singular Possessive Noun: A possessive is a noun or pronoun that serves as an adjective to show ownership. Follow these rules to use singular possessives properly:
▪ When ending in an s having a /z/ sound, place an apostrophe, then an s, or simply end with an apostrophe.
Examples: *Charles's* friend or *Charles'* friend is fun.
▪ A singular possessive noun can connect to gerunds (verb forms ending in "ing" that serve as sentence subjects).
Example: *Joe's cooking* is not the best.
▪ Place the apostrophe before the s for singular indefinite pronouns used as possessives.
Examples: Now it is *anybody's*, *everybody's*, *somebody's*, *somebody else's*, *either's* ballgame.
▪ Don't use an apostrophe with a possessive pronoun (yours, his, hers, ours, yours, its, theirs).
Examples: That plate is *your's*.
Revision: That plate is *yours*.

Correct Apostrophe with a Plural Possessive Noun: A possessive is a noun or pronoun that serves as an adjective to show ownership. Follow these rules to use plural possessives properly.
▪ For a plural possessive of a singular word that doesn't end in s, place the apostrophe after the s. If the singular and plural forms are spelled differently, place the apostrophe before the s.
Examples: The *girls'* team is good, but the *women's* team isn't.
▪ For a plural possessive of a singular word that does end in s, add "es" and then the apostrophe.
Example: Our stove worked better than the *Thomases'* stove.
▪ When two or more words share joint ownership, the possessive form is used only for the last word.
Example: *Matt and Suzanne's* wedding was the social event of the season.
▪ When two or more words are combined to show individual ownership of something, the possessive form is used for each of the words.
Examples: *Linda's*, *Christie's*, and *Wendy's* dresses were each individually designed.

Correct Parentheses: Use parentheses following words to identify, explain, or define the preceding word, phrase, or clause.
Examples: That shade of lipstick (the red) goes perfectly with her hair color.
Ending punctuation is placed outside of words or phrases within parentheses, but inside when the parenthetical remark stands on it's own as a complete sentence.
Examples: I want that Popsicle® (the orange one). He was crazy. (He didn't even know what day it was.)

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Correct Capitalization: Follow these capitalization rules:
▪ Capitalize proper nouns: named people, places, and things (including titles). Do not capitalize an article (*a*, *an*, *the*) that is part of the noun phrase, unless it begins the phrase.
Examples: *Alex the Great* was honored (person) at *U.S. Memorial Auditorium* (place) with the *Smith-Lee Award* (thing).
▪ If the noun is hyphenated, capitalize both words before and after the hyphen when the nouns or adjectives have equal importance.
Example: The Twentieth-Century was haunted by two world wars.
However, don't capitalize the word after a hyphen if both words make up a single word or if the second word is a participle modifying the first word.
Examples: Top Twenty Plus-size Models and English-language Arts
▪ Do not capitalize common nouns: unnamed people, places, things, and ideas.
Examples: It takes *self-control* (idea) for a *teenager* (person) to drive to *school* (place) in a *sports car* (thing).

Correct Title Punctuation: As a general rule, use quotation marks before and after titles of short texts; titles which are parts of a whole; or titles of things that cannot be picked up from a desk.
Examples: articles, television episodes, acts in a play, videos, short stories, reports.
As a general rule, use italics (if typing) for titles of long texts; titles of whole things; or titles of things that can be picked up from a desk.
Examples: magazines, newspapers, long narrative poems, movies, albums, television shows, plays

Correct Dialogue Quotation: Remember that a change in speaker requires a new paragraph. Capitalize the first word in a quoted sentence. Don't capitalize the first word of a continuing quote that was interrupted by a speaker tag.
Examples: She said, "You are crazy. However," she paused, "it is crazy to be in love with you."
Include quotation marks before and after the speaker's words. Place commas and periods inside (to the left) of the closing quotation marks.
Examples:
"I think you're wrong," said Victor.
Sal replied, "I know I'm right."
When dialogue is interrupted by comments or speaker tags, and then continues in the same sentence, begin the rest of the dialogue with a lower case letter.
Examples: "I realize," she paused to reconsider, "that I may have been mistaken." "You are crazy. However," she paused, "it is crazy to be in love with you."

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Correct Direct Quotation: Follow these rules for direct quotations:
▪ When using the exact words of an author, this is known as a *direct quotation*. Include quotation marks before and after the author's exact words. The citation of the author or title and page number are placed within parentheses following the quotation and end with a period.
Examples: The author stated, "Over 90% of Americans support the law" (Shetler 32).
▪ Don't use *dropped quotations*. A dropped quotation is a direct quotation used without an introduction. Always use a signal phrase to introduce a direct quotation.
Signal Phrase Examples: The author suggests (adds, argues, asserts, cites, claims, describes, discusses, emphasizes, lists illustrates, notes, observes, reports, states)
▪ Place question marks and exclamation points inside (to the left) of quotation marks, if part of the quoted sentence, but outside (to the right) if not.
Examples: Dr. Mosely comments, "What if the studies are proven wrong?" (Shetler 33). Did Dr. Mosely mean "studies are proven wrong"? (Shetler 33).
▪ Colons and semicolons go outside the closing quotation marks.
Examples: "Ask not what your country can do for you. Ask what you can do for your country" (Kennedy): these words were President John F. Kennedy's most memorable. Kennedy explained, "We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty"; however, he continued, "All this will not be completed within the first one hundred days" (Kennedy).

Correct Indirect Quotation: An *indirect quotation* uses the author's idea, but not the exact words, so no quotation marks are used. The paraphrase must be accurately to preserve the source's ideas. Use only your own words to paraphrase.
Example: The author said that the species was endangered (Johns 45).

Correct Quotation within a Quotation: Use single quotation marks inside a quotation for a quotation or a title in quotation marks within a quotation.
Example: He asked, "What did Dr. King mean by 'free at last' in his famous speech?"

Revising a Direct Quotation: This quotation is too long and can be made more concise (brief) without changing the author's point.
▪ Remove words from a direct quotation by using the ellipsis (…) inside the quotation marks. Only remove information that is irrelevant (that which does not directly apply) from the quotation.
Example: The author suggests that "Rural counties… face challenges that urban counties do not" (Abner 35).
▪ You may also choose to substitute an unfamiliar word with a better word choice by surrounding the new word choice with brackets.
Example: The rapper said, "Don't talk [nonsense] if you don't wanna hear."
▪ Additionally, indicate a spelling or grammatical error by including [sic] following the error.
Example: The mayor texted, "Why don't they teach speling [sic] anymore?"

Needs Block Quote Citation: For any quotation of more than four lines, indent one-half inch from the margin and double space without quotation marks. If the quotation has more than one paragraph, indent the first line of the second paragraph an extra 1/4 inch.

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Spelling Rules

Double the Consonant Rule Spelling Rule Error: Follow these rules for double consonant spellings:
▪ Double the ending consonant of a root, when adding a suffix *(permitted)* if all three of these conditions are met: 1. The last syllable has the accent *(per / mit)* 2. The last syllable ends in a vowel, then a consonant *(permit).* 3. The suffix begins with a vowel *(ed).*
Examples: admittance, commitment
▪ Don't double the ending consonant of a root when adding a suffix if the root ends in *k*, *w*, *x*, *y*, or *z*.
Examples: locked, knowing, boxed, saying, lazier
▪ Don't double the ending consonant of a root when adding a suffix if the root ends in a vowel team followed by a consonant.
Examples: hauling, howling, appealed

"an" or "en" Suffix Rule Spelling Rule Error: End a word with "ance", "ancy", or "ant" if the root before has a hard */c/* or */g/* sound *(vacancy, arrogance)* or if the root ends with "ear" or "ure" *(clearance, insurance)*. End a word with "ence", "ency", or "ent" if the root before has a soft */c/* or */g/* sound *(magnificent, emergency),* after "id" *(residence),* or if the root ends with "ere" *(reverence).*

"able" or "ible" Spelling Rule Error: End a word with "able" if the root before has a hard */c/* or */g/* sound *(despicable, navigable),* after a complete root word *(teachable),* or after a silent *e (likeable)*. End a word with "ible" if the root has a soft */c/* or */g/* sound *(reducible, legible),* after an "ss" *(admissible),* or after an incomplete root word *(audible).*

"ion" Spelling Rule Error: Follow these rules for /ion/ sound spellings:
▪ Spell "sion" *(illusion)* for the final *zyun* sound or the final *shun* sound *(expulsion, compassion)* if after an *l* or *s*. <u>_sion</u>
▪ Spell "cian" for the final *shun* sound suffix to indicate a person who does the task of the root *(musician, magician)* and "tion" *(condition)* in most all other cases. <u>_cian</u>
▪ Spell "tion" *(condition)* for the final *shun* unless after an *l* or *s* sound ("_sion") or unless the suffix indicates a person ("_cian"). <u>tion</u>

British-American /er/ Spelling Rule Error: The British often spell the /er/ as "_re" (*theatre, centre*) while Americans often spell the /er/ as "_er" (*theater, center*).

British-American /z/ Spelling Rule Error: The British often spell the /z/ as *s* (*organisation, realisation*) while Americans often spell the */z/* as *z* (*organization, realization*).

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End Comments

Potential: This first draft has real potential. For your second draft, focus your revisions on X

Revisions: The revisions on your first draft have significantly improved this second draft. You can continue to develop your writing by X

Chief Strength: The chief strength of this writing is X Use this as a model and do more of this throughout X.

Connections: You make a strong connection between X and X. Make more of these connections to improve your writing.

Planning: Your writing shows a tremendous amount of careful planning. My key suggestion would be X

Research: You have spent a considerable amount of time and made the effort to research this topic thoroughly. One more suggestion would be to X

Originality: Your writing demonstrates a significant amount of original thought. To improve your final draft, focus on X

Writing Style: Your writing style is consistent and original. I would suggest X

Content: The content and ideas presented throughout are impressive. Consider X

Audience: You have been especially considerate to your audience throughout your writing. Think about adding the following: X

Argument: You have built a convincing argument throughout this essay to support your claim. To make your argument even more conclusive, try X

Controlling Idea: You have maintained the controlling idea of your thesis statement throughout this essay. What you need to do now is X

Characterization: Your character development is creative and thorough in this story. However, X

Exposition: The exposition (basic situation) is creatively established at the beginning of your story. To move the story along, you might consider X

Plot Development: Your plot development includes all the essential elements of effective story-telling. For additional revision, you might X

Dialogue: Your use of dialogue is authentic, and it includes actions, inner character thoughts, and description. The variety of speaker tags is helpful. You might X

Edit and Complete Final Draft: Spell check and ask others to edit by suggestion additions, deletions, corrections, and substitutions. Afterwards, complete your final edit, resolve the comments, click the "Editing" tab in the upper right corner of your Google doc and select the "Viewing" dropdown to re-read. If satisfied that this is your best work, share your document. I look forward to reading

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Writing Format and Standards

Revise MLA Heading: Type the proper heading in the upper left-hand corner of the first page. The heading consists of the writer's full name; the instructor's title and last name; the class title; and the date.
Example:
John Doe
Professor Mark Pennington
English 101
7 March 2021

Revise MLA Header: Using right-justified text, type the header in the upper right-hand corner beginning on the first page, one-half inch from the top. Include your last name, followed by the page number. Each page must include your last name and page number in the header.
Example: Doe 1

Revise MLA Title: Using center-justified text, type, and capitalize the title. The first letter is capitalized in each word except articles (*a, an,* or *the*), prepositions (e.g. *from, in, of*), or coordinating conjunctions (FANBOYS: *for, and, nor, but, or, yet, so*) unless it appears as the first word in the title. Do not boldface, italicize, underline, or use quotation marks for the title.
Example: Walking a Mile

Revise Margins: Set one-inch margins for top, bottom, left, and right except the one-half inch header. Use left-justified text and print on white 8.5 x 11-inch paper if a print submission is required.

