

THE WRITING RESOURCE PACKET

LANGUAGE ARTS

**BY
MR. VICTOR**

Writing is a skill essential for success beyond academics. To be an effective communicator is the only way a person truly gets heard.

"If you cannot write well, you cannot think well, and if you cannot think well, others will do your thinking for you." George Orwell

THE WRITING PROCESS

The “writing process” consists of approximately seven stages and is the method people who write use. Therefore, as it is one of the goals to become proficient writers for both the future and state writing tests, we will learn and use this writing format.

Stage One: Pre-writing

This is the preliminary stage to writing a paper and is designed to help you make your plan. It begins when you decide to write or when you are given a writing assignment. You, the writer, should not be concerned with perfection, spelling, and sentence structure in this stage. Your goal is to search for potential starting points, experiment with them, and eventually focus on one idea for writing. Pre-writing consists of methods to help you overcome the dreaded “writer’s block.” The three most often used types are “Brainstorming,” “Clustering,” and “Free-writing.” Your goal is to choose and use whatever works best for you.

Stage Two: First Draft

In this stage you begin to develop an idea, topic, your focus. Here is where you begin to organize and expand your ideas, but we are not looking for perfection yet, so do not stress yourself out. Just take off from your “pre-writing” and write as much as possible on your topic/ideas.

Stage Three: Sharing/Peer Editing

In sharing we exchange papers with another writer or writers, read and see if the paper covers the topic, addresses the appropriate audience, follows a logical order, has appropriate examples, and is coherent. In this exchange we mark up each other’s papers pointing out what works in the paper, asking questions where we are confused, and making suggestions for improvement for the next draft. We begin to clarify and polish here.

Stage Four: Second Draft

After you have made your preliminary revisions, this is the stage where you re-write your paper from your own revisions, clarifying the focus of your paper, and begin to show some polish.

Stage Five: Sharing and Revising

Here we again exchange papers with another writer or writers and make suggestions for fine-tuning the paper/writing. We look focus, structure, grammar, sentence structure and variation, word choice, spelling, support, organization, etc—the total package.

Stage Six: Editing

This is the stage where you polish up your paper, make final adjustments, and look for spelling, punctuation, capitalization, and grammatical errors. Your goal is to produce a well-thought and well written paper, your final draft—the paper/writing you want to submit for the best grade.

Stage Seven: The Final Draft/ Publishing

This final stage is where you produce your final polished copy. This is the copy you want to turn in as your final product. For publishing, you make all corrections trying to make a perfect copy free of errors.

NOTE: IN THE DRAFT STAGES, YOU MAY END UP WRITING SEVERAL DRAFTS. REMEMBER, WRITING DOESN’T COME IN PERFECTION ON THE FIRST OR SECOND TRY, EVEN THOUGH YOU NEED TO BE ABLE TO EXPRESS YOURSELF CLEARLY FOR CERTAIN TIMED WRITINGS.

PRE-WRITING GUIDELINES

The following are three ways that a writer can begin to write a paper of any kind and length. This is a skill you will need to learn and use in order to make the most of your time and opportunity to succeed on any timed writing, future writing, or writing assessment test. **The most important key to this is that you don't worry about spelling, punctuation, or complete sentences.** You just need to do a brain dump on paper.

BRAINSTORMING:

When you "brainstorm," your thoughts fly out in all directions. You start with a subject. Then you quickly list everything the subject makes you think of. You can brainstorm alone or in groups.

Keys to brainstorming:

1. Do not stop to judge what you have listed, worry about spelling or capitalization.
2. Don't stop until you run out of ideas.
3. It's okay to list silly ideas because your goal is to generate as much as possible on a topic or writing situation in a short period of time, so you can have a starting point to write from.

CLUSTERING:

Clustering is sometimes called mapping, or webbing (because it looks like a spider web). This method is a visual kind of brainstorming. Here's how it works: 1) write your subject in the center of your paper, and then circle it. 2) around the subject, write related ideas you think of. Circle these, and draw lines to connect them with the subject or with each other. 3) keep going. Write new ideas, circle them, and draw lines to show connections.

Keys to clustering:

1. This works well for some, as does brainstorming, but neither are for everyone. You need to choose one of the methods you feel most comfortable with.
2. This method really helps to get you to draw connections quickly; but remember, the connections you draw may not be with the original subject—that's okay. Again don't worry about spelling.

FREE-WRITING:

"Free-writing" is the method where you write whatever comes to mind on a given topic or phrase. This is done on a timed basis for three to five minutes. You just keep writing, without stopping.

Keys to free-writing:

1. Write down your topic/phrase first. Then write whatever that topic/phrase makes you think of.
2. Do not stop or pause. If you can't think of anything to write, keep writing the same word until something else pops into your head.
3. **DON'T WORRY ABOUT SPELLING, PUNCTUATION, OR COMPLETE SENTENCES.** Your goal is to just do a brain dump on paper of anything that comes into your head. Turn off your editor and just write.

Note: In doing our free-writes throughout the year, you will be able to choose which method works best for you. You should know all of these and try each one, but **use what works best for you.**

PRE-WRITING EXAMPLES

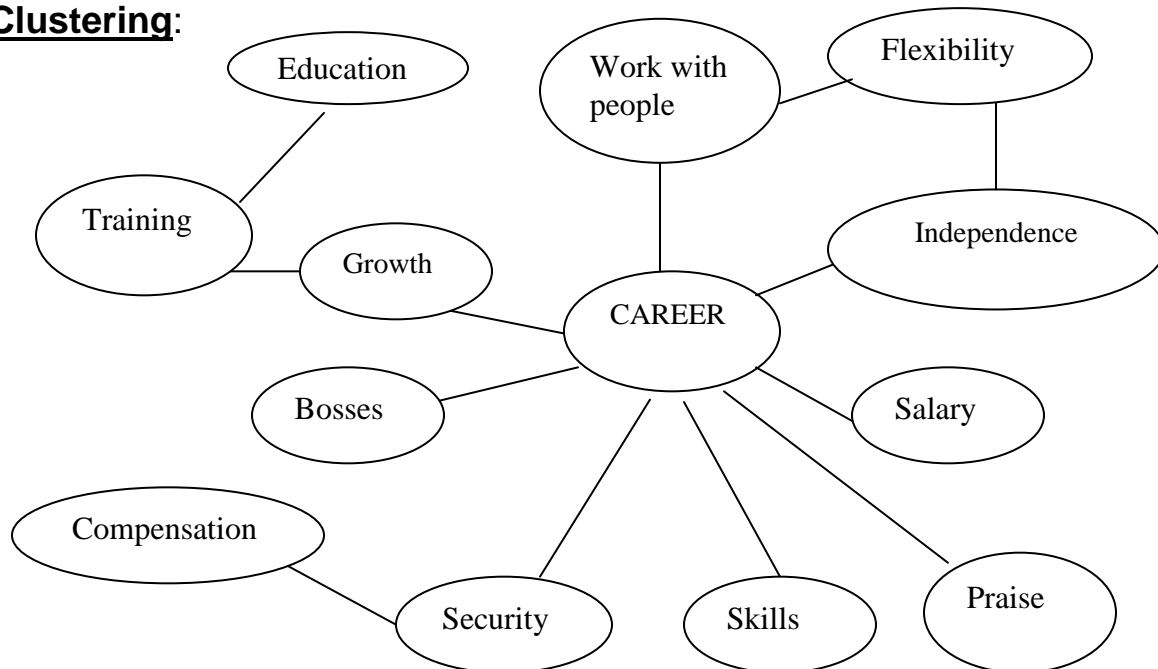
Brain Storming:

-Topic: What's Important For A Career

- Security
- Independence
- Praise
- Growth
- Fun
- Education
- Compensation
- Salary

- Work w/people
- Training
- Flexibility
- Bosses
- Schooling
- Demands
- Location
- Skills

Clustering:



Free Writing:

→ Gee, I'm not sure about what career choice I'd want or
→ what to do, but I think I would like to work with
→ people, people people and not be stuck behind a desk I
→ think the job would also have to offer some flexibility,
→ independence to allow me some freedom to express
→ myself without fear of retribution Security and
→ compensation packages are also important to me for
→ the job. I'd like to be well compensated for my work
→ and have a benefits package that was real good.

FORMAT FOR THE PARAGRAPH

The following explains the parts necessary for writing good, solid, well organized paragraphs. When writing use all these parts and remember your goal is to make sure the reader knows exactly what you are trying to say. The “Golden Rule” for writing is “Tell them what you’re going to tell them, tell them, then tell them what you told them.”

1. **The Topic Sentence:** This must be a complete sentence with **3 parts**: the topic clearly stated—what you are going to write about, the point you are going to make about that topic, and the number of reasons you will discuss concerning the main topic. This is a general statement—your take on the topic. (**You Must Include the Main Topic in This Sentence!**)

Example: (TS) There are several reasons why traveling in South Korea is a favorite activity of mine.

2. **First Point:** This has **3 parts**: it begins with a transition, then makes a statement that relates to, expands, and elaborates the topic sentence, and restates the main topic in new words. It is the first idea you want to develop concerning your topic sentence. It identifies a specific point of support for the topic sentence to be developed and is one sentence long.

Example: (1st Pt.) First, when I travel around this country, I get to take in many new experiences.

3. **Examples:** Are detailed explanations/support of what you said in your point sentence. **They must be two or more sentences long**. The first sentence must explain what you said in your point sentence; the remaining sentences must give specific details or situations that clearly show/prove what you mean. (Don’t just tell, give concrete details, something that actually happened. **Examples must show and answer HOW or WHY and tie back to the topic**).

Example: (Ex.) Traveling through South Korea, I see many temples like Sonamsa, Hwamsa, Songkwangsa, Baegyangsa, and Unjusa I have never seen before. They are quiet places nestled in the mountains that gave me an opportunity to relax, contemplate, enjoy nature and listen to the soft chanting of monks. I also see many of the unique green grass burial mounds that scatter the mountainsides and the traditional Korean style villages with their distinct pointed roof lines and architecture that are all very new to me.

4. **Second Point:** This too must relate to the topic sentence and further develop the focus. This sentence has **3 parts like the first point sentence**. **It must begin with a transition**, it must have a new point on the topic, and it must include the topic restated in new words.

Example: (2nd Pt.) Second, traveling gives me the opportunity to experience the outdoors.

5. **Examples:** Again, **this must be 2 or more sentences long**: the first sentence must explain what you said in your point sentence; the remaining sentences must give specific details or situations that clearly show/prove what you mean, and tie back to the topic. Make sure you are on topic, and clearly show/prove/explain what you mean/meant in your second point—Do Not Assume anything.

Example: (Ex.) For example, each time I visit one of the temples in South Korea, I get to see the beautifully colored and fertile mountains that change for every season from the lush green of spring and summer, to the barren trees of fall and white blankets of winter. I also enjoyed smelling the clean fresh air, drinking pure mountain water, exploring densely vegetated trails, and listening to meditative streams along the dirt paths sprawling over the mountains. I take many pictures to capture this beauty and revisit it over and over again.

6. **Third Point:** Here is often your final statement for elaborating on the topic sentence. Not every paragraph must have a third point, but we often use them when we have a lot to say. **It too has 3 parts: it begins with a transition** showing its relation to the rest of the information in the paragraph, makes a statement about the topic, has the main topic in new words.

Example: (3rd Pt.) Third, I enjoy traveling because I encounter different cultures and people.

7. **Examples:** Once again you must explain and support what you said in the third point. Remember, **this must be 2 or more sentences long:** the first sentence must explain what you said in your point sentence; the remaining sentences must give specific details or situations that clearly show/prove what you mean, and tie back to the topic. Make sure you are on topic, you have clearly shown/proven/explained the WHY or HOW. Don't assume!.

Example (Ex.) As I travel around South Korea, I get exposed to many traditional arts like Korean pottery, dance, music and clothing; all very interesting and unique in flavor. The traditional clothing, for example, is very bright in colors mixed together and often has symbolic animals or characters on them. In addition, I meet wonderful people wherever I go. They are all so generous, kind, and very curious to know about me. They ask me to sit and eat or drink with them, are so easy to talk to, and a pleasure to get to know. I have never gone anywhere without having a positive cultural exchange and conversation with the people of Korea.

8. **The Concluding Sentence: This Must Have 3 Parts:** it begins with a transition, it summarizes the three points you made in your paragraph in new words, and refers back to the main topic of your paper. (You Must Include the Main Topic in This Sentence!)

Example: (CS) Consequently, traveling around South Korea is an enjoyable and a favorite activity of mine because there is so much to see, the countryside is beautiful, and it has a rich culture and people.

Note: Use this format to write your paragraphs following the step-by-step procedures. Make sure you use the identifiers so you know you have all your parts for the paragraph. The “**IDENTIFIERS**” are the (TS) (1st pt.) (Ex.) (2nd Pt.) (Ex.) (3rd Pt.) (Ex.) (CS). **YOU WILL NEED TO PUT THESE IN EVERY SINGLE DRAFT YOU WRITE/TYPE**. Also, use the “Plan For The Paragraph”/Organizers and the “Paragraph Examples” to help write.

You must also use “**TRANSITIONS**” in your point sentences and concluding sentence in order to get a passing grade. See “Transitional Words” page 20, the “Common Mistakes in Paragraphs” pages 54-56, and the paragraph examples that follow. (**Typing: 10-12 Font, Times New Roman or Courier**).

TITLE: come up with a creative, interesting, catchy title that draws the reader into your paper. Think of those magazine titles that capture your attention and make you want to read them. Come up with similar title for your papers that introduces your topic and entices the reader to read. A title like “My Favorite Thing to Do” limits the audience to only you. So try something like “Snowboarding Beats Football Hands Down.” Remember, **this MUST BE IN 3RD PERSON ONLY**.

Journey through 'The Land of the Morning Sun'

(TS) There are several reasons why traveling in South Korea is a favorite activity of mine. **(1st Pt.)** First, when I go exploring this country, I get to take in many new experiences that make me realize how wonderful it is to be alive. **(Ex.)** Trekking through South Korea, I see many temples like Sonamsa, Hwamsa, Songkwangsa, Baegyangsa, and Unjusa I have never seen before. Each offers me a different perspective of the unique Asian architecture, central Buddha figure and prayer room, and the particular layout that distinguishes one temple from another. Every temple is such a quiet place nestled in the mountains that give me an opportunity to relax, contemplate, enjoy nature and listen to the soft chanting of monks. I also see many of the distinctive, large green grass burial mounds that scatter the mountainsides all over the country and the traditional Korean style villages with their distinct pointed roof lines and architecture that are all very new to me. Each and every day I go on a journey amazes my eyes. **(2nd Pt.)** Second, roving all over Korea gives me the opportunity to take pleasure in and experience the outdoors. **(Ex.)** For example, each time I visit one of the temples in South Korea, I get to see the beautifully colored and fertile mountains that change for every season from the lush green of spring and summer, to the barren trees of fall and the white blankets of winter. I also enjoyed smelling the clean fresh air of the forests, drinking pure mountain water, exploring densely vegetated trails, and listening to meditative streams along the dirt paths sprawling over the mountains. I take many pictures to capture this beauty and revisit it over and over again relishing my experiences. **(3rd Pt.)** Third, I enjoy wandering because I encounter and learn about the different cultural aspects and people and people of this land. **(Ex.)** As I tour around South Korea, I get exposed to many traditional arts like Korean pottery, dance, music and clothing; all very interesting and original in flavor. The traditional clothing, for example, is very bright in colors mixed together and often has symbolic animals or characters on them. These hanboks, which are made out of colorful silks, are all hand-sown and designed like pieces of art that could put on the wall as decorations. In addition, I meet wonderful people wherever I go. They are all so generous, kind, and very curious to know about me. They ask me to sit and eat or drink with them, are so easy to talk to, and a pleasure to get to know. I have never gone anywhere without having a positive cultural exchange and conversation with the people of Korea. **(CS)** Consequently, traveling around South Korea is a pleasing and a beloved activity of mine because there is so much to see, the countryside is beautiful, and it has a rich culture and people.

☺ The items in parenthesis are the **(Identifiers)** and the words that are underlined are Transitions ☺

This Sponge Absorbs the Power of Knowledge

(TS) From the numerous concepts I have learned in English, there are three that stand out most of all. (1st Point) First, I have discovered the way I think and what ideas are in my mind. (Ex.) In English class, we were doing a paragraph assignment about the many ways that people think, called Multiple Intelligences, and trying to find out what each of our dominant intelligences were. By completing a written evaluation asking about what I enjoy doing, value, and frequently take part in, I found that my primary intelligence is naturalistic. I believe that this is a true assessment because I am extremely concerned about the pollution of the environment and want to find an occupation in preventing it. I hope to become an environmentalist and establish organizations that work to pick up litter and find innovative ways to keep the earth, air, and water clean. (2nd Point) Second, I gained the knowledge to give an oral presentation even though at first I was extremely discouraged. (Ex.) When I was assigned to do a speech on what I have found out about myself so far this year in English, I inquired my teacher, Mr. Victor, for advice on how I could keep my voice from shaking so much of nerves. I ended up crying because I felt so overwhelmed to do a three-minute-long speech before the judgmental watch of thirty-four students. Mr. Victor gave me a tissue to mop up my tears, took a seat on a nearby desk in the classroom, and told me that I would just need to remember to introduce the topic by stating all the parts of my presentation, explain each section thoroughly, conclude by summarizing the main points of the central idea, and practice in front of a mirror until I gain the confidence that I know what I am trying to convey is perfectly clear. By following these guidelines and preparing and planning in advance, I am now capable of confidently giving clear, descriptive presentations without my voice quivering as much. (3rd Point) Third, I have mastered the skill of analyzing someone else's paper, which helps me in correcting my own. (Ex.) Before I was in Mr. Victor's English class, I had little understanding of how to peer edit a paragraph until he taught me the proper way of doing it. Mr. Victor has explained to me the correct method of looking at a person's paper from title to concluding sentence and writing specific comments saying what has been done well and what needs to be improved for each sentence in between while investigating every line for all the parts required to obtain a passing grade. At the end, we conduct a P.Q.P., which stands for Praise, Question, Polish, in which we praise the writer on what was excellent about their paper, question them about something that was unclear in their writing, and tell them the items they need to fix the most. After being educated on the format of peer editing and P.Q.P.ing other people's papers, I now have the ability to critically look at my own paper to make sure each sentence has all the elements needed to receive an exceptional grade and that the wording makes sense and is easy to comprehend. Plus, by inspecting somebody else's paper, I can see how to incorporate brilliant ideas into my own writing and try not to make the errors they may have made. (CS) Therefore, what I have internalized this year in English class is how the world is and how it could be in my mind, how to prepare for and stay calm when performing a speech, as well as the right way to correct other peoples' and my own paper.

☺ The items in parenthesis are the (Identifiers) and the words that are underlined are Transitions ☺

This Orange Makes Her Mark

(TS) With my True Colors experience, I learned that I am truly an orange for three main reasons. (1st pt.) To begin with, I found that the way I behave as an orange is to be very “competitive.” (Ex.) This is true because I like to play competitive sports, such as softball. In fact, one time I was up to bat and the pitcher hit my hand. It was skinned badly and it was hard to continue my at bat; however, I knew I could not give up, so I tried hitting again, hit the ball, and helped my team score the winning run. (2nd pt.) In addition, being an orange I found that my ability matched up most with “entertaining.” (Ex.) For example, whenever I am given a script, I memorize it quickly and easily. Recently my teacher gave me script for a “practice audition” and I had it down in about five minutes! (3rd pt.) Lastly, as a true orange, what I value most is my “performance.” (Ex.) I know that I have confidence in myself. When I have to take tests, I know that I can do well on them, and do the problems on the test right away. Also, when I do extra curricular activities (such as softball and acting class), I know that if I just keep practicing on batting or whatever I need to work on in acting class, I will have a good performance in both. (CS) In short, I believe that I am an orange True Color because of my competitive behavior, my entertaining ability, and my highly productive performance.

☺ **The items in parenthesis are the (Identifiers) and the words that are underlined are Transitions** ☺

Priceless California Gold

(TS) I discovered that although there are four True Colors that each person in the world has, mine dominant color is gold for a variety of reasons. (1st Point) One, as a gold, I find that I behave rather responsibly. (Ex.) For example, when I am assigned an important assignment in school, I do my best not to procrastinate and try my hardest to do well. On a science project in the sixth grade, I wrote at the very least two paragraphs on each step of the project even though it required just a few sentences. Although I did all this to make sure that it was as perfect as possible, I still managed to finish the project a few days earlier than it was due because of my diligence. (2nd Point) Two, some other golden qualities that I possess are my organizational abilities. (Ex.) For example, in my binders and backpack, I strive to make sure that everything is always in its proper place. In my backpack, I have designated compartments for my binders and papers, my AR books and art supplies, and the writing utensils I will need to get out quickly in class. In my binders, I have places for each of my subjects and all the necessary tabs under each subject. I have two binders, one for English and Math and one for Science and History. In my first binder, English resides in front with my writing packet and then all the essential tabs, and then comes Math with all the tabs under it. For my second binder, first is Science with my workbook and all its tabs, and next there is History with all of its tabs placed in a structured manner. This delineation allows me to always be on top of each and every subject without having to waste valuable time rummaging through my backpack to find the items I need for each and every class. (3rd Point) Three, I significantly value loyalty to everyone, especially my family being a strong gold. (Ex.) One time when I eavesdropped on my mother's private conversation, I obtained information I was not supposed to hear. My mother was talking on the phone to my uncle, discussing that he was coming to visit from Scotland in about a month. I accidentally overheard the whole discussion from the dining room although I was not to find out until the day he arrived. When my mother discovered that I knew the surprise, she asked me not to mention to my brother and sister that my uncle was coming to stay for a while. Although I was tempted at times to tell, I kept that succulent secret until the day my uncle arrived at the airport reinforcing the trust and commitment I have towards my family and others. (CS) All in all, my True Color is gold because I act sensibly, compromise great arranging skills, and credit devotion and confidentiality towards everyone.