Revise Spacing: Set line spacing to double space for all lines, including the header and title. Single space after all punctuation marks, including periods.

Revise MLA Parenthetical (In-Text) Citations Format: In-text citations identify any outside source of information you use in your writing and must be included on a separate Works Cited page. After the direct or indirect quotation, include the following within parentheses: the author's last name (or title if none listed), followed by a space and the page number (numeral only). If the name of the author or title is used within the quotation, only the page number is included in parentheses. Place a period after the closing parenthesis.
Examples:
As the author explains, "Direct quotation" (Smith 22).
According to Amy Smith, "Direct quotation" (22).
The author argues that…indirect quotation ("Article Title" 4).
In *Canterbury Tales*…indirect quotation (16).

Revise MLA Works Cited Format: The Modern Language Association (MLA) has specific rules for providing full references to parenthetical (in-text) citations. Follow these guidelines.

Incomplete: You seem to have dissected the writing prompt (assignment) and know what you need to do; however, your work is incomplete. Follow my guidelines to finish and share your best work for me, so I can help you improve your writing.

Needs Proofreading: Your final draft should be neat and free from writing errors. Make sure to run the spelling and grammar check and edit carefully. Read through your final draft out loud to catch any errors.

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Typographical Error: Spelling error due to mistyping. The computer's spellcheck does not catch all typos. Proofread out loud to catch these errors.

Number Error: For numbers zero through nine, write out numbers. For 10 and thereafter, use numbers. Keep the same format, in either written or numerical form, within the same paragraph.

Close Gap: These two words should be combined as a simple compound word or as a hyphenated word. Use hyphens to join words that are necessarily related, but are not compound words. Don't capitalize the letter following the hyphen.

Needs New Paragraph: Start new paragraphs in essays for new ideas, topics, reasons, or arguments. Start new paragraphs in stories for new events, changes in place, changes in time, and for each new speaker in dialogue. Indent one tab for paragraphs. Don't add additional spacing between paragraphs. If your teacher requires block paragraph style, don't indent new paragraphs; instead, add an additional space between paragraphs.

Positive Format Comment: You've done an excellent job, making sure that the writing format conforms to Modern Language Association (MLA) standards.

Positive Standards Comment: You've done a thorough job, ensuring that your final work is near error-free and up to the standards I've set for all of my students' papers. Thank you for doing your best to meet these standards.

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Essay and Report Structure and Content

Revise Introduction: An essay introduction provides a hook, link, and context to lead into the thesis statement. They may be separate or combined sentences.
▪ The *hook* grabs the attention of the reader. Choose the hook that best matches what the essay is about, your purpose for writing, the needs of the audience, and how it will be written, Try beginning your essay with one of these **QQ SCAR hooks:: Q**uestion, **Q**uotation, **S**tartling Statement, **C**ontroversial Statement, **A**necdote, or **R**eference to Something Known in Common.
Startling Statement Example: Video games destroy lives.
▪ The *link* identifies the issue or topic (if an argumentative essay) or the title and author (if an informative/explanatory essay).
Link Example: According to Dr. Phoebe Caulkins, in her article titled, "The Cost of Gaming," …
▪ The *context* briefly summarizes the reading to build background knowledge for the reader. Use no more than three sentences to provide the context.
Context Example: American pre-teens and teenagers spend too much time playing games on their desktops, tablets, and phones. Instead of playing outside, gamers are increasingly out of shape and score lower on standardized reading tests.

Introducing Evidence Error: Don't introduce evidence in an introduction. You may preview your topic sentences, but don't include **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience evidence **(FE SCALE)**. Save evidence for the body paragraphs.

Revise ARGUMENTATIVE Thesis Statement: Your one or two-sentence thesis statement must answer the key question you develop from the writing prompt (assignment). In an argumentative essay, your thesis statement makes a specific claim about an issue or topic, which you will argue throughout the essay. Write your thesis statement as the last sentence or two of the essay introduction, following the *hook, link,* and *context* sentences. Make sure to state the issue or writing topic and use the key words of the writing prompt (assignment). You may choose to preview the body paragraphs by listing key idea words from the topic sentences. Use an appropriate transition word or phrase to introduce the thesis statement.
Argumentative Essay Example: However, the positive outcomes of video gaming far outweigh the negatives. Gamers develop better technological skills, increased attention spans, and superior ability to multi-task than those who do not play.

Revise Informative/Explanatory Thesis Statement: Review the writing prompt (assignment). Your one or two-sentence thesis statement must answer the key question you develop from the writing prompt (assignment). In an informative/explanatory essay, your thesis statement states the purpose for writing and serves as the controlling idea throughout the essay. Write your thesis statement as the last sentence or two of the essay introduction, following the *hook, link,* and *context* sentences. Make sure to state the writing topic and use the key words of the writing prompt (assignment). You may choose to preview the body paragraphs by listing key idea words from the topic sentences. Use an appropriate transition word or phrase to introduce the thesis statement.
Informative/Explanatory Essay Example: Video gaming impacts young people in three ways. Gamers develop technological skills, practice sustained concentration, and learn how to multi-task.

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Broaden the Thesis Statement Focus: Your thesis statement focuses too narrowly on its issue or topic. The thesis statement needs to be a bit broader to be able to respond to the demands of the writing prompt (assignment). A good thesis statement is like an umbrella: it must cover the whole subject to be effective.
Example: Facial recognition software can identify a person's nose in a large crowd.
Revision: Facial recognition software can identify people in a large crowd.

Correct Split Thesis Statement: Don't write a split (divided) thesis. A split thesis includes two claims in an argumentative essay or two purposes in an informative/explanatory essay. Focus on only one claim or purpose in your thesis statement.

Correct Partial Thesis Statement: Your thesis statement responds to only part of the writing prompt (assignment). Re-work the key question you developed from the entire writing prompt (assignment) and revise your thesis statement to be a complete answer to this question.

Eliminate Reference to Your Own Writing: Don't refer to yourself or parts of the essay.
Examples: In this essay… The following paragraphs… I will prove that… The evidence will suggest that… The purpose of this essay… My point of view is that… In my opinion…

Eliminate Rhetorical Question: Avoid rhetorical questions in essays. A rhetorical question is a question needing no response because the answer is in the question itself.
Example: Does anyone really think high speed rail is practical?
Revision: High speed rail is impractical for three key reasons.

Needs Topic Sentence: Write a topic sentence as the first sentence of each body paragraph unless you have a reason to place it elsewhere. It usually begins with a transition word or phrase and states the main idea of the paragraph. Each topic sentence must directly respond to the thesis statement. In an argumentative essay, each topic sentence states an argument or reason. In an informative/explanatory essay, each topic sentence states a key point or a fact.
Example: First, young people who play video games learn technological skills.

Needs Concrete Detail: Use specific evidence from credible (believable) experts to support your topic sentences. Choose the types of evidence that will best support your topic sentences with a variety of **FE SCALE Evidence Strategies: F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience. In argumentative essays, be careful not to use unsupported opinions. In informative explanatory essays, use accurate and relevant (that which directly applies) information. Use an evidence sentence starter, which includes a transition word or phrase and the source to introduce the evidence.
Quote from an Authority Example: Even the author admits that gamers are "… twice as likely as non-gamers to develop some programming ability" (Lee 3).

Needs Citation: This evidence reflects facts or information from an outside source. You need to cite your source in this section and include the citation in your Works Cited page.
Examples:
As the author explains, "Direct quote" (Smith 22).
According to Amy Smith, "Direct quote" (22).
The author argues that…indirect quote ("Article Title" 4).
In *Canterbury Tales…* indirect quotation (16).

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Needs Commentary: Provide your own comments about the concrete detail. In an argumentative essay, offer your opinion or insight, analyze (examine in parts), or evaluate. In an informative/explanatory essay, interpret, explain, analyze (examine in parts), or provide a definition. Commentary does not add additional details or information. Use an appropriate transition word or phrase to introduce commentary sentences.
Example: As a result, gamers learn how to optimize their games with modifications.

Needs Concluding Statement: A concluding statement provides a summary about the body paragraph and does not add new evidence or information. It may include a transition word to connect to the next body paragraph.
Example: As a result, playing video games improves the technological skills of gamers and provides another key benefit.
Not every body paragraph requires a concluding statement. However, the concluding statement can be useful to re-state the main idea expressed in the topic sentence or emphasize its importance. Use an appropriate transition word or phrase to introduce the concluding statement.

Needs Counterargument and Refutation Paragraph: Include a counterargument and refutation in the last paragraph before the conclusion in an argumentative essay. Begin with a transition word or phrase which signals the opposing point of view, and complete a topic sentence, which state an opposing argument against your claim. Use concrete details to provide the best evidence for the opposing argument. Respond with concrete details and/or commentary sentences to refute (disprove) these arguments. Make sure to include clear transition words or phrases to indicate the shifts in point of view.
Counterargument Example: In contrast, opponents argue that technological skills remain less important than traditional reading and math skills.
Refutation Example: However, studies have demonstrated that technological skills learned by video gaming significantly improve higher level reading and math abilities (Jones 22). Clearly, both technological and academic skills are important to learn.

Needs Embedded Counterargument and Refutation: Embed (place within) a counterargument and refutation within the last concrete detail and commentary of each body paragraph. Begin the concrete detail with a transition word or phrase which signals the opposing point of view, and provide evidence which counters the argument presented in your topic sentence (the counterargument). Respond with a concrete detail and commentary sentence or two to refute (disprove) the argument (refutation).
Counterargument Example: In contrast, opponents argue that video gaming decreases the attention spans of gamers, because other activities, such as schoolwork, cannot constantly stimulate learners in the same manner as video games.
Refutation Example: However, in a recent survey, 75% of avid gamers report a longer attention span than those who do not play video games frequently (Jones 23). Clearly, both technological and academic skills are important to learn.

Needs New Paragraph: Start new paragraphs in essays for new ideas, topics, reasons, or arguments. Start new paragraphs in stories for new events, changes in place, changes in time, and for each new speaker in dialogue.

Needs Thesis Restatement: Begin the concluding paragraph of your essay with a thesis restatement. This sentence paraphrases the thesis to remind the reader about the focus of the essay.

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Revise Conclusion: The conclusion comments on the evidence presented in the body paragraphs to satisfy the reader that the thesis statement has been proved (in an argumentative essay) or its purpose achieved (in an informative/explanatory essay). Choose the conclusion strategies which best comment on the concrete details and commentary of your body paragraphs with a variety of the **GQ SALES Conclusion Strategies:** **G**eneralization, **Q**uestion for Further Study, Statement of **S**ignificance, **A**pplication, **L**imitations, **E**mphasis of Key Point, **S**ummary Statement, or for the argumentative essay, a **C**all to Action. Use an appropriate transition word or phrase to introduce the conclusion comments.
Application Example: Moreover, video gaming has further benefits beyond the development of technological skills. Gamers develop teamwork skills, which are becoming increasingly helpful in the school and in the workplace. Indeed, video gaming can be purposeful play.