☺ The items in parenthesis are the (Identifiers) and the words that are underlined are Transitions ☺

"MY DAY"

(Topic sentence) My day usually breaks down into three main events. **(1st pt.)** First, I have to contend with the early morning. **(example)** Like that TV commercial for Coast soap, I don't make the transition from zombie to zippity-doo-dah until my shower, after which I dress in whatever's clean. **(2nd pt.)** Next, I go to school. **(example)** I'm lucky to have a slacker morning schedule because my afternoon classes really push the envelope. **(3rd pt.)** Finally, I do battle with the evening. **(example)** I bag groceries down at Publix until about ten, and then I get to conjugate Spanish verbs and read neat stuff like Beowulf. **(concluding sentence)** My folks tell me these are the best days of my life--yea right!

Note: This paragraph is far from perfect, but it gives you an example of what to do and not to do, and how to use the identifiers, transitions, and the parts. If this were a classmate's paragraph, your job would be to make suggestions on every line on what works, what doesn't work, and give ideas on how to improve it (see "Peer-Editing" & "PQP" pages for the how to comment).

Strumming the Strings of Vibration

(TS) Playing the guitar is my favorite thing to do for three main reasons. (1st pt.) First, I love getting the opportunity to play for an audience. (Ex.) There is no greater feeling than playing music for people who want to listen. Watching them follow my notes and seeing their expressions of appreciation not only make it fun to play, but it's really nice to see other people enjoying it too. (2nd pt.) Second, I love learning about new tricks that can be done to make the songs unique. (Ex.) For example, I recently learned a pull-off, which is where I would pull my finger off a string so that the note sounds without the string being picked. There are all sorts of techniques like this that make playing the guitar interesting and fun. (3rd pt.) Third, I love to learn songs by my favorite bands. (Ex.) That way, I can play along with a song instead of just singing along. Plus, I get to improve my listening and playing skills by copying what I hear. (CS) In short, playing for an audience, learning new techniques, and learning songs that I like make guitar my favorite thing to do.

******NOTE: this paragraph is not perfect because its topic sentence is very basic and not creatively worded, the point sentences do not clearly show the 3 parts, the examples need to go farther and include the main focus of the paragraph, and the word choice and sentences need more variety.**

Who Says Dribbling is Just for Basketball Fanatics?

(TS) After inventorying what I enjoy doing in my free time, I realize that playing soccer is my favorite activity for a number of reasons. (1st Pt) To begin with, soccer is great cardiovascular exercise and it makes me feel physically fit. (Ex.) Running up and down the field gets my arms and legs working which causes me to develop corporal strength. Whenever I sprint back to defense to retrieve a loose ball kicked by the other team or dribble down to the opposing goal to score, all the tendons in my muscles are tightening and stretching and my heart is pumping rapidly as I stride across the field. Even though it is harder to run on a muddy field, since the muscles in my legs are hard and athletic and my heart is healthy, I do not get as out of breath as I would had I not worked in soccer to tone my muscles into shape. Since this gives me the confidence that I have the ability to run a marathon consisting of ten miles uphill without so much as a side ache, I love how soccer gets me to exercise and results in this physical self-assurance. (2nd Pt) Next, because I get the chance to have fun with my friends, participating in soccer is a beloved activity of mine. (Ex.) For example, I take pleasure in acting crazy with two of my closest friends on the team. During games, after we score a goal and we are ahead, we perform a silly ritual of celebration we created. All three of us drop to our knees, roll on the ground, and say, “We better stop, drop, and roll because we are on fire!” If I did not have people to socialize with during the season, soccer would not be as fun as when I have such favorable company. (3rd Pt) Finally, I get excited while competing and try my hardest to win while engaging in soccer. (Ex.) Every time the ball comes my way, I have an overwhelming adrenalin rush and all I want to do is present my best to beat the other team. I either dribble down the field as fast as my legs can take me weaving in and out of players to find access to the goal, or I pass the ball to one of my open teammates carrying high hopes that they will score to win the game. When I kick the ball passed the outstretched hands of the goalie into the corner of the net, I throw my arms up in celebration fueling the fires of competition, feeling absolutely unstoppable, and all I want to do is score more to keep the other team from catching up for a chance to beat us. (CS) Therefore, playing soccer is a favorite activity of mine because I get an enormous workout, I am happily engaged with my friends, and I am eager to contend and succeed.

Note: This “Favorite Activity” Paragraph goes much farther into detail, uses an assortment of words for the same ideas, and varies its sentence structure. Focus on the differences of these two.

Who Says 'No Man is an Island?'

(TS) Through Multiple Intelligences I found that I am an Intrapersonal person for several reasons. (1st pt.) To begin with, I do well when I am left alone to study. (ex.) When I study alone, I can get more accomplished than when I work with someone. This is true because with others I tend to get off task and have conversations that do not relate to the information I need to be studying. (2nd pt.) In addition, I am one of those people who is able to learn from their successes and failures in life. (ex.) Every time I do something well or not so well, I always take time to evaluate how I could have done better. For example, as I learned to do this structure of writing in English class, I did not score that well on my first attempt; so, I looked at the problem and figured that I needed to stay focused, have strong examples, watch my grammar and spelling, include all my identifiers, and use transitions to get a good grade. (3rd pt.) Lastly, I know I am an Intrapersonal person because I have very high self-esteem. (ex.) I do not worry about what others say about me, nor do I have to "fit in" or be popular to feel good about myself. I know that I am a good and happy person who likes to help others, so I can easily look at myself in the mirror and smile back at my own reflection. (CS) All in all, I know I am a true Intrapersonal person because I tend to be independent, I always like to evaluate my performance/work, and I have high self-esteem.

MULTIPLE INTELLIGENCES PARAGRAPH

Keep Nature Clean and Enjoy It Instead of Destroy It

(TS) After taking the Multiple Intelligence evaluation, I discovered that my dominant intelligence is naturalist for three main reasons. (1st Pt.) To begin with, I enjoy being out in the wilderness surrounded by nature because I am truly a naturalist. (Ex.) For example, I get pleasure from camping in the forest with my family. Whenever we travel up to the mountains for a relaxing weekend, I gaze around at the tall, lush, green trees, the slimy crawly insects, and the natural beauty of the mountains, streams, and wildlife. I breathe in the fresh, non-polluted air, listen to the birds merrily chirping their melodic songs, and the gentle rushing of water through rocks in a nearby stream, and I feel at peace mentally and physically with the natural world knowing that all is proceeding the way life meant it to. (2nd Pt.) In addition, as a naturalist intelligent person, I appreciate interacting with animals in my free time. (Ex.) Whenever I am finished with my homework, I play with my golden hamster named Caramel. For a long time without getting the least bit bored, I can watch her burrow in the wood shavings in her cage, ferociously stuff her cheeks chock full of pellets and sunflower seeds, run in her exercise wheel thinking that she is actually going somewhere, and sniff around at the surroundings of her cage. I am also entertained by letting her scurry across my hand, up to my shoulder, and down my back, where I catch her. When I hold her, I love feeling those tiny feet moving on me, the tingly sensation it makes when her miniscule nails gently brush across my skin and her soft fur lightly sweep across my face, and hearing the barely discernable sniffing sounds her breathing makes. (3rd Pt.) Finally, I exhibit the strength of developing ideas to preserve nature and prevent pollution and hope to find an occupation concerning this in the future. (Ex.) I wish to become an environmentalist when I graduate college to protect the forest from deforestation by making it illegal to cut down more than a certain amount of trees each year. I additionally wish to stop the pollution of the air from nearby factories by researching and developing ways to purify the atmosphere and methods of manufacturing products without having to contaminate it. I also hope to reduce the amount of wastes people dump into waterways by discovering safer ways of disposing of excess substances and constructing filters to clean the water and stop people from carelessly flinging their used trash everywhere by having stricter law enforcement against littering, so that we can keep this planet clean since it is the only one we have to live in and share. I will go straight to the government to pass laws against the harm we are inflicting upon this planet and establish organizations with the sole purpose to replenish and clean the earth we have thoroughly defiled. (CS) In short, I am without doubt a naturalist Multiple Intelligent person because I benefit from being outdoors surrounded by nature, take pleasure in dealing with animals, and aspire to someday work to avert the abuse of our blue earth.

Note: Again, this is a better paragraph because of the abundant and specific details, strong central focus, and the variety of words and sentences. Your goal is to be able to do the same.

An American Tragedy

(TS) The whole world was affected when America was attacked on September 11th, 2001. (1st Pt.) First, terrorists attacked America's great symbols to destroy Americans' beliefs. (Ex.) They attacked the Twin Towers, which represented power, wealth, and success. America's enemies also attacked the Pentagon, a symbol of America's strength. They did all this because the attackers see America as a country of greed, power, and they wanted to knock down all that Americans believe in. (2nd Pt.) However, Americans rushed to help the victims. (Ex.) Across the country, people came and stood in lines for hours to donate blood. Rescue teams worked around the clock trying to save lives, and many died doing so. President Bush and New York's Mayor Guiliani sprang into action by talking to and assuring the people of the nation. (3rd Pt.) Last, the world rushed to support America. Both Palestinians and Israelis lined up to give blood. South Korea and other European countries set aside a day of mourning. (CS) To sum up, although America was attacked, both the world and America rushed to help the victims.

Summary Paragraph for:

Hoffman, Kathryn. "United in Grief." Time for Kids. Sept. 21, 2001: 4-5.

PLAN FOR A PARAGRAPH

SUBJECT: _____

Topic Sentence: _____

1st Point: _____

Ex. Sent. 1 _____

Ex. Sent. 2 _____

2nd Point: _____

Ex. Sent. 1 _____

Ex. Sent. 2 _____

If this paragraph includes only **two** main points, go directly to the bottom of this sheet and fill in the item labeled "Concluding Sentence."

3rd Point: _____

Ex. Sent. 1 _____

Ex. Sent. 2 _____

(It is possible that your paragraph can contain more than three main points.)

"Concluding Sentence": (This statement, not repetitious--certainly not an exact restatement of your topic sentence—it finishes driving home your point and serves as a concluding remark)

Note: The golden rule for writing is "Tell them what you're going to tell them, tell them, then tell them what you told them"—hence the paragraph plan.

**Sample Paragraph
Graphic Organizer**

Name _____

Date _____

Period _____

Topic/Question: Why? How? What?

Topic Sentence (Part of topic, say something, and # of reasons):

(1st Pt.) _____,
Transition word,

Example Sentence #1a (explains the PT)

Example Sentence #1b (shows/proves the 1st EX)

(2nd Pt.) _____,
Transition word,

Example Sentence #2a (explains the PT)

Example Sentence #2b (shows/proves the 1st EX)

(3rd Pt.) _____,
Transition word

Example Sentence #3a (explains the PT)

Example Sentence #3b (shows/proves the 1st EX)

****Note: put a transition on the line for the 3 PT's and choose 1 of the 5 for the CS****

Concluding Sentence (In short, Therefore, All in All, Consequently, In summary):
(CS) _____,

(PT) Transitions: (First. Second. Third). (One. Two. Three). or (To begin with. Next. Finally)

**Sample Graphic Organizer
Filled in**

Name _____

Date _____

Period _____

Topic/Question: Why? How? What?

Why is my Multiple Intelligence Bodily Kinesthetic?

Topic Sentence (Part of topic, say something, and # of reasons):

(TS) Although there are eight Multiple Intelligences, I uncovered that I was mostly bodily kinesthetically intelligent for several reasons.