Biased Reasoning: Your reasoning here is faulty or misleading. Whether used intentionally or unintentionally to support your argument or manipulate information to achieve your purpose, it violates accepted rules of evidence and needs to be deleted or revised.
Example: The horrible coach of our school basketball team did not see fit to choose me as a starter.
Revision: The coach of our school basketball team did not choose me as a starter.

Eliminate Synonym Error: A term has been substituted for another, yet the terms are not same.
Example: The undemocratic government had only one political party-a true dictatorship.
Explanation: The writer substitutes *dictatorship* for *undemocratic*; yet not all undemocratic governments are dictatorships.

Eliminate Non Sequitur Error: The conclusion cannot be reached from the facts presented.
Example: If the sky is blue, and blue is the color of the ocean; then the sky must be made of ocean water.
Explanation: The conclusion that "the sky must be made of ocean water" does not follow logically from the facts presented.

Eliminate Red Herring Error: An unconnected reference distracts the reader from the argument.
Example: Poverty is the most important problem; however, the world has always had poor people.
Explanation: The second clause attempts to distract the reader from the issue of poverty as the most important problem.

Eliminate Unsupported Generalization Error: A generalization has been made from a fact without justification.
Example: Bob and Ana are blondes. They both excel at sports. All blondes excel at sports.
Explanation: The fact that two blondes are good at sports does not justify the generalization for *all* blondes.

Eliminate Poisoning the Well Error: The argument is weakened by a criticism in the argument itself.
Example: The president proposes lowering taxes to encourage spending, even though economists label the plan as "unworkable."
Explanation: The president's proposal is weakened by the economists' comment.

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Eliminate Cause and Effect Error: No necessary cause-effect relationship has been established.
Example: That cough syrup commercial aired again. I coughed again. Cough syrup commercials make me cough.
Explanation: Coughing after a commercial is a matter of coincidence. Commercials do not cause coughing.

Eliminate Begging the Question Error: Something unproven has been assumed to be true in order to support the argument.
Example: No one likes the poor musicianship of country music.
Explanation: The statement assumes that country music has poor musicians in order to support the argument.

Eliminate Either-Or Error: A false choice has been made between two ideas or issues that ignores other options.
Example: Either you support the president, or you are not a true American.
Explanation: The statement ignores other options that true Americans might choose.

Eliminate Comparison Error: Similarities or differences have been made between two unrelated ideas or issues.
Example: The price of Chinese tea has increased and so has the price of American gasoline.
Explanation: The price of tea and gas are unrelated issues and cannot be compared.

Eliminate Questionable Authority Error: A source has been cited that does not have established expertise.
Examples: Experts say the world will run out of oil in 9 years, and a Harvard scientist claims that love at first sight is possible.
Explanation: "Experts" are unnamed, and a scientist is not an expert in love.

Eliminate Contradiction Error: This statement contradicts what has already been stated in the argument.
Example: Skateboarding is the safest sport. Skateboarding injuries result in more hospital visits than any other sport.
Explanation: Skateboard injuries contradict the claim that the sport is safe.

Eliminate Inconsistency Error: One part of the argument does not agree with or is inconsistent with another part.
Example: Children should wear helmets while riding bicycles, but not while in-line skating.
Explanation: The assertion that one activity should require helmets, but not the other, is inconsistent.

Eliminate Omission Error: Necessary information is missing in the argument.
Example: The clock keeps the best time.
Explanation: The fact that the clock is the only one was not stated.

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Eliminate Oversimplification Error: A complicated idea or issue has been oversimplified.
Example: Baseball is a simple game of pitching, running, hitting, and fielding.
Explanation: This statement ignores the complicated components such as baseball strategy, substitutions, and statistical probability.
Eliminate Sampling Error: This conclusion cannot be made due to insufficient sample size or an unreliable sample group.
Example: Everyone should floss daily. Three out of four dentists agree.
Explanation: Only four dentists were surveyed, and some may be paid by dental floss companies to promote their product.

Positive Essay Structure Comment: You have demonstrated an excellent understanding about how an essay should be structured with a hook, link, context, and thesis statement in the introduction; body paragraphs with topic sentences, concrete details, commentary, and concluding statements; and a conclusion paragraph with thesis restatement and conclusion strategies.

Positive Essay Content Comment: Your skillful use of research and information to prepare this essay is impressive. Not only have you marshalled the expertise of others on the subject of your writing, but you have also added creative and original thinking in this essay.

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Narrative Structure and Content

Revise Narrative Lead: The first sentence or two of your story should *hook* your reader's interest. In a story or article, the *hook* is also called a *lead.* The lead introduces the *exposition* (or *basic situation*), which also introduces the main characters, setting, and any essential background information. For short stories, try using one of these leads to begin your story:
▪ A **dialogue lead** begins the story with a short, but interesting, exciting, or suspenseful conversation between two of the story characters.
Example: "Did you see that?" screamed my brother. "It just about took off my head. Quick, let's get under cover before it comes back!"
▪ An **action lead** begins the story with the main character or characters involved in some kind of exciting, suspenseful, adventurous, or surprising activity.
Example: Whoosh! the parachute opens and the straps tug violently at my shoulders.
▪ A **sensory lead** begins the story with vivid sensory images.
Example: The snow crunched under my boots, and the wind whistled mercilessly through the bending and snapping pine trees. A faint smell of smoke kept me walking down the mountain.
▪ A **flashback lead** begins the story in the character's past.
Example: I was only six-years-old when the tornado hit. Without any warning siren, the wind came screaming through our neighborhood. Our house creaked and groaned and shuddered. Suddenly the roof flew off in one single piece. The sky was black as night.
▪ An **inner thoughts lead** begins the story with what the main character is thinking.
Example: I had no idea that it would come to this. Although I usually pride myself on being ready for anything, this one caught me flat-footed.

Needs Character Introduction: Needs a more detailed character description to introduce your main character or characters. *Tell* or *show* the character traits that will best define your character's personality, relationships to other characters, and role in the story. Following are types of character roles found in many narratives:
▪ The *protagonist* is the main character who is involved in the primary conflict. Usually, the protagonist is the hero of the story, but the protagonist can sometimes play the role of the *anti-hero.* Often, a protagonist has a character flaw which influences the plot.
▪ The *antagonist* is the character who opposes the protagonist in the conflict. The antagonist may act as the villain or *bad guy* in the story.
▪ The *foil* character used to demonstrate a sharp contrast to another character, such as the protagonist, in order to more clearly define the other.
▪ Minor characters do not play the essential roles of the main characters. However, minor characters can dramatically influence the plot and other characters.

Revise Setting: Needs more specific setting details. The setting is the time and place of the story. It may include the historical and cultural context for the characters and plot. The setting establishes the *tone* and *mood* of the story in the *exposition* (or *basic situation*). The *tone* is the author's attitude or feelings about the characters, the plot, and the reader. The *mood* is how the reader feels in response to the tone.
Example: The factory whistle blew for quitting time: five o'clock, and not a minute too soon on this dreary January day, far from the cheer of Christmas. The year was 1938. My hometown of Akron, Ohio, was no different than any other midwestern, blue collar town.

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Clarify Conflict: The conflict is unclear. The conflict is the key struggle which arises from the *exposition* (or *basic situation*) and is developed throughout the plot. The conflict may be external or internal.
External Conflict Examples: character vs. character, character vs. nature, character vs. technology, character vs. society, character vs. supernatural, character vs. fate, character vs. the unknown
Internal Conflict Examples: character vs. emotions, character vs. needs or desires, character vs. temptations, character vs. the past. Stories may have both primary and secondary conflicts.

Inconsistent Point of View: The point of view is inconsistent. The point of view refers to how the story is told. Most authors use one of these points of view to tell the story.
▪ First Person: One of the characters tells the story using *I*. The reader only knows what the character knows and senses.
Example: I walked into the hallway, not knowing where it would lead.
▪ Third Person Limited: The narrator, who is not involved in the story, tells the reader what one main character knows and senses.
Example: Marsha and Brad left the house together. Marta wondered if they would return.
▪ Third Person Omniscient: The narrator or character telling the story knows and senses everything about the characters' past, present, and future. *Omniscient* means *all-knowing.*
Example: The children did not know that the zombies were waiting for them at the end of the tunnel.

Needs More Rising Action: Needs more plot development before the story climax. Rising action is the series of events that develop the characters and the conflict to prepare the reader for the story climax.

Revise Climax: Needs a more detailed climax. The climax is the most exciting part of the story. It is also the turning point of the story in which the interaction of the characters dealing with the primary conflict is at the highest point of interest, intensity, or suspense. The climax is usually included toward the end of the story.

Needs More Falling Action: The falling action serves as a transition between the climax and the resolution. Your resolution follows too soon after the climax. More falling action details are needed to tie up loose ends with the plot and characters and to settle the reader following the intensity of the climax.

Clarify Resolution: Needs a more detailed and clear resolution. The resolution follows the falling action and resolves the key conflict or conflicts of the story. It provides a satisfying ending in which the reader discovers what happens to the main characters and how the plot draws to a close.

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Needs More Character Development: Needs more detailed and specific character development. Use the **STEAL Characterization Strategy** to create interesting characters**:** **Speech** (how and what the characters say in dialogue); **Thought** (what the characters think); **Effect** on others (how the characters relate to one another); **Action** (what the characters do and the how they respond to the consequences of their actions); and **Looks** (the appearance of the characters).
Reveal the *character traits* (what makes each person unique) through both *direct* and *indirect* characterization:
Direct characterization *tells* the reader about the character traits through description.
Example: Mr. Tang was patient and focused on the present.
Indirect characterization *shows* the character traits through the plot, dialogue, action, and other characters.
Example: His tie was perfectly placed, not too short and not too long.

Inconsistent Characterization: This doesn't seem to fit your character. Don't surprise or confuse your reader with speech or action that seems *out of character.* Keep consistent with the characterizations which you have already established:
▪ A *dynamic* character changes significantly throughout the narrative. Also referred to as a round character, the character is complex with multiple traits and learns and grows throughout the story.
▪ A *static* character remains the same throughout the narrative.
▪ A *flat* character is a simple, minor character with one personality trait.

Revise Dialogue: Use these techniques to write engaging dialogue:
▪ Keep speeches short. Don't waste words or state the obvious.
▪ Good dialogue adds to the plot and can suggest action.
▪ Use authentic vocabulary and write the way your characters speak. Each character should have a consistent and unique voice, that is, their own way of saying things. Use more idiomatic expressions and slang in dialogue than you use to tell the story.
▪ Use a variety of speaker tags (other than *said*), and use them only when needed to show the reader whom is speaking.
▪ Don't overuse character names in dialogue.
▪ Don't use too much *thinking* dialogue.
▪ *Show* the characters' character traits in their speech.
▪ Use some intentional fragments and contractions. We don't always speak in complete sentences.

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Revise Description: Good description uses *show me*, not *tell me* writing. Use these techniques to write effective description:
▪ Description should be specific.
Example: She walked down the stairs into the street.
Revision: She walked down the wooden stairs into Laredo Street.
▪ Description should be detailed, but not too detailed.
Example: The cool, yet refreshing breeze, blew over the excruciatingly hot patio.
Revision: The cool breeze blew over the hot patio.
▪ Description should include a variety of the senses.
Example: The smell of oven-baked cookies and the sounds of an old jazz song welcomed him into the sun-filled room.
▪ Description should clearly indicate changes in location.
Example: Tasha changed direction, turning onto the one-way street.
▪ Description should balance location and action.
Example: She reached for the flashlight on her nightstand, but it had been moved. Turning on the lamp, she examined the room. Something was not right. Something did not feel right. Something was missing on her chest of drawers. She jumped out of her bed.

Clarify Figurative Language: Revise the figurative language or substitute with literal language. Figurative language appeals to the senses of the reader by using non-literal figures of speech.
Examples: simile, metaphor, personification, allusion, irony, imagery

Inconsistent Tone and Mood: The tone of this section and the mood it creates don't fit with the rest of the story. The *tone* is the author's attitude or feelings about the characters, the plot, and the reader. The *mood* is how the reader feels in response to the tone. The tone and mood are shaped by word choice, figurative language, and how sentences are constructed to tell the story.
Examples of Tone: positive, negative, sarcastic, humorous, optimistic, pessimistic, serious, reverent.
Examples of Mood: enlightening, sympathetic, trusting, stressful, angry, relieved, convinced, nostalgic

Add Plot Technique: Consider revising this section by adding a specific plot technique to engage your reader. The plot is the sequence of events that happen throughout a story. Certain writing techniques are used to enhance the interest of the plot:
▪ A *twist* provides an unexpected or surprise ending. The conflict is resolved differently than the reader expects.
Example: Tom Sawyer appears at his own funeral.
▪ A *flashback* interrupts the events of the plot to refer back to a past event, which is experienced by the characters as if in the present.
Example: "I remember the day of our wedding. I am dressed in a pastel blue tuxedo, waiting for my young bride to walk down the aisle."
▪ *Foreshadowing* provides the reader hints or clues about something that will happen later in the story.
Example: I opened the drawer and a hunting knife was hidden within the socks.
▪ *Symbolism* is the use of concrete and specific people, places, or things as symbols to represent abstract ideas. The symbols are usually related to the theme of the story.
Examples: A golden apple, a blood-red sun, the north star
▪ A *motif* is a repeated image, pattern, event, or idea that provides clues to understanding the theme.
Examples: a bell ringing at key points in the story, a repeated number 7 when something good happens

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Clarify Theme: The thematic subject and/or the theme needs further development. Short stories, like novels, include a theme. The thematic subject is the main idea which the author focuses upon in the text.
Examples: lost love, growing up, facing adversity
The theme is the message or lesson about life that the author communicates to the reader about the thematic subject. The theme is usually implied (not stated) and is universal (applying to everyone). An author may share more than one theme.
Examples: Absolute power corrupts absolutely. Seemingly good people have the capacity for evil.

Positive Narrative Structure Comment: You have demonstrated an exemplary understanding of how to write the exposition (basic situation) with a narrative lead, main character introductions, setting, and the primary conflict. You know how to structure a narrative plot with the rising action, the climax, the falling action, and a satisfying resolution that solves the conflict.

Positive Narrative Content Comment: Your characters are realistic, their roles in the story are clear, and their character traits are well-described. The plot is interesting and entertaining. I so enjoyed your original and creative story.

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Sentence Formation and Writing Style

Combine Simple Sentences: Combine these short sentences into a compound, complex, or compound-complex sentence. Avoid writing more than two of the same patterns back-to-back unless you have a specific purpose for doing so. As a guideline, for sentence variety only 60% of your sentences should be simple sentences.
▪ A compound sentence has two or more independent clauses (nouns and connected verbs which express complete thoughts), joined by a comma-conjunction or a semicolon.
Example: I like the way she talks, and she likes my voice.
▪ A complex sentence has both an independent clause and a dependent clause. A dependent clause begins with a subordinating conjunction and has a noun and a connected verb which does not express a complete thought. For sentence variety, place the dependent clause at the beginning, in the middle, and at the end of sentences.
Example: When I finally left home, I cried for days.
▪ A compound-complex sentence has at least two independent clauses and at least one dependent clause.
Example: After he ate lunch (dependent clause), Tam finished his chores (independent clause), and he took a nap (independent clause).
AAAWWUBBIS Memory Trick (to remember the subordinating conjunctions): Most dependent clauses begin with these words: *After, Although, As, When, While, Until, Because, Before, If,* or *Since*

Needs Sentence Variety: Vary the types of sentence structures you use to keep your reader interested. Revising sentences with different grammatical sentence openers improves sentence variety. As a general guideline, no more than 60% of sentences should be constructed in the subject-verb-object sentence pattern.
Example: They (subject) eat (verb) too many hamburgers (object).
To revise, consider starting with a prepositional phrase (*At the table*), a participle or participial phrase (*Starved, Starving*), a direct object (*Too many hamburgers*), an adjective (*Too many*), an adverb (Often), a gerund or gerund phrase (*Eating too many hamburgers…* verb) or a nominative absolute (*Their stomachs completely emptied*)
Avoid writing more than two of the same sentence patterns back-to-back unless you have a specific purpose for doing so.

Needs Parallel Structure: Repeat grammatical structures in sentences and paragraphs to create a writing rhythm. Pay special attention to these sentence components to create parallelism.
▪ Verb forms
Example: We cannot hope to dedicate… We can't consecrate… and hallowing the ground we cannot do.
Revision: We cannot dedicate… We cannot consecrate… We cannot hallow this ground (Lincoln's "Gettysburg Address").
▪ Noun phrase constructions
Example: We studied the French, Spanish, people from England, and those Portuguese
Revision: We studied the French, the Spanish, the English, and the Portuguese.
Gerunds (verb forms which act as nouns):
Example: To run a marathon, climb Mt. Shasta, and a mile swim are on my bucket list.
Revision: Running a marathon, climbing Mt. Shasta, and swimming a mile are on my bucket list.
▪ Coordinating conjunctions
Example: Smoking can result in lung disease or even be deadly.
Revision: Smoking ca

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Rearrange in Chronological Order: *Chronological* refers to the order of time, from older events to newer ones. Use transition words such as *first*, *second*, *later*, *next*, *before*, *for one*, *for another*, *previously*, *then*, *finally*, *following*, *since*, and *now* to establish a time sequence from old to new.
Example: Mary asked if she could go with us, later she got permission from her parents, but before both she had cancelled her plans.
Revision: First, Mary cancelled her plans. Then she asked if she could go with us. Later, she got permission from her parents.

Eliminate Sentence Interruption: Sentence interruptions can ruin the flow of a sentence. Good sentences have rhythm. Awkward or distracting interruptions reduce the reader's understanding of what the writer intends to say. Rearrange the sentence or simply delete the interruptions.
Examples: This was not a good idea, although I must admit I didn't have any better ones, and it was bound to fail.
Revision: This was not a good idea and it was bound to fail, although I must admit I didn't have any better ones.

Off Topic: The focus of this section does not support the thesis statement. Consider eliminating this section, revising to better demonstrate how it provides support, or substituting with something more relevant (that which directly applies).
Example: Baseball has been called a "simple game"; however, it does require skilled decision-making. Hot dogs always taste best at the ballpark (Off Topic).

Clarify Connection: How does this fit with other sections? Consider adding transitions or repeat wording to show relationships. Common relationships include cause and effect, comparison and contrast, and problem to solution.

Out of Place: This section seems out of place. Consider rearranging sentences or paragraphs to maintain the focus of your reader and unify your writing.

Not Clear: This section is confusing and does not seem to fit with the rest. Provide an example, a definition, a comparison or contrast, or more explanation to make it more understandable.
Example: Many still farmed vegetable crops which were in over-supply.
Revision: Many farmers continued to grow vegetables, such as corn, when too much corn was already on the shelves of supermarkets.

Awkward: The construction of this sentence makes it hard to follow. Consider revising the word order, changing from passive to active voice, and/or eliminating phrases and clauses which create distance between the subject and predicate.
Example: The call, made by the police, to carry out the proposed solution to the problem, was not carried out majority members of the community.
Revision: Most people in the community did not do what the police suggested to solve the problem.

Needs Transition: Use a transition word or phrase to help the reader understand the connection between or shift from one thought to another. Transitions may be placed at the beginning, middle, or end of sentences.
Examples: *First*, she had practiced; however, she practiced incorrectly and *so* was unsuccessful *for these reasons*.

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Redundancy: This section repeats an argument, information, ideas, or explanation already used in the essay or provides *too much of the same*. Often, a writer unnecessarily repeats too many examples, comparisons, facts, or explanations when one or two provides adequate support.
Example: The grocer arranged the green vegetables, such as peas, beans, kale, and peppers, where the shoppers could see them in a display case.
Revision: The grocer arranged the green vegetables, such as peas and beans, in a display case.

Get Specific: The concrete detail is too general. Substitute with more specific evidence or details to convince, inform, or explain. Choose among these types of evidence: **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, or **E**xperience **(FE SCALE)**.
Example: Many people visit recreational areas.
Revision: Close to 85% of Americans visited recreational areas, such as parks, beaches, and national forests this year (Matthews 34).

Not Consistent: The content or tone of the argument or information has changed, is contradictory, or has been taken in a different direction than what has been said before. Revise to maintain consistent support of your thesis statement.
Example: The math teacher was highly educated, yet she did not know much math.

Omission: It seems that a word, key idea, information, or explanation is missing here. Re-read what you have written from the reader's point of view to to see what needs to be added.
Example: The Folsom High School Band has the best band in the city.
Revision: The Folsom High School Band has the only band in the city, but it is excellent.

Not Correct: This fact does not seem to be correct, or you have misapplied the evidence. Check your sources and revise as needed.
Example: The earth is a sphere and completely flat.

Sequence Issue: This sentence is improperly placed and is confusing to the reader. Re-read the paragraph to determine proper placement and revise or delete if it does not fit in to the order or flow of the paragraph.
Examples of Proper Sequence: General to specific, first to last, cause to effect, problem to solution, old to new.

Overstatement: Your analysis or conclusion goes beyond the evidence that you present. It seems exaggerated in order to prove your point. Commentary which limits the scope of interpretation, explanation, analysis, or evaluation is generally more convincing to your reader.
Example: Everyone was completely shocked to hear the worst news ever.
Revision: Many were shocked to hear the bad news.

Revise Non-Committal Language: State your assertions (statements of fact of belief) forcefully without hesitation or qualification.
Essay Example: There were many possible reasons as to why the war took place.
Essay Revision: The war began because of three key reasons.
Story Example: His words may have upset her, and her reaction and crying were less controlled than they could have been.
Story Revision: His words cut her like a knife, and she burst into uncontrollable sobbing.

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Revise Rambling Sentence: A rambling sentence provides the main thought at the beginning of the sentence and then adds unnecessary or unrelated details. Delete that which is unnecessary.

Correct Unbalanced Sentence: A balanced sentence includes similar importance and grammatical constructions at the beginning and end of the sentence.
Example: She told the joke in school, and once again at home she repeated it.
Revision: She told the joke in school, and she repeated it at home.

Eliminate the Cliché: A cliché is an overused expression.
Example: The research left *no stone unturned.*

Eliminate Padding: Padding is needless or pointless writing that adds to length, but not to meaning.