(1st Pt.) One,
Transition word,
as a bodily Kinesthetic
person I am always
moving, twitching, and
can't sit still.

Example Sentence #1a (explains the PT)

It is hard for me to sit very long or not be moving.

Example Sentence #1b When I am in class, I am
always moving around the room, playing with
some toy, shooting baskets or darts, and seldom
stop to stay still for a long period of time.

(2nd Pt.) Two,
Transition word,
since I have a strong
desire to play many
sports, I am a body-
kinesthetic person

Example Sentence #2a (explains the PT)

I am pretty good at number of sports and find it
easy to pick up new ones and do well.

Example Sentence #2b This summer was the
first time I ever played soccer and I scored 5 goals
the first game, 4 goals the second, and three goals
my last game. So, sports come easy to me.

(3rd Pt.) Three,
Transition word,
being bodily kinesthetic I
have a dramatic way of
expressing myself.

Example Sentence #3a (explains the PT)

I seldom talk in a normal way when I am in front
of people.

Example Sentence #3b I am always joking
around and exaggerating things to make life a little
more interesting. For example, I often change my
voice tones and say things like people are looking
at me as if I had 7.452 heads.

Concluding Sentence (In short, Therefore, All in All, Consequently, In summary):

Therefore, I understand that my dominant Multiple Intelligence is bodily kinesthetic because I am always in motion, have a natural talent in athletics, and an entertaining way of expressing myself. (Use one of the transitions above for your CS)

Transitional Words

You can also increase the coherence of paragraphs and essays by using **transition words**—words or phrases that help the reader move smoothly from one sentence to another and make the relationships between sentences clear.

The following are some common transitions and their uses:

Words used to clarify, introduce illustrations of your points (Ex sentences):	1
--	----------

For example, for instance, in other words, that is, to put another way

Words that can be used to add information (details, facts-Ex Sentences):	2
---	----------

Again, also, additionally, in addition, another, and, besides, for example, for instance, moreover, furthermore, next, likewise, finally as well, along with, equally important

Words that can be used to show comparison (similarities-Ex Sentences):	3
---	----------

In the same way, similarly, likewise, like, as, also

Words that can be used to contrast things (show differences- Ex Sentences):	4
--	----------

But, however, otherwise, yet, although, still, on the other hand, even though, on the contrary, nevertheless, despite

Words that can be used to show time or chronological order (Pt. Sentences):	5
--	----------

(First, second, third,) (one, two, three,) (to begin with, next, finally/last,) then, meanwhile, eventually, later, before, during, afterward, until, when, as soon as, today, tomorrow, next week, yesterday, immediately

Words that can be used to show location (or spatial order-Descriptive ¶):	6
--	----------

Above, across, against, along, among, around, away from, behind, below, beneath, beside, between, beyond, by, down, in back of, in front of, inside, into, near, off, onto, on top of, outside, over, throughout, to the right, to the left, on the right, on the left, under

Words that can be used to emphasize a point (Ex Sentences):	7
--	----------

For this reason, again, truly, to emphasize, to repeat, in fact,

Words that can be used to conclude or summarize (CS Sentences):	8
--	----------

In short, consequently, therefore, to sum up, all in all, so, thus, in summary, (**in conclusion, is used ONLY as a transition for the concluding ¶ of the essay**)

Name: _____

Date: _____ Per: _____

Paragraph Rubric

CONTENT

Exemplary – 4	Accomplished – 3	Adequate – 2	Developing – 1
Title: Makes a statement Topic Sentence: Excellent Precise Transitions: Four Concrete Points: Three Clear Evidence/Examples: Six Clear / Specific Concluding Sentence: Excellent	Title: Is a label Topic Sentence: Good Clear Transitions: Three Concrete Points: Three Understandable Evidence/Examples: Four / Accurate Understandable Concluding Sentence: Good	Title: Unrelated Topic Sentence: Fair Vague Transitions: One - Two Concrete Points: One - Two Vague Evidence/Examples: Two Vague / On topic Concluding Sentence: Poor	Title: None Topic Sentence: None Rambles Transitions: None Concrete Points: None Rambles Evidence/Examples: None General /Rambles Concluding Sentence: None

MECHANICS / PRESENTATION:

Exemplary – 4	Accomplished – 3	Adequate – 2	Developing – 1
Spelling: No Errors Vocabulary: Mature / Precise Grammar: No Errors Correct Word Use: No Errors Punctuation: No Errors Sentence Variety: Excellent Presentation: Neat/Double Spaced Typed / Ink	Spelling: 1 - 4 Errors Vocabulary: Expanded Grammar: 1 - 4 Errors Correct Word Use: 1 - 4 Errors Punctuation: 1 - 4 Errors Sentence Variety: Good Presentation: Fairly Neat Typed / Ink	Spelling: 5 - 9 Errors Vocabulary: Basic Grammar: 5 - 9 Errors Correct Word Use: 5 - 9 Errors Punctuation: 5 - 9 Errors Sentence Variety: Basic Presentation: Readable Ink	Spelling: Numerous Errors Vocabulary: Simplified Grammar: Numerous Errors Correct Word Use: Numerous Errors Punctuation: Numerous Errors Sentence Variety: Simplified Presentation: Careless Wrong Color Ink

COMMENTS:

Name: _____

Date: _____

Period: _____

Paragraph Rubric

	Exemplary – 4	Accomplished – 3	Adequate – 2	Developing – 1
Title	Creative, capitalized title with Correct spacing	The title has potential and is Spaced/Capitalized correctly	The title is weak and spaced/ Capitalized incorrectly	None (missing a title)
Topic Sentence	Topic sentence is excellent & Creatively introduces the topic	Topic sentence is good & Introduces the topic	Topic sentence is fair & On topic	Topic sentence rambles or is missing the topic
First point with example sentences	*Specific first point that begins with a transition *Two or more example sentences which clearly support first point	*General first point that begins with a transition *Two example sentences that generally support first point	*Vague first point that begins with a transition *One-two example sentences that fairly support the first point	*Lacks first point/no transition *No example sentences or example sentences do not support first point
Second point with example sentences	Specific second point that begins with a transition * Two or more example sentences that clearly support second point	General second point that begins with a transition * Two example sentences that generally support second point	Vague second point that begins with a transition * One-two example sentences that fairly support the second point	*Lacks second point/no transition * No example sentences or example sentences do not support second point
Third point with example sentences	*Specific third point that begins with a transition * Two or more example sentences that clearly support third point	*General third point that begins with a transition * Two example sentences that generally support third point	*Vague third point that begins with a transition * One-two example sentences that fairly support the third point	*Lacks third point/no transition * No example sentences or example sentences do not support third point
Concluding sentence	*Excellent concluding sentence *Strong summary of points	*Good concluding sentence *Good summary of points	*Poor concluding sentence *Poor summary of points	*No concluding sentence *No summary of points
Grammar and mechanics	*Proper grammar and mechanics *Excellent word choice *Few, if any, fragments *Superior sentence variety *Written in the correct person *Few, if any errors in Punctuation and/or Caps	*Few errors in grammar and mechanics *Good word choice *Several fragments *Acceptable sentence variety *Error in the person *Several errors in Punctuation and/or Caps	*Many errors in grammar and mechanics *Fair word choice *Many fragments *Poor sentence variety *Several errors in the person *Many errors in Punctuation and/or Capitalization	*Excessive errors in grammar and mechanics *Repetitive word choice *Excessive fragments *No sentence variety *Written in the incorrect person *Excessive errors in Punctuation and/or Caps
Requirements	Correct <ul style="list-style-type: none"> • heading • Identifiers • spacing • font • type • margins 	A few errors in <ul style="list-style-type: none"> • heading • Identifiers • spacing • font • type • margins 	Many errors in <ul style="list-style-type: none"> • heading • Identifiers • spacing • font • type • margins 	Excessive errors in <ul style="list-style-type: none"> • heading • Identifiers • spacing • font • type • margins

PARTS OF THE ESSAY

THE INTRODUCTION: (Part One)

1. **HOOK:** This grabs the reader's attention. It can be a question, a brief story, a startling statistic, an interesting fact, or an appropriate and related quote. It must relate to the topic. It can be one or more sentences but must be in **3rd Person Only**, and **should combine several**.
2. **GENERAL DISCUSSION OF TOPIC:** Here you expand your hook by getting more into your topic. You need to look at both sides of an issue, the opinions people might have on the issue or topic, or just some general information about the topic. Plus, this part must connect to the hook and logically lead up to the thesis. However, **it should not use any of the key points in your thesis**. It will most likely be several sentences and is in **3rd Person Only!**
3. **THESIS:** This is the sentence that tells the reader what your paper will discuss. It is the last sentence of your introductory paragraph, it must have three or more specific points, and the points must be specific yet broad enough to be developed into the connected individual body paragraphs. **Use this three part FORMULA: (1) (state the topic or key part of the question) (2) BECAUSE OF (3) _____, _____, and _____.** Put your 3 main points (the 3 body paragraph topics to develop) in the blanks.

THE BODY: (Part Two)

These are the paragraphs that follow the exact order of the 3 main points you stated in your thesis. Each individual body paragraph needs to be at least 8 sentences long and depends on how much info you need to make your points. The way you determine what each paragraph is going to focus on is by the "main points" you made in your thesis. Each of those individual points must be developed into "connected individual paragraphs" that have all of the following parts:

1. **TOPIC SENTENCE**—This has 4 parts: it must begin with a "transition," be a complete sentence that identifies the topic (one of the points from your thesis), relate to the overall topic of the paper, and has either the number of things or the specific ideas you will discuss in the paragraph about that specific point you made in the thesis. **THIS MUST INCLUDE A REWORDING/REFERENCE TO THE MAIN TOPIC OF THE PAPER (THE FOCUS)! Do not use the exact same words for you point from the thesis**
2. **FIRST POINT**—This comes from the topic sentence; it is an elaboration of it; it specifically breaks down and supports the topic; it's the first idea you want to develop; a statement that relates to and defines your topic sentence. **It has 3 parts: a transition, clearly identifies one of the specific points you will make/show/prove, and a rewording of the point in the (TS).**
3. **EXAMPLE**—This is a detail, a support, or explanation that elaborates on the point you just made. It is two or more sentences long: the first sentence must explain/show your point; the remaining sentences must give specific details that tie back to your point and the main topic of the paper. **You must clearly show what you mean and connect back to the main topic.**
4. **SECOND POINT**—This is the second point that extends and continues to define, support, and explain your topic sentence. Again **It has 3 parts: a transition, clearly identifies one of the specific points you will make/show/prove, and a rewording of the point in the (TS).**
5. **EXAMPLE**—Again this is a supporting detail that gives the example, explanation of your point. It is two or more sentences long: the first sentence must explain/show your point; the remaining sentences must give specific details that tie back to your point and the main topic of the paper. **You must clearly show what you mean and connect back to the main topic.**
6. **CONCLUDING SENTENCE**—This sentence has 3 parts: **it begins with a transition, summarizes the point of your paragraph, and connects the paragraph back to the main topic of your entire paper** without using the exact same words in the TS. **It must begin with a transition** to alert the reader you are done making your points and it **MUST INCLUDE A REWORDING/REFERENCE TO THE MAIN TOPIC OF THE PAPER (THE FOCUS)!**

**** Note for (TS) & (CS) sentences: if the (TS) is general, the (CS) is specific or visa versa. Vary the presentation of the (TS) and (CS)—see essay examples. ** (general doesn't clearly state the pts./specific states the pts.)**

*******KEY NOTE FOR BODY PARAGRAPHS*******

EACH AND EVERY BODY PARAGRAPH MUST HAVE ALL OF THESE PARTS!!! THIS IS A MINIMUM OF EIGHT SENTENCES AND SIX PARTS. THE GOAL IS TO BE SPECIFIC AND TO CLEARLY SUPPORT AND DEVELOP YOUR IDEAS WHILE TYING EVERYTHING INTO YOUR FOCUS. YOU MUST TIE BACK TO THE TOPIC.