Delete Paired Redundancy: A paired redundancy consists of two words, each of which implies (suggests) the meaning of the other. Often used redundant pairs include the following: *each individual*, *end result*, *final ending*, *final result*, *future plans*, *past history*, *terrible tragedy*, *true facts*, and *unexpected surprise*.
Example: The *future plans* of each individual remain uncertain.
Revision: Individual plans remain uncertain.

Rearrange Interrogative Pronoun: An interrogative pronoun is used to ask a question. Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Each of these interrogative pronouns can add the "_ever" and "_soever" suffixes. Placing the interrogative pronoun at the beginning of a sentence is often less confusing for the reader than placing the interrogative pronoun in the middle of a sentence as in an indirect question.
Example: I don't know whose dog that is out on the porch.
Revision: Whose dog is that out on the porch?

Delete Circumlocution: A *circumlocution* is a roundabout expression that does not add additional meaning to the sentence. Circumlocutions often include unnecessary adjectives or adverbs. Substitute circumlocutions with these words: *because*, *about*, *must* or *should*, *can*, and *might* or *may*.
Circumlocution Examples and Revisions:
-Replace *because of (or as a result of) the fact that* with *because*.
-Replace *regarding the situation in which* with *about*.
-Replace *it is important that* with *must* or *should*.
-Replace *is able to* with *can*.
-Replace *it is possible that* with *might* or *may*.

Revise Nominalization: A nominalization is a noun phrase created from verbs or adjectives. Change a nominalization to a verb, by locating an action verb hidden in the nominalization and using it as the main verb.
Example: A teacher shortage is the biggest fear of the School Board.
Revision: The School Board fears a teacher shortage.

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Inconsistent Language Register: A *language register* is a special variety of language used in a specific social situation or for a particular purpose. When writing essays, keeping the same register means using a consistent voice, such as the writing style, vocabulary, and tone. When writing narratives, keeping the same register within a particular setting or set of characters provides authenticity (truthful, real, or lifelike).
Examples of Different Registers:
"Father, please stop using your humor. It bothers me."
"Dad, quit kiddin' around. You messin' with me."

Positive Sentence Formation Comment: You have carefully constructed your sentences to ensure that *how* you communicate is considered just as important as *what* you have to say. Your sentences are well-designed, concise, and have a variety of sentence constructions.

Positive Writing Style Comment: You demonstrate that you know the purpose of the writing prompt (assignment) and the needs of your reader. Your writing style make your paper easy to read and understand. Sentences are in proper order and nicely transition from one to another.

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Word Choice

Delete Unnecessary Expressions: Delete words, phrases, and clauses that do not add meaning.
Examples: I think, I believe, In my opinion, From this writer's point of view, At the end of the day, When all is said and done, In light of these facts

Revise Double Negative: Don't use double negatives to indicate a positive in formal essays or research papers.
Examples: You should *not fail* to use soap to wash dishes. *Don't not* do that ever.
Revision: Always use soap to wash dishes.

Eliminate Wordiness: This section is longer than it needs to be. Consider deleting words, phrases, or clauses which interrupt the flow of your ideas, or consider re-wording−especially with stronger verbs and more specific nouns. Often, using clauses beginning with *who, whom, which,* and *that* and too many prepositional phrases create wordiness.
Example: The girl, whom I used to consider as a friend, but left me to eat lunch alone, which was extremely mean in the cafeteria during lunch on Tuesday ignored me.
Revision: The mean girl ignored me in the cafeteria last Tuesday.

Revise Too Many "to be" Verbs: Limit using so many "to be" verbs: *is, am, are, was, were, be, being, been*. To replace "to be" verbs: 1. **Substitute** a more active verb. 2. **Convert** one of the words in the sentence to a verb form. 3. **Change** the beginning of the sentence. 4. **Combine** the sentence which has the "to be" verb with the sentence before or after to use another stronger and specific verb.
Substitute Example: The child *was* sad.
Revision: The child *felt* sad.
Convert Example: Charles Schulz *was* the *creator* of the *Peanuts* cartoon strip.
Revision: Charles Schulz *created* the *Peanuts* cartoon strip.
Change Example: The run-away car *will be* stopped by the tire spikes.
Revision: The tire spikes will stop the run-away car.
Combine Example: The sensitive child *is* terrified. She *is* feeling that way because of the news story.
Revision: The news story terrified the sensitive child.

Change Word Choice: This word choice is incorrect or unclear. To revise, either delete the word or use a thesaurus to substitute another word which fits better. Check its definition in a dictionary.
Example: The *gigantic* little rodent squeezed into its mouse hole.
Revision: The little mouse squeezed into its mouse hole.

Revise Word Order: Adjectives are placed before nouns, and subjects before verbs, in most sentences.
Examples: Both birds red and blue chirped.
Revisions: The red and blue birds both chirped.

Repetitive: This word or phrase has been used excessively. Use a pronoun, synonym, or restatement instead of repeating this word. Or simply revise the sentence to omit.
Example: She carefully planned the party, being careful to listen to advice.
Revision: She planned the party, being careful to listen to advice.

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Delete Expletive: An expletive is an unnecessary word which serves no grammatical function and provides no meaning. The expletives *here, there,* and *it* followed by "to be" verbs (*is, am, are, was, were, be, being,* and *been*), frequently begin awkward sentences which end with a noun or pronoun and a relative clause beginning with *that*, *which*, or *who*.
Examples: Here (There) are four friends who work for the company. It is the race Ben ran that he won.
To eliminate the unnecessary *here, there,* and *it* sentence-starters, place the subject of the sentence at the beginning.
Revisions: Four friends work for the company. Ben won that race.

Revise Complex Word: A complex word is a difficult or technical word that does not fit the style of writing. Only use a difficult or technical word when a simpler word will not communicate the exact meaning intended. Be careful to use a word exactly as it is defined.
Example: The children enjoy playing with their new canine.
Revision: The children enjoy playing with their new dog.
Revise Wordy Noun Constructions: Replace "_tion" and "_sion" noun constructions with strong verbs when possible.
Noun Construction Example: He turned in the *application for the job*.
Strong Verb Revision: He *applied* for the job.

Needs Definition: This term or word is not commonly understood or is used in a special way must be italicized. Support its definition and how you mean to use it with surrounding context clues, such as synonyms, antonyms, and examples. Alternately, provide its definition in parentheses or as an explanatory phrase, clause, or sentence.
Examples: He promised revisions, not the status quo. The *zeitgeist* (spirit of the times) remained hopeful.

Use Third-Person Point of View: Don't use the first-person pronouns: *I, me, we, us, my, mine, our, ours, ourselves* or the second-person pronouns: *you, your, yours, yourselves* in your essay. Most essays are written in the third-person point of view to demonstrate objectivity (unbiased fair treatment). These third-person pronouns take the place of nouns:
- He, she, it, one, they (subject case pronouns)
- Him, her, it, one, them (object case pronouns)
- His, hers, its, theirs (possessive pronouns)
- Himself, herself, itself, oneself, themselves (reflexive/intensive pronouns)

Substitute Modifiers for Wordy Prepositional Phrases: Replace wordy prepositional phrases with concise modifiers when possible. The prepositional phrase shows a relationship between a word indicating location, position, or time and its object (*under the bed*). A modifier is an adjective or an adverb which compares one thing to another.
Example: The principal *of the school* supervised the painting *of the gym*.
Revision with Modifiers: The *school principal* supervised *painting the gym*.

Delete Slang: Don't use slang in essays or other formal writing. Slang is informal language used with certain groups of people and in certain situations. It is more often used in conversation than in writing. Revise with formal language.
Example: The *kids* studied hard for their exams.
Revision: The children studied hard for their exams.

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Delete Figure of Speech: Don't use figures of speech in essays or other formal writing. A figure of speech is a non-literal expression. In other words, it means something different than its exact words.
Examples: When asked how he felt about getting an F on the test, he said, "Just terrific," (verbal irony) but he always responds like whining baby (simile). Revise with direct, literal, and formal language.

Delete Idiomatic Expression: Don't use non-grammatical idiomatic expressions in essays or other formal writing. An idiomatic expression is a phrase or clause which cannot be translated word for word, and has a meaning of its own. Revise with formal language.
Example: Jean let the *cat out of the bag* about the plot of the upcoming episode.
Revision: Jean revealed the plot of the upcoming episode.

Delete Contraction: Don't use contractions in essays or formal writing. A contraction is a shortened form of one or two words (one of which is usually a verb). An apostrophe takes the place of a missing letter(s) at the beginning, middle, or end of the word.
Examples: They *shouldn't* talk when they don't understand the subject.
Revision: They should not talk when they do not understand the subject.
Narratives often include contractions, especially in dialogue.

Delete Abbreviation: Don't use abbreviations in essays or formal writing. An abbreviation uses a period to shorten a word or words.
Examples: *So.* Dakota is in the *U.S.*
Revision: South Dakota is in the United States.
However, common acronyms may be used in essays or formal writing. An acronym is any abbreviation formed from the first letters of each word in a phrase. Frequently used acronyms do not require periods.
Example: They copied the HTML (Hyper Text Markup Language) code.

Positive Word Choice Comment: Accurate and creative word choice are the keys to successful writing. You have taken the effort to select words, which mean what you want them to communicate and which provide interest and readability in your writing.

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Nouns, Pronouns, Adjectives

Use Concrete Noun: Avoid using abstract nouns which cannot be perceived by the senses.
Example: I read the *news* about the *hunger problem* in Africa. Instead, use specific, concrete nouns which can be perceived by senses.
Example: I read the article in the *Sacramento Bee* about the famine and mass starvation in Liberia, Africa.

Revise with Noun Phrase or Clause: Revise this section, using a noun phrase or noun clause. A noun phrase consists of a noun with any related words.
Example: *The calm and decisive prince* served his subjects well.
A noun clause is a dependent clause that usually begins with *if*, *how*, *however*, *that*, the "wh" words: *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, or the "wh"-ever words: *whatever*, *whenever*, *wherever*, *whichever*, *who(m)ever*.
Example: *Whatever she told you to do*, you should do.

Revise with Gerund: Revise this section, using a gerund or a gerund phrase. A gerund is an *_ing* verb that is used as a noun.
Example: *Driving* has become a necessary skill these days. A gerund phrase is an *_ing* verb, connected to related words, and is used as a noun.
Example: *Driving a car* has become a necessary skill these days.

Reduce Pronoun Usage:
Too many pronouns in a sentence or paragraph create confusion for the reader. Replace some of the pronouns with concrete and specific nouns.
Example: *She* told *her* that *he* got *his* from *them*.

Needs Subject Case Pronoun: Revise with a subject case pronoun. Use the subject case pronouns: *I, you, he, she,* and *it* (singular) or *we, you,* and *they* (plural) for these functions:
▪ The subject of the sentence. A subject case pronoun that is part of a compound subject is placed last.
Examples: Abel and *she* attended the concert.
Substitution Trick: Drop other nouns or pronouns in a compound subject to check if the remaining pronoun sounds right.
Example: John and *I* play video games. Drop and check–*I* play video games.
▪ A predicate nominative, which identifies a subject following a "to be" verb (*is, am, are, was, were, be, being, been)*.
Example: The man who got into trouble is *he*.
Substitution Trick: Rephrase the sentence to check if the pronoun sounds right.
Example: The last one to arrive was *he* or *him*. Rephrase–*He*, not *Him*, was the last one to arrive.

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Needs Object Case Pronoun: Revise with an object case pronoun. Use the object case pronouns: *me, you, him, her, it* (singular) or *us, you*, and *them* (plural) for these functions:
▪ A direct object, answering What? or Whom? in response to the verb.
Example: She hit *him*.
▪ Place the object case pronoun last in compound objects.
Example: The friend gave Kathy and *us* a bag of chips.
Substitution Trick: Drop other nouns or pronouns in a compound object to check if the remaining pronoun sounds right.
Example: She gave it to John and *me* or *I*. Drop and check–She gave it to *me*, not *I*.
▪ As the object of a prepositional phrase.
Example: They smiled at *me*.
▪ An indirect object, answering For What? or For Whom? in response to the verb. The indirect object is usually placed before the direct object in a sentence.
Example: He gave *her* a pen.
▪ As an object connected to an *infinitive* (*to* + the base form of a verb)
Example: She wants *to give them* money.

Pronoun Re-statement Error: Don't restate the subject twice with a pronoun in the same sentence.
Examples: That dog, which is friendly, *he* was easy to train.
Revision: That dog, who is friendly, was easy to train.

Revise Pronoun Antecedent Issue: An antecedent is the word, phrase, or clause to which a pronoun refers. Use these revision strategies to clarify the connection between the pronoun and its antecedent:
▪ Place the pronoun close to its antecedent.
Example: *John*, just like Peter, enjoyed *his* sports.
Revision: *John* enjoyed *his* sports, just like Peter.
▪ Change either the pronoun or antecedent to be more specific.
Example: He gave *the dog his bone*.
Revision: He gave *Fido the dog bone*.
▪ Don't use a pronoun that refers to the object of a preposition.
Example: In Twain's *Tom Sawyer*, *he* uses political humor.
Revision: Twain uses political humor in *Tom Sawyer*.
▪ Use a singular pronoun to refer to the antecedent when the antecedent is uncountable.
Example: *All* of the salt fell out of *their* bag.
Revision: *All* of the salt fell out of *its* bag.
▪ Don't have a pronoun refer to a possessive antecedent.
Examples: In San Diego's zoo, *they* treat *their* animals well.
Revision: San Diego Zoo trainers treat their animals well.

Correct Relative Pronoun: You used the wrong relative pronoun to start this adjective clause. Of the relative pronouns: *that*, *which*, *who*, *whom*, and *whose*, the pronoun *that* can refer to people or things in general. Use *which* for specific things and *who, whom,* and *whose* for specific people, animals, and characters.
Who and Whom Trick: *Who* is in the subject case and acts upon a verb. Substitute *he* or *they*, rearrange the sentence to make sense, and check if it sounds right. *Whom* is in the object case and receives the action of the verb. Substitute *him* or *them* and check if it sounds right.
Example: She knows *whom* she should ask. Substitute, rearrange, and check: She knows she should ask *him. Him* sounds right, so *whom* is correct.

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Correct Possessive Pronoun: The possessive pronouns: *my, our, your, his*, *her*, *its* and *their* must connect to nouns. They are called *determiners*, because they determine *whom* belongs to the noun.
Example: *Your* friend. *Your* determines whose friend it is.
Other possessive pronouns: *mine, ours, yours, his*, *hers*, and *theirs* stand on their own and do not connect to nouns.
Example: The pillow is *mine.*
Only possessive pronoun determiners can also connect to a *gerund* (a verb form ending in *_ing* that serve as a sentence subject).
Examples: *His* (not *Him*) cooking is not the best. *Their* (not *Theirs*) housekeeping is not the best.

Correct Reflexive Pronoun: Reflexive pronouns end in "self" or "selves" and must refer to the subject of the sentence. These pronouns are necessary to the meaning of the sentence: *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*.
▪ Don't use a reflexive pronoun as the object of a prepositional phrase without reference to the sentence subject.
Examples: It was done by *yourself*.
Revision: You did it by *yourself*.
▪ Don't use a reflexive pronoun as the sentence subject.
Examples: Joe and *myself* are playing cards.
Revision: Joe and *I* are playing cards.
▪ Don't use an object case pronoun (*me, you, him, her, it, us, you*, *them*) as a reflexive pronoun.
Example: I got me a sandwich.
Revision: I got myself a sandwich. I got a sandwich.

Revise Gender Pronoun Issue: Make both the pronoun and its antecedent (the word, phrase, or clause to which a pronoun refers) plural when gender (male or female) does not need to be specified.
Example: *Everyone* needs *his* rest.
Revision: *All* need *their* rest.

Revise Adjective Order: An adjective is placed before the noun it modifies and answers Which one? How many? or What kind? of the noun. Avoid using adjectives that do not add meaning to a sentence, such as *interesting*, *beautiful*, *nice*, and *exciting*. Multiple adjectives follow the Which one? How many? or What kind? order.
Examples: She saw *these* (Which one?) *two* (How many?) *handsome* (What kind?) men.

Correct Predicate Adjective: A predicate adjective follows a linking verb to modify the noun or pronoun before it. Linking verbs include "to be" verbs: *is, am, are, was, were, be, being,* and *been* and other state of being verbs, such as *become*, *seem*, *look*, *feel*, *smell*, and *appear*. Don't add the "ly" onto the end of a predicate adjective.
Example: I feel *proudly*.
Revision: I feel *proud*.

Revise Participial Phrase: This participial phrase must modify a word or phrase in a connected independent clause. An independent clause is a noun and connected verb which expresses a complete thought. A participial phrase consists of a present or past participle with related words, all serving as an adjective. A present participle is a verb ending in *_ing*, and a past participle is a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*.
Examples: Beaten and tired, he quit.
Explanation: *Beaten and tired* is a participial phrase and modifies *he* in the independent clause: *he quit.*

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Verbs

Correct Indefinite Pronoun Subject-Verb Agreement: Follow these rules to match a verb to its indefinite pronoun subject:
▪ An indefinite singular pronoun matches a verb that ends in s.
Examples: Anybody, Anyone, Anything, Each, Either, Everybody, Everyone, Everything, Neither, Nobody, Nothing, No one, One, Somebody, Someone, Something *seems* loud, not *seem* loud.
▪ An indefinite plural pronoun matches a verb that does not end in s.
Examples: Both, Few, Many, Several *grow* quickly, not *grows* quickly.
▪ Indefinite number pronouns: *all*, *any*, *half*, *more*, *most*, *none*, *other*, and *some* may be singular or plural depending upon the surrounding word clues.
Examples: *None* of *this helps,* but *more* of *these types may* do so.

Correct Past Progressive Verb: The past progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after *was* or *were* to describe an ongoing past action. Frequently, the word *while* is used in connection with the past progressive.
Example: I *was day-dreaming* while you talked.

Correct Present Progressive Verb Form: The present progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after *is, am,* or *are* to describe an ongoing action happening or existing now.
Example: I *am walking* to the store. Some verbs can't use the present progressive form: to be, to belong, to care, to cost, to exist, to envy, to fear, to hate, to like, to love, to mind, to need, to owe, to want.
Example: I *be fearing* it.
Revision: I *fear* it.

Correct Future Progressive Verb: The future progressive is a verb form that adds an *_ing* onto the infinitive (base form of the verb) and is placed after a *will* or *shall* + *be* to describe an ongoing action that will take place over a period of time in the future (while another action takes place) or to describe an ongoing future action that will be briefly interrupted by an action of less importance.
Examples: She *will be eating* while we play cards. We *shall be playing* after the junior varsity.

Correct Past Perfect Tense Verb: The past perfect is formed with *had* + the past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) to describe an action that was completed before a specific time or another specific action in the past.
Example: They *had tried* to compromise, until the opposition walked out.

Correct Present Perfect Tense Verb: The present perfect verb tense is formed with *has* or *have* + the past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) and is used to describe an action that took place at some unidentified time in the past that relates to the present.
Example: He *has talked* a lot.

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Correct Future Perfect Tense Verb: The future perfect tense is formed with *will* or *shall* + *have* + a past participle (a verb ending in *_d*, *_ed*, *_en* or sometimes an irregular form, such as *_t*) to describe an action that will be completed before a specific time or another action in the future.
Example: The kids *will have practiced* for ten years by then.
Don't use the future perfect tense to begin clauses with *when*, *while*, *before*, *after*, *by the time*, *as soon as*, *if*, *unless*. Use the present perfect tense instead.
Example: While you *will have acted* badly, I never would
Revision: While you *have acted* badly, I never would.

Correct Past Perfect Progressive Verb: The past perfect progressive form connects *had been* + a present participle (a verb ending in *_ing*) to describe a past continuous action that began in the past and continued until another time or event.
Example: Because I *had* not *been studying*, I failed.

Correct Present Perfect Progressive Verb: The present perfect progressive form connects *has* or *have* + *been* to a present participle (a verb ending in *_ing*) to describe an action that began in the past, continues in the present, and may continue into the future.
Example: I *have been eating*.

Correct Future Perfect Progressive Verb: The future progressive form can connect *will have been* + a present participle (a verb ending in *_ing*) for an ongoing future action interrupted by another action.
Example: She *will have been waiting* for one hour when the bus arrives.

Change to Active Voice: In the active voice, the subject performs the action of the main verb. In the passive voice, the subject receives the action. Use the active in essays and narratives unless the subject is unknown or unimportant.
Example: It was said by me.
Revision: I said it.

Change to Passive Voice In the passive voice, the subject receives the action of the main verb. Use the passive voice when the subject is unknown or unimportant. Also use the passive voice in scientific writing to focus on objective data, not the sentence subject.
Example: About 25% received the pill in the research group. Not… I gave the pill to about 25% of the research group.

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Correct Subjunctive Mood: Adverb clauses can use the subjunctive mood to express a fact, prediction, doubt, regret, or a guess.
▪ The subjunctive mood of the "to be" verb is *were* in the past tense, no matter what the subject is.
Example: If she were smarter, she would work harder.
▪ The subjunctive mood of the "to be" verb is *be* in the present tense, no matter what the subject is.
Example: His demand is that everyone be as clever as he.
▪ Adverb clauses can use the subjunctive mood to express a wish. For a wish about something that has not yet happened, use the past tense or *were*.
Example: I wish I were able to watch.
▪ Adverb clauses can use the subjunctive mood to express a wish. For a wish about something that happened in the past, use the past perfect verb tense (*had* + the past participle.
Example: I wish I had seen the last episode of that show.
▪ Adverb clauses can also use the subjunctive mood to make a request. A request can be in the form of a favor, proposal, or demand. Use the base form of the verb, whether the subject is singular or plural.
Example: I recommend that he *give* the note back to the girl.

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Modifiers, Adverbs, Prepositions, Conjunctions

Correct Comparative Modifier: A comparative modifier is an adjective or adverb that modifies two things. Follow these rules to use comparative modifiers correctly:
▪ Use the suffix "_er" for a one-syllable modifier.
Example: She is *short-er* than I.
▪ Use "_er" or *more* (*less*) for a two-syllable modifier.
Example: He seems *more help-ful* than they.
▪ Use *more* or *less* for a three-syllable (or longer) modifier.
Example: Frank was *more gen-er-ous* than Keith.
Example: Frank was *more gen-er-ous* than Keith.
▪ Use *more* or *less* for all adverbs ending in "_ly."
Examples: She apologized *more con-vin-cing-ly* than did her friend.