► **NEVER ASSUME THE READER KNOWS WHAT YOU ARE TRYING TO SAY!!**

THE CONCLUDING PARAGRAPH: (Part Three)

THIS HAS THREE PARTS THAT MUST APPEAR IN THE PARAGRAPH.

1. Restate thesis in new words (**this has three parts**: it begins with a transition, it restates the thesis in **new words/same order**, and includes the main topic).
2. Summarize the main points of the paper (this is an overall opinion on the topic or the overall point you're trying to make in a couple of sentences—**look for ideas that will drive your point on the topic home—answer: “What is it that I want the reader to understand?”**).
3. End with a clincher statement, a comment, idea, observation, quote, or question that leaves the reader with something to think about. **Do Not Repeat Your Hook! THIS IS IN 3rd PERSON ONLY and must reach out to all people!**

TRANSITIONS:

YOU MUST USE TRANSITIONS IN YOUR BODY PARAGRAPH TOPIC SENTENCES AND CONCLUDING SENTENCES. YOU SHOULD ALSO USE THEM BETWEEN THE POINTS AND/OR EXAMPLES AS NEEDED TO DRAW EMPHASIS, MAKE A CLEAR CONTRAST, OR AS NECESSARY FOR CLARIFICATION. SEE THE “**TRANSITION USAGE & VARIATION**” PAGE 38.

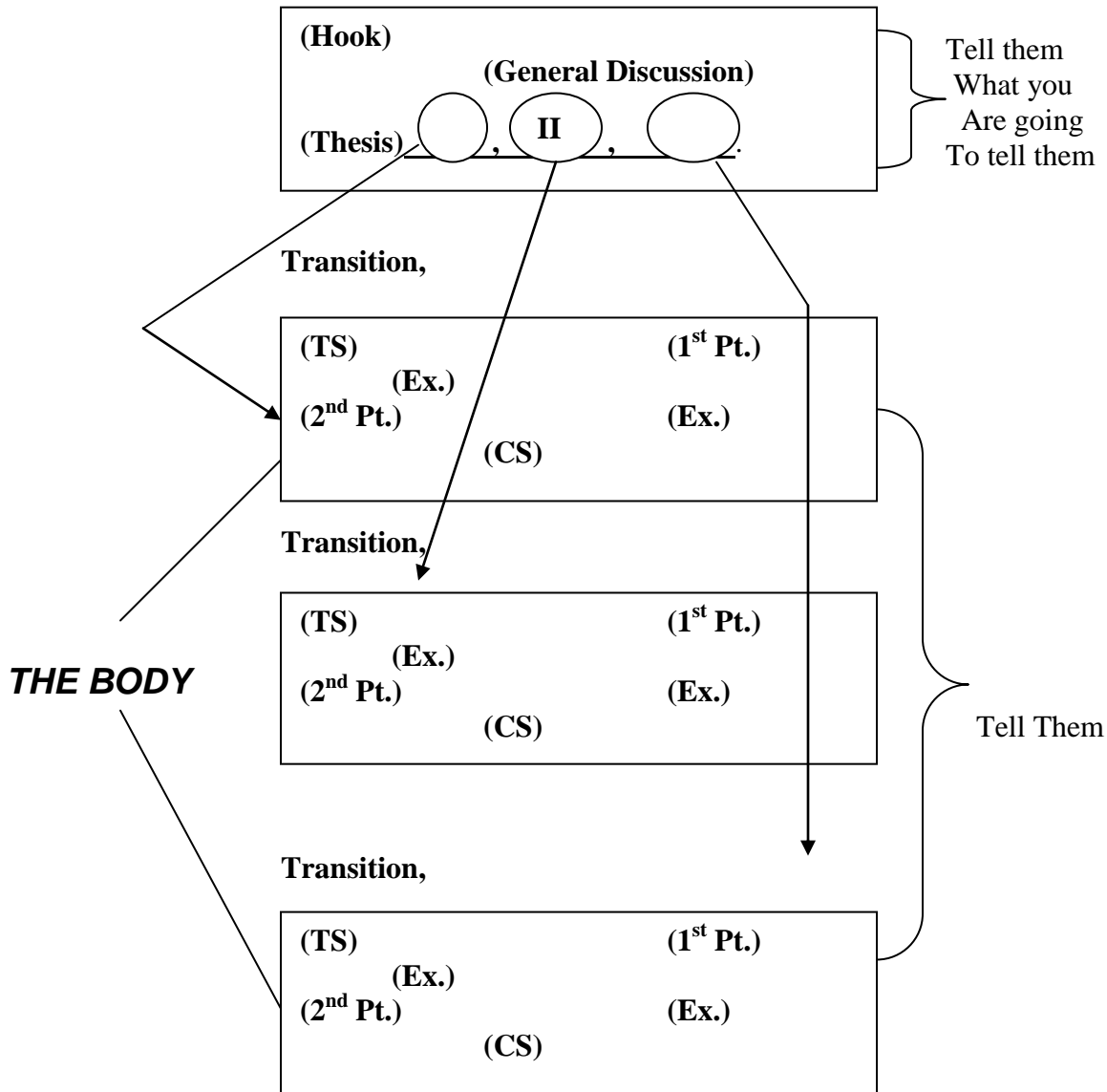
FINAL and ALL DRAFTS:

ALL OF THE DRAFTS OF YOUR ESSAYS MUST SHOW EACH OF THE PARTS. THEY MUST BE IDENTIFIED WITHIN THE PARAGRAPHS IN PARENTHESES AS IT RELATES TO THE TYPE OF PARAGRAPH AND ITS PARTS—INTRODUCTION, BODY PARAGRAPHS, CONCLUSION. SEE EXAMPLES ON FOLLOWING PAGES FOR THE USE OF THE CORRECT IDENTIFIERS.

TYPING:

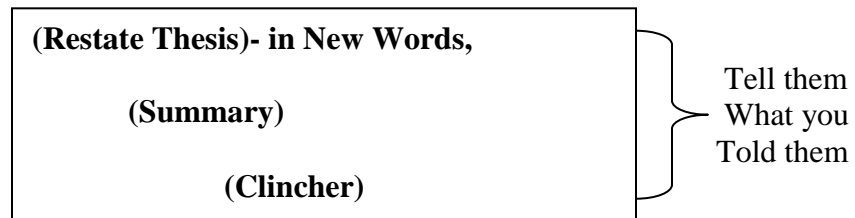
ALL FINAL DRAFTS MUST BE TYPED IN 10 OR 12 FONT SIZE, TIMES NEW ROMAN OR COURIER FONT, SINGLE SPACED, WITH TYPED NAME, DATE, AND PERIOD IN TOP RIGHT HAND CORNER. SKIP A LINE AFTER YOUR HEADING AND CENTER YOUR TITLE. SKIP ANOTHER LINE AND BEGIN YOUR INTRODUCTORY PARAGRAPH. YOUR MARGINS SHOULD BE NO MORE THAN 1 ½ INCHES ON THE LEFT AND NO LESS THAN 1 INCH ON THE RIGHT, TOP, AND BOTTOM.

INTRODUCTION



CONCLUDING PARAGRAPH

Transition,

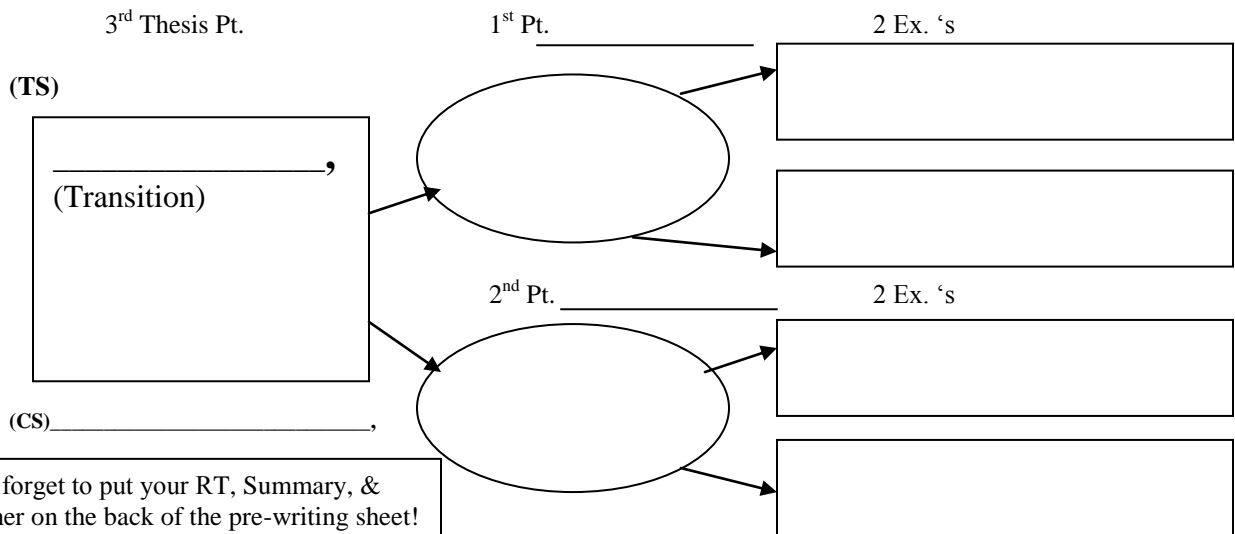
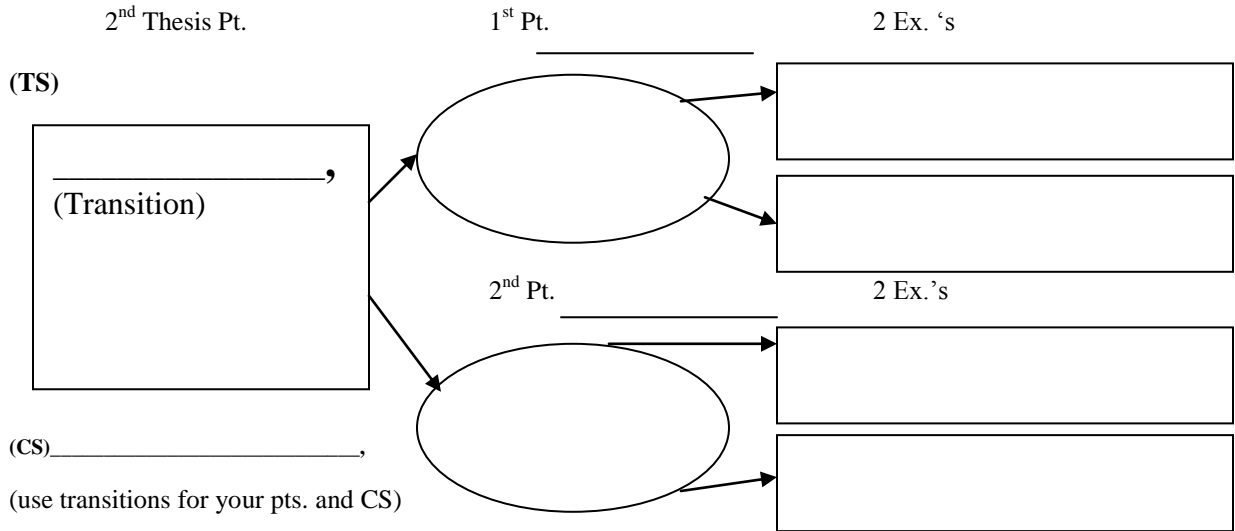
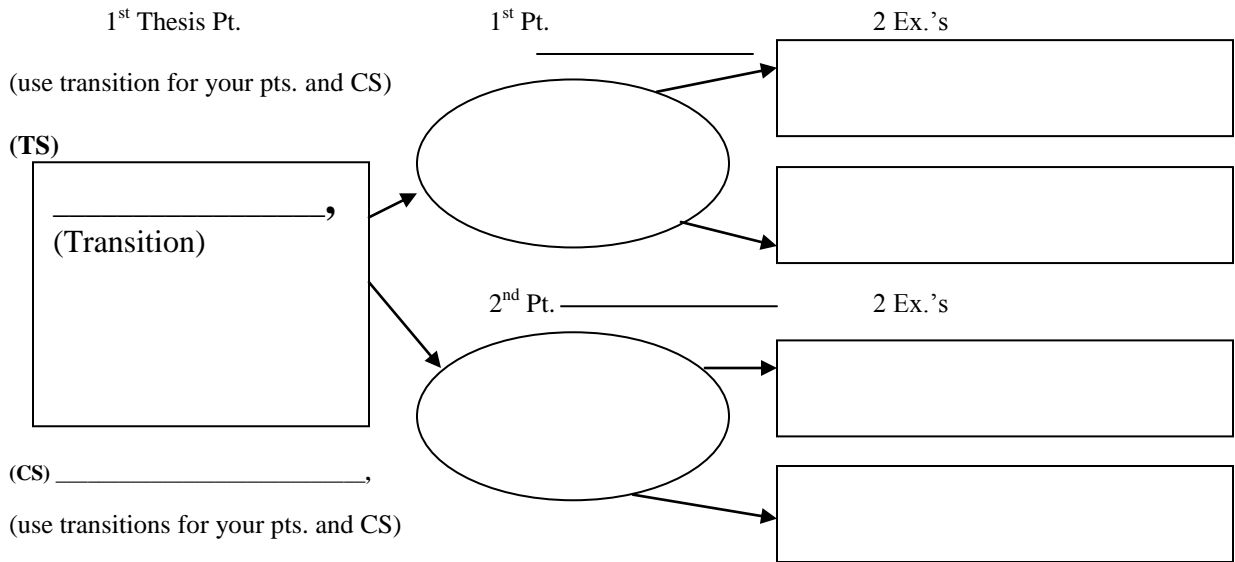