Correct Superlative Modifier: A superlative modifier is an adjective or adverb that modifies three or more things Follow these rules to use superlative modifiers correctly:
▪ Use the suffix "_est" for a one-syllable modifier.
Example: Of Rachel, Tim, and Sam, Rachel is the *smart-est*.
▪ Use "_est," *most*, or *least* for a two-syllable modifier.
Example: Of Rachel, Tim, and Sam, Rachel has the *most tal-ent*).
▪ Use *most (least)* for a three-syllable or longer modifier.
Example: Of the five contestants, Jane spoke *most care-ful-ly*.

Revise Misplaced Modifier: This modifier is misplaced. A modifier should be placed, whenever possible, next to the word it modifies.
Example: The modifier in the following sentences is *only*: She *only* requested two appetizers.
Revision: She requested *only* two appetizers.

Revise Dangling Modifier: Revise this dangling modifier. A dangling modifier is an adjective or adverb which is not directly connected to the subject and so creates confusion for the reader.
Example: Wanted: Someone to care for an old elephant who does not smoke or drink liquor.
Explanation: The modifier, "who does not smoke or drink liquor" is not directly connected to "Someone" and appears to be connected to "an old elephant." Obviously, elephants do not smoke or drink liquor, but the sentence unintentionally suggests that they do.

Correct Squinting Modifier: A squinting modifier is a word or phrase placed between two words so that it could be misunderstood to describe either word. Revise by placing the modifier before or after the word, phrase, or clause that it modifies.
Example: Walking up hills *quickly* strengthens your legs. *Quickly* could modify *hills* or *strengthens*.

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Revise Adverb Order: An adverb modifies a verb, an adjective, or an adverb by answering How? When? Where? or What Degree? The adverb may be found before or after the word or words that it modifies. Follow these rules to use adverbs correctly:
▪ Multiple adverbs follow the How? When? Where? or What Degree? order.
Examples: *Carefully*, you *soon* may walk *where* tigers *mostly* roam.
▪ As a matter of good writing style, place shorter adverbial phrases in front of longer ones.
Example: The family walks *around the block after every Thanksgiving Dinner*.
Explanation: The phrase *around the block* is shorter than *after every Thanksgiving*.
▪ As a matter of good writing style, place specific adverbs before general ones.
Example: It should be *exactly where* I described, *next* to the desk, or *somewhere over there*.
Explanation: The specific adverbs *exactly where* and *next* come before *somewhere over there*.
▪ Avoid overusing such adverbs as *very* that add little meaning to a sentence.
Example: That is a *very* interesting idea.

Correct Hyphenated Modifier: Both adjectives, which modify nouns and answer Which one? How many? or What kind?, and adverbs, which modify a verb, an adjective, or an adverb and answer How? When? Where? or What Degree?, may be combined with hyphens (-) to form compound modifiers.
▪ Use a hyphen to join a compound adjective to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.
Examples: world-famous hot dogs; warm, comfortable coat (warm and comfortable, not warm-comfortable)
▪ Use a hyphen to join a compound adverb when used before nouns.
Example: The much-requested song.
When the compound adverb is after the noun, don't hyphenate.
Example: Her wishes were always well known.

Revise Preposition Issue: A preposition is always part of a prepositional phrase. The preposition shows a relationship between a word indicating location, position, or time and its object. The preposition asks "What?" or "Whom?" and the object follows with the answer.
Example: He ran *up the road*.
Explanation: The preposition, *up*, asks, "What?" and the object, *the road*, provides the answer.
Follow these rules to use prepositions properly:
▪ Don't string together more than two prepositional phrases.
Example: Peter Rabbit ran *through the field, under the fence, into the garden*.
Revision: Peter Rabbit ran *through the field*. Afterwards, he ran *under the fence* and *into the garden*.
▪ Avoid ending sentences with awkward prepositions.
Example: The cook did not know what the pie was made *of*.
Revision: The cook did not know the ingredients in the pie.

Needs Coordinating Conjunction: Coordinating conjunctions join words, phrases, or clauses of equal importance.
Examples: I need one *or* two. He also brought along two water bottles, *yet* he did not know why.
Memory Trick (to remember the coordinating conjunctions): FANBOYS (For-And-Nor-But-Or-Yet-So)

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Needs Correlative Conjunction: Correlative conjunctions are pairs of conjunctions which join words, phrases, or clauses. The pairs include *both-and*, *not only-but also*, *either-or*, *whether-or*, *neither-nor*.
Example: Both Jake *and* Kenny went to college.

Needs Subordinating Conjunction: A subordinating conjunction begins an adverbial clause to indicate time (*when*), cause-effect (*if*), or exception (*although*). The adverbial clause is a dependent clause (a noun and a connected verb that does not express a complete thought) that is subordinate to (of less importance than) the connected independent clause (a noun and connected verb which expresses a complete thought). The subordinating conjunction signals that dependent and subordinate position.
Example: *Unless* you give me permission, I will not act.
Explanation: *Unless* signals that the rest of the clause: "you give me permission" is dependent upon and subordinate to the independent clause: "I will not act."
AAAWWUBBIS Memory Trick (to remember the subordinating conjunctions): Most dependent clauses begin with these words: *After, Although, As, When, While, Until, Because, Before, If,* or *Since*.

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Punctuation, Capitalization, Quotation Rules

Correct Speaker Tag Comma: Follow these rules for comma placement with speaker tags (the speakers and speech-related verbs) in dialogue:
▪ Place commas after a beginning speaker tag to the left of the quotation marks.
Example: He said, "I shouldn't listen to what you say."
▪ Place commas before and after a middle speaker tag to the left of both quotation marks.
Example: "But if you don't, he shouted, "you will never win."
▪ Place commas before an ending speaker tag to the left of the quotation marks.
Example: "Okay. I will give you another chance," he responded.
Question marks and exclamation points are placed in the same positions as commas.

Correct Direct Address Comma: Follow these rules for comma placement with nouns of direct address (the character spoken to: a name, noun phrase, or noun clause) in dialogue:
▪ If the noun of direct address is placed at the beginning of the sentence, place a comma after that noun.
Examples: Kristen, leave some for your sister. Officer Daniels, I need your help. Whomever you are, stop talking.
▪ If the noun of direct address is placed in the middle of the sentence, place commas before and after that noun.
Examples: If you insist, Dad, I will. If you insist, Your Honor, I will.
▪ If the noun of direct address is placed at the end of the sentence, place a comma before that noun.
Examples: Just leave a little bit, honey. Just leave a little bit, you selfish monster.

Correct Commas with Abbreviations: Follow these comma rules with abbreviations: Place commas before and after degree or job title, and family title, and Latin abbreviations unless the abbreviation ends the sentence.
▪ Educational degrees and job titles which follow peoples' last names. Job titles which precede names don't have commas.
Examples: Maureen Johnson, M.D., became a medical doctor in 2019. Lacy Smith, C.E.O., was the first chief executive officer of that corporation. Sgt. O'Rourke became a sergeant and Dr. Lang became a doctor in 2018.
▪ Family titles which follow peoples' last names. Family titles which follow first names don't have commas.
Examples: Maurice Small, IV, was listening to John Jr. and John Sr.
▪ Latin abbreviations
Example: He likes them all: cake, cookies, etc. (means *and so on)*
Example: I love ice cream, e.g., vanilla. (means *for example*)
Example: He is goofy, i.e., silly. (means *that is* or *in other words*)

Correct Commas in Series: Place commas after each item in lists, except the last one. Newspapers, web articles, and some magazines eliminate the last comma; however, most style manuals still require the last comma.
Example: John, Jane, and Jose left early.

Needs Introductory Word(s) Comma: Place commas after introductory words or phrases which have special emphasis. Place a comma after introductory prepositional phrases with more than four words.
Examples: *First*, listen to me. *Throughout the rest of the book*, the characters do not change. *From there* they went to

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Correct Comma with Geography: Place commas between related geographical place names and after the last place name unless it appears the end of a sentence. When the place name is a possessive, this rule does not apply.
Examples: She lived in Rome, Italy, for a year. Rome, Italy's traffic is congested.

Correct Comma with Dates: Place commas between the number date and its year and after the year unless it appears at the end of the sentence.
Example: We left town on May 4, 1999, before the storm arrived.

Correct Commas with Adjectives: Place commas to separate coordinate adjectives. *Coordinate adjectives* are two or more adjectives that modify a noun or pronoun in the same way. If you can add *and* between the adjectives and reverse their order, commas must separate them.
Examples: A friendly, kind man visited us.
Explanation: A friendly *and* kind man. A kind, friendly man. Both make sense, so commas are required between the coordinate adjectives.
Don't use commas to separate cumulative adjectives. *Cumulative adjectives* are two or more adjectives that modify (describe) a noun or pronoun in different ways. If you can't add *and* between the adjectives and reverse their order, don't separate them with commas.
Examples: It's a big green bug.
Explanation: It's a big *and* green bug. It's a green big bug. Neither makes sense, so don't use commas between the cumulative adjectives.

Correct Comma with Compound Sentence: Place commas before coordinating conjunctions (*for, and, nor, but, or, yet, so*) to join two long independent clauses. An independent clause is a noun and connected verb which tells a complete thought. If one or both of the independent clauses is less than five words, no comma is necessary.
Examples: I liked her so much, *and* she liked me more than I thought. I love him and he loves me.
▪ Don't join two independent clauses with a comma. This is known as a *comma splice.*
Example: They say they know what they are doing, they really have no idea how to proceed.
Revision: They say they know what they are doing, but they really have no idea how to proceed.
▪ Use commas before the second of the paired correlative conjunctions to join two independent clauses.
Example: *Either* he must go, *or* you must go.

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Correct Comma with Dependent Clause: A dependent clause includes a noun and connected verb, but it does not express a complete thought. Follow these rules to place commas with dependent clauses:
▪ If a dependent clause begins a sentence, place a comma after the clause.
Example: *Even if he had tried*, he would have failed.
▪ If the dependent clause is in the middle of the sentence, place commas before and after the clause.
Example: Jonna was sure, *though she did not know why*, I would help.
▪ If a dependent clause ends the sentence, don't begin with a comma.
Example: I left *after she did*.
▪ Place commas before and after non-restrictive relative clauses. A non-restrictive relative clause begins with *which*, *who*, *whom*, or *whose* if it simply adds information and doesn't limit the meaning of the connected independent clause (a noun and connected verb which tells a complete thought).
Example: The jacket, *which mom wore yesterday*, was green.
▪ Don't use commas before and after restrictive relative clauses. A restrictive relative clause begins with *that*, *who*, *whom*, or *whose* if it limits the meaning of the connected independent clause (a noun and connected verb which expresses a complete thought).
Example: The student *who wins the most votes* will be elected Student Council President.

Correct Commas with Parenthetical Expression: Place commas before and after words that interrupt the flow of the sentence.
Examples: The best way to see the game, *if you can afford it*, is in person.
Place commas to set apart *appositives*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify, define, or describe it. The appositive can be a word, phrase, or clause.
Example: That man, *the one with the hat*, left town quickly.

Correct Colon: Follow these rules to use colons properly:
▪ Use a colon following a noun to signal a list. Don't capitalize the first word in the list unless it is a proper noun.
Examples: Bring home these items: tortillas, sugar, and milk. Text these people: James, Paul, and your mother.
▪ Use a colon to show a relationship between numbers.
Example: At 8:02 p.m. the ratio of girls to boys at the dance was 3:1.
▪ Use a colon to show a relationship within titles.
Example: Many people are familiar with "*Psalm 23*" and refer to it as "The Lord is My Shepherd: Psalm 23."
▪ Use a colon after business letter greetings.
Example: To Whom It May Concern: Thank you for your employment application.