Main Topic: _____	Name: _____
	Date: _____ Period: _____

HOOK: _____

GDT: _____

THESIS: _____



Don't forget to put your RT, Summary, & Clincher on the back of the pre-writing sheet!

Main Topic: Why do kids drop out of School?

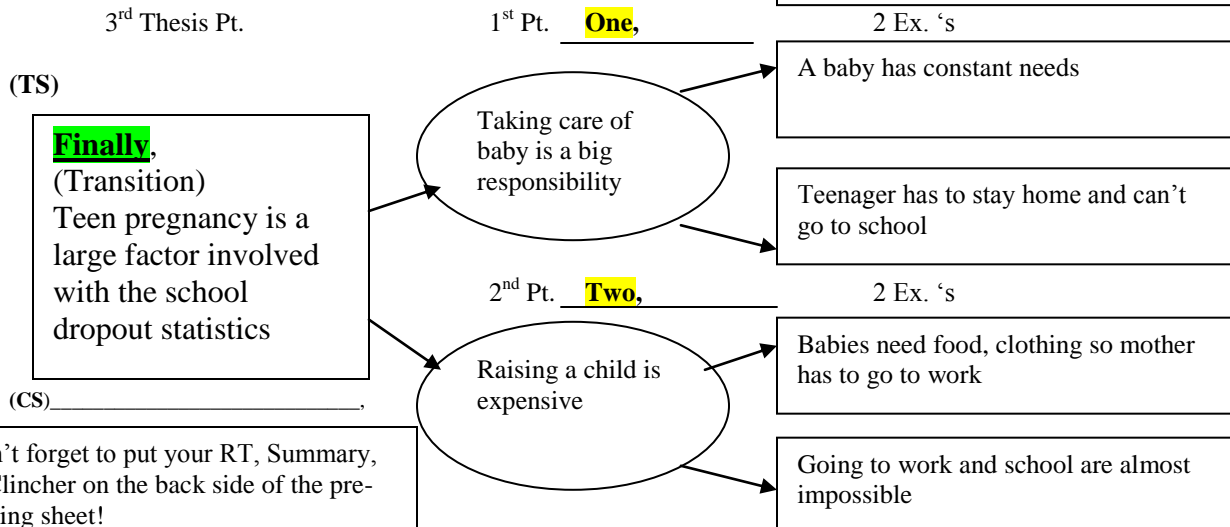
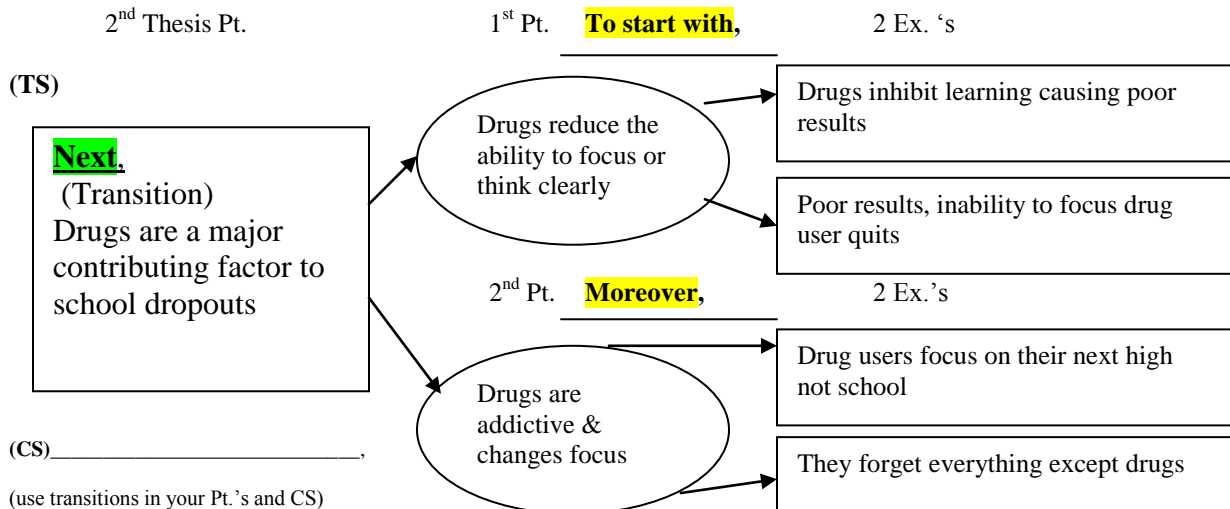
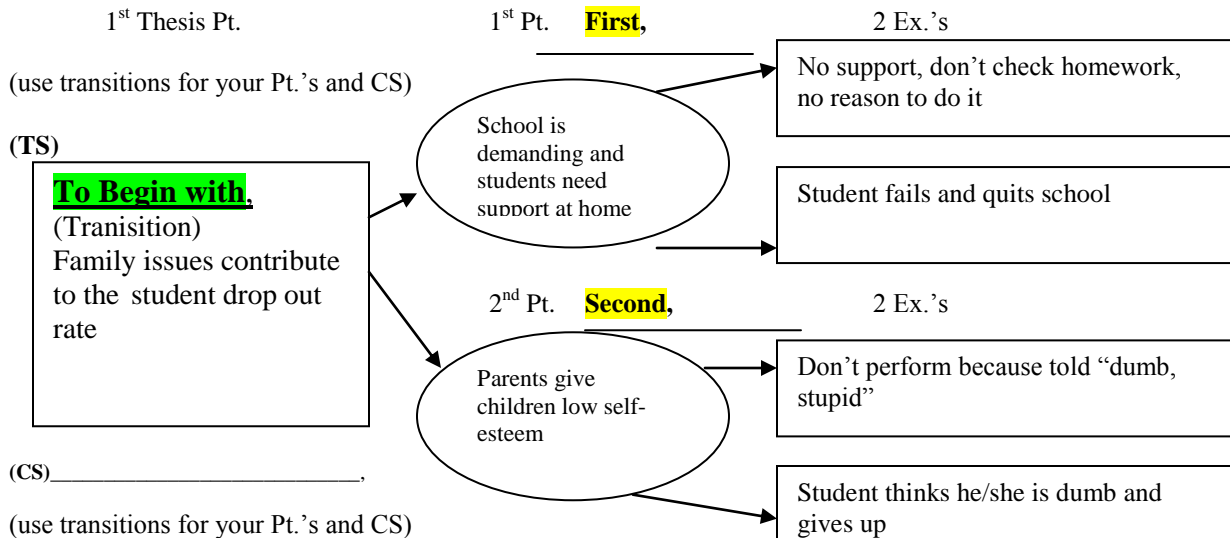
Name: _____

Date: _____ Period: _____

HOOK: _____

GDT: _____

THESIS: _____



“To Be or Not to Be, That Is the Question?”

(Hook) The drop rate is ever rising in America. So, why do kids drop out of school these days? **(G. D. T.)** There are numerous reasons people think of and none cover every possibility. Some think it's the individual student's fault, others think the problem is with the schools. **(Thesis)** Mainly kids drop out of school because of family problems, drugs, and teen pregnancy.

(TS) To begin with, family issues contribute to the student drop out rate. **(1st pt.)** First, school is demanding and students need support at home. **(Ex.)** If a child doesn't have parents who support homework, check and assist with school work, then the child doesn't see the reason to do the work, ends up failing, and eventually calls it quits on school. **(2nd pt.)** Second, parents sometimes cause children to have low self-esteem which encourages dropping out. **(Ex.)** When children are continuously told they are “dumb” or “stupid,” they believe they are and do not perform in school. This in turn proves the message that is reinforced at home and eventually the student gives up on school. **(CS)** Consequently, students who live in unsupportive home environments and suffer from low self-esteem tend to drop out of school.