Correct Semicolon: Use semicolons to join independent clauses (nouns and connected verbs which express complete thoughts) with or without conjunctions.
Examples: Anna showed up late; Louise didn't at all. Anna showed up late; however, Louise didn't at all.
Semicolons combine related phrases or dependent clauses.
Example: The children enjoy jumping into puddles; they love climbing trees; they also like making mud pies.

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Correct Apostrophe with a Singular Possessive Noun: A possessive is a noun or pronoun that serves as an adjective to show ownership. Follow these rules to use singular possessives properly:
▪ When ending in an s having a /z/ sound, place an apostrophe, then an s, or simply end with an apostrophe.
Examples: *Charles's* friend or *Charles'* friend is fun.
▪ A singular possessive noun can connect to gerunds (verb forms ending in "ing" that serve as sentence subjects).
Example: *Joe's cooking* is not the best.
▪ Place the apostrophe before the s for singular indefinite pronouns used as possessives.
Examples: Now it is *anybody's*, *everybody's*, *somebody's*, *somebody else's*, *either's* ballgame.
▪ Don't use an apostrophe with a possessive pronoun (yours, his, hers, ours, yours, its, theirs).
Examples: That plate is *your's*.
Revision: That plate is *yours*.

Correct Apostrophe with a Plural Possessive Noun: A possessive is a noun or pronoun that serves as an adjective to show ownership. Follow these rules to use plural possessives properly.
▪ For a plural possessive of a singular word that doesn't end in s, place the apostrophe after the s. If the singular and plural forms are spelled differently, place the apostrophe before the s.
Examples: The *girls'* team is good, but the *women's* team isn't.
▪ For a plural possessive of a singular word that does end in s, add "es" and then the apostrophe.
Example: Our stove worked better than the *Thomases'* stove.
▪ When two or more words share joint ownership, the possessive form is used only for the last word.
Example: *Matt and Suzanne's* wedding was the social event of the season.
▪ When two or more words are combined to show individual ownership of something, the possessive form is used for each of the words.
Examples: *Linda's*, *Christie's*, and *Wendy's* dresses were each individually designed.

Correct Parentheses: Use parentheses following words to identify, explain, or define the preceding word, phrase, or clause.
Examples: That shade of lipstick (the red) goes perfectly with her hair color.
Ending punctuation is placed outside of words or phrases within parentheses, but inside when the parenthetical remark stands on it's own as a complete sentence.
Examples: I want that Popsicle® (the orange one). He was crazy. (He didn't even know what day it was.)

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Correct Capitalization: Follow these capitalization rules:
▪ Capitalize proper nouns: named people, places, and things (including titles). Do not capitalize an article (*a*, *an*, *the*) that is part of the noun phrase, unless it begins the phrase.
Examples: *Alex the Great* was honored (person) at *U.S. Memorial Auditorium* (place) with the *Smith-Lee Award* (thing).
▪ If the noun is hyphenated, capitalize both words before and after the hyphen when the nouns or adjectives have equal importance.
Example: The Twentieth-Century was haunted by two world wars.
However, don't capitalize the word after a hyphen if both words make up a single word or if the second word is a participle modifying the first word.
Examples: Top Twenty Plus-size Models and English-language Arts
▪ Do not capitalize common nouns: unnamed people, places, things, and ideas.
Examples: It takes *self-control* (idea) for a *teenager* (person) to drive to *school* (place) in a *sports car* (thing).

Correct Title Punctuation: As a general rule, use quotation marks before and after titles of short texts; titles which are parts of a whole; or titles of things that cannot be picked up from a desk.
Examples: articles, television episodes, acts in a play, videos, short stories, reports.
As a general rule, use italics (if typing) for titles of long texts; titles of whole things; or titles of things that can be picked up from a desk.
Examples: magazines, newspapers, long narrative poems, movies, albums, television shows, plays

Correct Dialogue Quotation: Remember that a change in speaker requires a new paragraph. Capitalize the first word in a quoted sentence. Don't capitalize the first word of a continuing quote that was interrupted by a speaker tag.
Examples: She said, "You are crazy. However," she paused, "it is crazy to be in love with you."
Include quotation marks before and after the speaker's words. Place commas and periods inside (to the left) of the closing quotation marks.
Examples:
"I think you're wrong," said Victor.
Sal replied, "I know I'm right."
When dialogue is interrupted by comments or speaker tags, and then continues in the same sentence, begin the rest of the dialogue with a lower case letter.
Examples: "I realize," she paused to reconsider, "that I may have been mistaken." "You are crazy. However," she paused, "it is crazy to be in love with you."

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Correct Direct Quotation: Follow these rules for direct quotations:
▪ When using the exact words of an author, this is known as a *direct quotation*. Include quotation marks before and after the author's exact words. The citation of the author or title and page number are placed within parentheses following the quotation and end with a period.
Examples: The author stated, "Over 90% of Americans support the law" (Shetler 32).
▪ Don't use *dropped quotations*. A dropped quotation is a direct quotation used without an introduction. Always use a signal phrase to introduce a direct quotation.
Signal Phrase Examples: The author suggests (adds, argues, asserts, cites, claims, describes, discusses, emphasizes, lists illustrates, notes, observes, reports, states)
▪ Place question marks and exclamation points inside (to the left) of quotation marks, if part of the quoted sentence, but outside (to the right) if not.
Examples: Dr. Mosely comments, "What if the studies are proven wrong?" (Shetler 33). Did Dr. Mosely mean "studies are proven wrong"? (Shetler 33).
▪ Colons and semicolons go outside the closing quotation marks.
Examples: "Ask not what your country can do for you. Ask what you can do for your country" (Kennedy): these words were President John F. Kennedy's most memorable. Kennedy explained, "We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty"; however, he continued, "All this will not be completed within the first one hundred days" (Kennedy).

Correct Indirect Quotation: An *indirect quotation* uses the author's idea, but not the exact words, so no quotation marks are used. The paraphrase must be accurately to preserve the source's ideas. Use only your own words to paraphrase.
Example: The author said that the species was endangered (Johns 45).

Correct Quotation within a Quotation: Use single quotation marks inside a quotation for a quotation or a title in quotation marks within a quotation.
Example: He asked, "What did Dr. King mean by 'free at last' in his famous speech?"

Revising a Direct Quotation: This quotation is too long and can be made more concise (brief) without changing the author's point.
▪ Remove words from a direct quotation by using the ellipsis (…) inside the quotation marks. Only remove information that is irrelevant (that which does not directly apply) from the quotation.
Example: The author suggests that "Rural counties… face challenges that urban counties do not" (Abner 35).
▪ You may also choose to substitute an unfamiliar word with a better word choice by surrounding the new word choice with brackets.
Example: The rapper said, "Don't talk [nonsense] if you don't wanna hear."
▪ Additionally, indicate a spelling or grammatical error by including [sic] following the error.
Example: The mayor texted, "Why don't they teach speling [sic] anymore?"

Needs Block Quote Citation: For any quotation of more than four lines, indent one-half inch from the margin and double space without quotation marks. If the quotation has more than one paragraph, indent the first line of the second paragraph an extra 1/4 inch.

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End Comments

Potential: This first draft has real potential. For your second draft, focus your revisions on X

Revisions: The revisions on your first draft have significantly improved this second draft. You can continue to develop your writing by X

Chief Strength: The chief strength of this writing is X Use this as a model and do more of this throughout X.

Connections: You make a strong connection between X and X. Make more of these connections to improve your writing.

Planning: Your writing shows a tremendous amount of careful planning. My key suggestion would be X

Research: You have spent a considerable amount of time and made the effort to research this topic thoroughly. One more suggestion would be to X

Originality: Your writing demonstrates a significant amount of original thought. To improve your final draft, focus on X

Writing Style: Your writing style is consistent and original. I would suggest X

Content: The content and ideas presented throughout are impressive. Consider X

Audience: You have been especially considerate to your audience throughout your writing. Think about adding the following: X

Argument: You have built a convincing argument throughout this essay to support your claim. To make your argument even more conclusive, try X

Controlling Idea: You have maintained the controlling idea of your thesis statement throughout this essay. What you need to do now is X

Characterization: Your character development is creative and thorough in this story. However, X

Exposition: The exposition (basic situation) is creatively established at the beginning of your story. To move the story along, you might consider X

Plot Development: Your plot development includes all the essential elements of effective story-telling. For additional revision, you might X

Dialogue: Your use of dialogue is authentic, and it includes actions, inner character thoughts, and description. The variety of speaker tags is helpful. You might X

Edit and Complete Final Draft: Spell check and ask others to edit by suggestion additions, deletions, corrections, and substitutions. Afterwards, complete your final edit, resolve the comments, click the "Editing" tab in the upper right corner of your Google doc and select the "Viewing" dropdown to re-read. If satisfied that this is your best work, share your document. I look forward to reading

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Essay Direction Words

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

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

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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.

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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.

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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.

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Essay Rules

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

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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.

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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

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1. Definition

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

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Introduction Strategies

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2. Question

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

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Introduction Strategies

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3. Reference to Common Knowledge

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

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Introduction Strategies

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4. Quote from an Authority

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

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Introduction Strategies

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5. Preview of Topic Sentences

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

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6. Startling Statement

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

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Introduction Strategies

DQ REPS BC

7. Background

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

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8. Controversy

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

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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."

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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.

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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.

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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.

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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."

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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 wi

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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.

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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...

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Conclusion Strategies

GQ SALE SC

1. Generalization

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

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Conclusion Strategies

GQ SALE SC

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2. Question for Further Study

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

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Conclusion Strategies

GQ SALE SC

3. Statement of Significance

States why the proven thesis statement is important or relevant.

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Conclusion Strategies

GQ SALE SC

4. Application

Applies the proven thesis statement to another idea or issue.

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Conclusion Strategies

GQ SALE $C

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5. Argument Limitations

Explains how or why your conclusions are limited.

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Conclusion Strategies

GQ SALE 9C

6. Emphasis of Key Point

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

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Conclusion Strategies

GQ SALE SC

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7. Summary Statement

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

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Conclusion Strategies

GQ SALE SC

8. Call to Action

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

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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.

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Writing Style

4. Generally be sort of specific in your writing.

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

6. Prepositions are not good to end sentences with.

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Writing Style

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

8. Avoid similes like the plague.

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

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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.

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Writing Style

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

14. Parenthetical remarks should (usually) be avoided.

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

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Writing Style

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

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

18. Of what use are rhetorical questions?

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Writing Style

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

20. Cease, desist, and stop wordiness.

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

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Writing Style

22. It goes without saying to avoid using formulaic phrases.

23. Never write no double negatives.

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

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Essay Numerical Hierarchy

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

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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

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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

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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

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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

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Transitions

Contrast

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

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Transitions

Contrast

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

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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

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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

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Transitions

Time

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

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Editing Marks

Correct spelling

Delete

~~a very good man~~

Close gap

be fore

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Editing Marks

Reverse — that new one

Add a word — stays in a brick 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

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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

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Editing Marks

trans	transition
wordy	excessively wordy
ww	wrong word
	needs new ¶
¶	paragraph
v	word or letter omitted
//	lacks parallel structure

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