(TS) In addition to problems in the home, drugs are a major contributing factor to school dropouts. **(1st Pt.)** To start with, doing drugs reduces a person's ability to think clearly and focus with long term effects. **(Ex.)** Those students doing drugs inhibit learning, causing them to do poorly. In turn, poor results, failure, and the inability to concentrate cause the student to give up on trying and eventually drop out. **(2nd Pt.)** Moreover, because drugs are addictive, those who use drugs focus on that rather than other key elements like school. **(Ex.)** Students hooked on drugs focus on their next high and that is all they are interested in. So, they forget about friends, family, school and give up on everything else except where to get their drugs. **(CS)** In short, drugs and school don't mix because they interfere with the ability to focus on the important factors like education, family, and friends.

(TS) Finally, teen pregnancy is a large factor involved with the school dropout statistics. **(1st Pt.)** One, having to take care of a child is a major responsibility. **(Ex.)** A baby is completely dependent on its parents and its needs are constant. Because of this, the young teenager needs to stay home and take care of her child and can't go to school. **(2nd Pt.)** Two, raising a child is expensive. **(ex)** Because a baby has so many needs like food, clothing, shelter, etc., the mother has to go to work to support and raise the child. Working, unfortunately, doesn't leave much time for going to school. **(CS)** Therefore, caring and raising a child as a teen causes students to drop out of school.

(RT) In conclusion, issue at home, use of illegal substances, and early motherhood are major factors in the rising rates of school dropouts. **(Summary)** Kids who struggle at home do so in school, students who do drugs constantly focus on the next high rather than the importance of school and society, and teens that become pregnant can't possibly focus on school when they have the new responsibilities of a baby. **(Clincher)** So, what is it that people can do to tackle this dilemma? Remember, the children of today are the future of tomorrow.

Dropout Essay Example

(560 words)

This essay has the main essay parts but contains many mistakes in the Intro, Body Paragraphs, and Conclusion; lacks specific examples; and needs more everywhere.

Critical for Survival

(Hook) Everyone has something or someone that plays a crucial part in their lives, but what is it that people hold near and dear to their hearts? (GDT) For some, money or other material items are what they classify as the most prominent objects in life. Others feel that education and personal success are what need to be taken into account. (Thesis) Personally, my family is the most important thing to me because they support, entertain, and provide me with what I cannot do without.

(TS) To begin with, my family is quintessential to me because they are the people I can count on in an array of ways. (1st Pt.) First, when I require assistance with my schoolwork because I cannot think of any ideas of what to write for English class, my sister is vital to encouraging me by helping me complete the assignment. (Ex.) When I could not ponder what to author my final paragraph on for my essay on why teens drop out of school, my older sister promoted me to finish the task by offering suggestions. Since I was extremely discouraged to write an essay consisting of five paragraphs on my first attempt, I began to weep with tears running down my cheeks, but my sister reassured me that essays are similar to composing single paragraphs and told me to do the last paragraph on how children leave school because of teen pregnancy. Because she aided me by performing that noteworthy act, I was able to conclude the work and received an exceptional score. (2nd Pt.) Second, by contributing to my cheerfulness when I am depressed, my mother is substantial to maintaining my mental well-being. (Ex.) Upon the death of our white and gray rabbit, Maxine, my mother comforted me as I was sobbing hysterically of grief and sorrow. She reached out, pulled me into a tight hug, and whispered words of sympathy as my salty tears soaked into her shirt, reminding me that my hamster, Caramel, was still alive. She made me accept that it could be expected since she was old for a rabbit and was in a better place because she might have been suffering of old age while she was living. My mother is absolutely essential for my continuation because she keeps me going morally and knows how to satisfy me no matter how down I am. (CS) Therefore, my family is the most influential thing in my entire existence because they take care of me with my education and emotionally.

(TS) In addition, my family is imperative to me because they amuse me when we ridicule about situations and take me to exciting places. (1st Pt.) To start with, my family and I frequently joke with each other in an enjoyable, slightly deranged, method, which plays the fundamental function of keeping me jubilant. (Ex.) For example, one night before we were all about to go to sleep, my sister was attempting to force my brother, mother, and I to sniff her intoxicating feet by lifting one foot up to our noses. We pushed her away and started laughing while imagining that if any human being were to inhale the smell of her horrible feet, they would immediately keel over to the ground, dead. My sister has the remarkable ability to always invent original, occasionally repulsive, ways to make me giggle and brighten this dreary existence because otherwise, I would be incredibly disgruntled. (2nd Pt.) Furthermore, I cannot live without my family because my parents guide my siblings and I to fabulous locations where we all have a fantastic time together. (Ex.) During the summer vacation, we traveled to France to visit our relatives and witness all the spectacular sites. We flew for fourteen hours on an airplane over the Pacific Ocean to reach our destination, and when we finally arrived, we went to acquaint with our aunt and cousins, ascend the seemingly limitless steps of the Eiffel Tower to look out at the beautiful city below, and gaze at the numerous portraits in the glass, pyramid-shaped Louvre Museum. Although it was rather pricey, my parents made the crucial decision to reserve two weeks out of their hectic livelihoods to take my brother, sister, and I on the most thrilling adventure of our lives for our enjoyment. (CS) Thus, my family is essential for my pleasure because they consistently keep me in high spirits.

(TS) Finally, there is an assortment of techniques that my parents utilize to perform the key duty of supplying me with what I need. (1st Pt.) One, my mother mainly uses her time to go shopping to purchase necessary items for my continued subsistence. (Ex.) In the morning while my siblings and I are attending school, my mom drives to a local grocery store in her light green mini van to acquire food, clothes, and various cleanliness products. She skims the aisles tossing things such as cereal, waffles, bagels, shirts, pants, socks, shampoo, conditioner, and soap into her cart before checking out at the cash register and strolling outside to the parking lot to maneuver the car back to our house. Due to her concern, I have the ability to wear clothes to protect me against the elements, eat food and drink liquids so that I will not starve or become dehydrated, and wash my hair and body so that I will feel and be sanitary. I would not be able to survive devoid of her obtaining all that I necessitate for the basic standards of living. (2nd Pt.) Two, my father plays the considerable role of carrying out employment to be paid money for my family and I to reside contentedly. (Ex.) He is an accomplished civil engineer and additionally referees soccer games nearly every night to earn money for us to live comfortably. Every morning, he drives off to the city of Rancho Cordova, California to exert procedures such as supervising traffic and giving people the permission to execute any type of construction project to collect currency before returning home at around five o'clock at night. In the evening, he departs to the soccer stadium to call fouls, goals, and out-of-bounds between two opposing teams while they are kicking, dribbling, passing, and shooting a ball to make relatively twenty dollars per game. Since he usually referees at least three matches, most of the time my dad does not return home until late at night after a lengthy day of labor. During my childhood he is the person who is the central source of mandatory finances to pay for the house, car, and electricity, as these are the objects that I require for primary survival. (CS) In short, my parents endow me with the essentials I am incapable of going without by procuring indispensable products and implementing a prosperous occupation.

(RT) In conclusion, my direct family is the most important group of people to me because they persuade me to continue with kind remarks when I am in need of bolstering, know precisely how to make me carefree, and my parents make a solid effort to endow all that is compulsory for me in life. (Summary) During periods of joyousness, anguish, success, and failure, a person will look to a favored object or familiar people to be there for them. These things or individuals are valuable to the person by ensuring their welfare in reality. (Clincher) In times of hardship and trouble, who or what is it that a person depends on for condolence?

The Effect T.V. Has On Grades

(Hook) There is a steaming controversy going on in the world today about the effect that television has on the grades of school kids. **(Gen. Disc.)** Some people think such a connection is absurd and grades are purely the responsibility of the individual person. However, television definitely affects grades. **(Thesis)** Television keeps kids from doing their homework, it gives them bad ideas and role models, and it can make them stay up later than they should so that they are tired the next day at school.

(TS) To begin with, television has a tremendous effect on kids' grades because it serves as a vehicle for procrastination and distraction. **(1st pt.)** First, it can keep kids from doing their homework all together. **(Ex.)** Many times, kids will be watching a show and decide to put off their homework until the program is over. Then, when the show is over, they either want to watch another show, or it is too late to do homework and they go to bed. **(2nd pt.)** Second, a lot of kids do their homework while watching T.V. **(Ex.)** This could cause them to mess up or just do a rushed job, which will leave them with a lower grade than intended. **(CS)** Therefore, watching television and homework just don't mix.

(TS) Moreover, television shows portray negative influences on kids in two ways. **(1st pt.)** To start with, watching TV can give kids bad ideas that can affect their grades. **(Ex.)** A lot of T.V. programs can make doing drugs and skipping school sound very cool. So the kids who copy these behaviors end up missing the learning and work in school. **(2nd pt.)** Next, there are also many bad role models portrayed on T.V. **(Ex.)** Beavis and Butthead, for instance, promote vulgar language and absurd gestures for young children. Kids in turn model these actions in school and get suspended, causing them to get zeros for the days they are out of school. **(CS)** In summary, unless television starts to portray better ideas and more qualified role models, the grades of children everywhere will continue to drop.

(TS) Lastly, television can keep kids up too late and this affects their attitude and performance the next day. **(1st pt.)** One, a kid can be watching a good show or movie and won't want to go to bed until it is over. **(Ex.)** What happens after the kid gets hooked into the TV, he says what the heck to the homework and forgets about it. However, the next day will be filled with excuses for why the work was not done and the student falls behind in class. **(2nd pt.)** Two, after staying up all night watching favorite shows or good movies, performance in school the next day is very poor. **(Ex.)** For example, because the student is tired, he misses the notes, gets yelled at for dozing off in class, and most of the day is wasted. He ends up missing all the stuff he needed to know, gets behind, and has to play catch-up. **(CS)** Consequently, kids who stay up late watching the boob tube end up being a boob in school the next day.

(Restate Thesis) In conclusion, television can be a rewarding experience unless kids stay up too late to watch it, practice or follow the bad ideas and poor role models, or put homework off in order to watch. **(Summary)** Since the future is dependant on what we invest in ourselves now, academics should be a priority. So, be responsible enough to know when to stop watching television and to know when it is time to hit the books. **(Clincher)** Remember the old saying, "You can pay me now, or pay me later?"

My English Experience

(Hook) There are some things people love and others hate. I don't know about everyone else, but just the sound of the word English gives me a headache. **(Gen. Disc.)** When most young people think of English, books, grammar, writing, and vocabulary, boredom come to mind. Yes, there are some who think it is a fun and interesting class. For me, however, it is time consuming and not my favorite subject. **(Thesis)** In fact, this year it has been difficult because it meant endless essay writing, learning how to ruin a movie, and understanding some valuable lessons.

(TS) To begin with, the endless essay writing became nauseating for me. **(1st pt.)** The first problem came from the constant writing assignments that were so time consuming. **(Ex.)** I swear we had a different essay topic everyday, and it ended up being nightly homework struggling over how to write on a subject I may or may not have cared about. I hated having to think about how and what to write every night. **(2nd pt.)** Then there was the specific format that had to be used. **(Ex.)** This was difficult because I never had to think about a hook, intro, body, and conclusion, or to have the minimum of six parts to a body paragraph the three parts to the intro and concluding paragraphs. I never did seem to get it down completely and always seemed to be missing something. **(CS)** In short, too many essays with a particular structure made writing a chore for me.

(TS) In addition to the over abundance of essays, we learned how to ruin a movie by analyzing it to death. **(1st pt.)** First we had to break down issues of symbolism and foreshadowing as they related to what was happening in the movie. **(Ex.)** For example, if the movie started off with a black screen, symbolizing a death or tragedy like in The Dead Poet's Society, then we knew the movie was not going to be a completely happy story as with the character Charlie Dalton who gets expelled from school. Or, like winter in Regarding Henry which told us that there was going to be a death of something in that movie, and this occurred for the main character Henry. **(2nd pt.)** Moreover, we had to apply the nasty little plot chart to the action. **(Ex.)** In this we knew who the protagonist and antagonist were, where the conflict began, the climax and the possible resolution. I knew of this before this class, and although it helped me understand movies better, it took almost all the enjoyment out of watching them. **(CS)** Consequently, having to look so deeply into a movie left me tense because I couldn't just sit back and enjoy them or any movie I go to see now.

(TS) Finally, the biggest lessons I learned in English were turning in all work on time and following directions. **(1st pt.)** After countless half credits and zeros, I finally found the key to passing English class. **(Ex.)** It was simple; turn my work in on time. If those long time consuming essays I wrote were turned in on time rather than a day or two later, then I would have gotten full credit and have a chance to pass the class. **(2nd pt.)** Plus, following directions interfered with me getting a passing grade as well. **(Ex.)** I came to the class after it had already started and Mr. Victor handed me a bunch of packets that I didn't take the time to read or follow. He kept telling and pointing out to me to look at the examples but I wouldn't listen and became clueless to what he meant. So naturally I didn't do the work right, follow the directions, and even if I did turn in the work on time, I didn't get all the credit. **(CS)** Now I realize that simply using my planner, following directions, and asking for help if I didn't understand would have solved my problems and given me an opportunity to pass the class.

(Restate Thesis) In conclusion, essays, essays, and more essays, analyzing movies/stories to death, and learning some important lessons sums up my English headaches and experience. **(Summary)** Although I learned a great deal in class, my lessons came too late and I will probably have to take this class for the third time. Furthermore, even though Mr. Victor was very amusing, and at times boring, his class taught me a lot. I was introduced to some movies and books I would never have watched or read on my own, nor analyzed to nothingness, and I learned to write a little better. **(Clincher)** Now that he is leaving this school, I am left wondering what he will do to those poor middle school students. My deepest regrets to them and as for some advice be prepared for lots of writer's cramp ahead.

Truth Lies Unexpectedly

(Hook) Everyone has big dreams for the future, but would anyone ever think about joining the circus? (GDT) In Lucille Clifton's story "The Luckiest Time of All" the main character, Elzie Pickens, tells her great-granddaughter, Tee, about the day she went to join the circus with her best friend, Ovella Wilson during the spring. Along the way, she accidentally hits a dancing dog in the nose with her lucky stone, and surprisingly meets her future husband, Amos Pickens, after he saved her. (Thesis) As Elzie tells her story, the reader comes to understand that she is a truly an adventurous, lucky, and loving person.

(TS) To begin with, Elzie is an explorer because she wants to join the Silas Greene Show and stops to see the dancing dog. (1st Pt.) First, the main character shows her daring nature by deciding one day to just go and join the Silas Green Show. (Ex.) In the beginning of the story, Mrs. Pickens wants to travel all around the world and says, "Nothin wrong at home at home or nothin, we just wanted to travel and see new things and have high times." The Silas Greene Show is "a kinda show that went all through the South... Somethin like the circus." In other words, Mrs. Pickens whimsical desires to run off and be part of this circus without telling anyone other than Ovella exhibits her genuine love for exploration. (2nd Pt.) Second, while Elzie and Ovella were walking to sign up for the circus, Elzie gets distracted by a dog because of her wish to investigate many sights. (Ex.) Elzie chose to take a walk around before signing up for the show saying, "Me and Ovella thought we'd walk around for a while and see the show before goin to the office to sign up and join. While we was viewin it all we come up on this dancin dog." From this distraction, people comprehend that that Elzie is a person delights in discovering new things. (CS) All in all, Mrs. Pickens enjoyment for roaming around makes her a rather nomadic person.

(TS) In addition, Mrs. Pickens is quite fortunate in a few ways. (1st Pt.) To start with, Elzie is lucky because she met her future husband, Amos Pickens, when he saved her at the circus. (Ex.) When Elzie was preoccupied with the dancing dog, she "reached in [her] bag and threw out [her] lucky stone." She did this because everyone else was throwing pennies, but she accidentally threw her rock. Realizing what she had done she stated, "But the stone was gone from my hand and lord, it hit that dancing dog right in the nose!" Right after the misfortune of hitting the dog and the dog starting to chase her, someone was behind the animal to save her. Elzie says he was "The finest fast running hero in the bottoms of Virginia," and that was Mr. Pickens when he was still a boy who rescued her from the dog. She was shockingly blessed because from then on because although she went to see and join the show, she became acquainted with Mr. Amos Pickens who eventually became not only her savior but also her husband. (2nd Pt.) Furthermore, Elzie Pickens is fully favored because she regained the lucky stone she thought she lost. (Ex.) After Amos protected her, they went searching for her stone. "I told him how shiny black it was and how it had the letter A scratched on one side. We searched and searched and at last he spied it!" Elzie was mightily thankful because this rock became the symbol of her loving marriage. (CS) In short, Elzie was intensely fortunate because in her haphazard acts of spontaneity she avoided bodily harm, gained an adoring husband and recovered the symbolic embodiment of her loving marriage.

(TS) Finally, the main character is extremely thoughtful because she cares about the dog, and is generous to Amos Pickens. (1st Pt.) One, Elzie is considerate because even though the dancing dog was chasing her, she still cared about its well-being. (Ex.) After she mistakenly hit the dancing dog in the nose, it began to run after her. Though the dog was intending to gain some blood repayment for being hit, she looked at the event positively and said, "Well, he lit out after me, poor thing. He lit out after me and I flew." Mrs. Pickens is also considerate because she called the animal "cute little dog" even though it was chasing and trying to harm her. Most people would think that the dog was crazy, but she only felt bad for it. (2nd Pt.) Two, when Amos rescued her from the dancing dog, she thanked him cheerfully. (Ex.) Taking her first full glance at Amos, her description was one of pure gratitude. She said, "While I was watchin how the sun shined on him and made him look like an angel come to a poor sinner girl." He had captured the dog by lassoing it with a piece of twine and lowering him. Then when he picked up the dog, handled him tenderly, and went to return the dog with Elzie, she again describes Amos rather charitably. "That showed [Elzie] how kind and gentle he was. . . , and [he] helped me to find my stone." It was these actions that caused Elzie to evaluate Amos benevolently. (CS) Therefore, Elzie is an exceedingly compassionate person because she cares greatly about others.

(RT) In conclusion, Elzie's personality traits of acting incredibly daring, being favored, and friendly shine through as she tells her tale of love to her great-granddaughter Tee. (Summary) In the end, even though Mrs. Pickens and Ovella truly desired being in the Silas Greene Show and traveling around, they lost heart for shows and walked on home. Some activities weren't so lucky, but the quintessential point in their journey was when Elzie met Mr. Amos Pickens. (Clincher) Things don't always turn out the way people expect them to, so what would the world be like if everyone expected the unexpected?

What Does a Mirror Tell?

(Hook) “A glass mirror shows only the skin of the body. The real image of a person is in his willingness to help himself and his family and, as far as possible, all those he comes in contact with. This kind of mirror reveals the very soul of the person.” (GDT) This idea is at the crux of Isaac Bashevis Singer’s story “The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat.” This situation occurs when the main characters, the Skiba family and their animals, find that their lives change after buying a mirror from a peddler. The narrative then reveals the problems that come with the Skiba’s decisions and reflections. (Thesis) The perceptions and actions of the parents, sisters, and animals of the Skiba family truly portray the theme “Appearance vs. Reality.”

(TS) To begin with, the Skiba parents were content with their looks and their lives until they purchased the mirror. (1st pt.) First, Jan Skiba was a poor, but happy, peasant until he saw his reflection in the mirror. (Ex.) He had not even been “curious about [his] appearance” and was satisfied with his life. Once the mirror was installed and he got a glimpse of himself, he became “displeased by his thick lips and his teeth, which protruded like a buck’s.” This reality did not agree with Jan and he was no longer happy. (2nd pt.) Second, Marianna Skiba felt she was pretty enough and did not spend much time worrying about her looks, but when she viewed her image in the mirror, she became rather distraught. (Ex.) She felt that her missing tooth “made her ugly.” Marianna’s vision of reality depressed her so much that she “neglected all the other household tasks.” (CS) Therefore, Jan and Marianna Skiba lived a comfortable life until a mirror appeared in their household and changed their perspective.

(TS) In addition, the Skiba sisters had been pleased with themselves and felt fulfilled with their lives, but the arrival of the mirror changed their optimistic outlook. (1st pt.) One, the first sister was not initially concerned about her looks. (Ex.) In fact, she felt she would one day make a fine marriage probably because she dutifully went about her daily chores. However, this happy view of herself was shattered with one gaze into the mirror. When she saw herself in the mirror, she saw a nose that was “too snub and too broad” and lost her confidence. The reality of her looks upset her and the other sisters “tried to console her that she was pretty enough and would find [a suitor].” (2nd pt.) Two, another sister had been happy with herself and her life until the mirror revealed a flaw. (Ex.) She too felt that she was pleasant looking and was content with her way of life. Nonetheless, looking into the mirror, she saw that her “chin was too narrow and too long.” The reality of her defect disappointed her and she was “no longer as jolly as before.” (3rd pt.) Furthermore, the third sister felt that she was a worthy person and was not too concerned with the way she looked. (Ex.) She, like the rest of her sisters, “only caught a glimpse” of herself “in the bucket by the door.” Unfortunately, when she saw that “her face was sprinkled with freckles,” she desperately wanted to find a way to cover them up. (Ex.) She became self-centered and was “afflicted with the vanity of city girls,” wondering if there was some “salve” she could purchase in the city to remove her defects. Reality then came with a price that was too high for this Skiba sister. (CS) In short, the sisters were comfortable with their looks, but a mirror revealed unworthy physical flaws.

(TS) Finally, Kot, the cat, and Burek, the dog, got along well with each other until the mirror arrived. (1st pt.) To start with, Kot, the cat, was happy thinking she was a dog. (Ex.) In fact, “Burek and Kot lived on good terms, often ate from the same dish, and tried to mimic each other.” However, seeing her true image in the mirror caused quite a disturbance. “The first time the cat sprang on the bench and saw her image in the mirror, she became terribly perplexed.” Realizing she was different, she began to fight with her old friend. (2nd pt.) Likewise, Burek, the dog, was happy thinking he was a cat. (Ex.) He even tried to chase mice and meow to be like Kot. Nonetheless, when he saw himself in the mirror, he discovered, like his companion, that he was different and became extremely agitated. “Soon the dog jumped up on the bench, and when he saw the other dog he became wild with rage and shock” and he too began to fight with his buddy. (CS) All in all, the animals that once lived together in harmony were so distressed with the reality of their looks that “they turned on each other.”

(RT) In conclusion, “The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat” is about the main characters’ views of themselves and how their outward appearances affected the mother and father, children, and the household pets. (Summary) In the end, Jan Skiba spoke to his family, “when you can see and admire” all that is in nature, he was reminding his family that they had lost focus of the real importance of life. (Clincher) Unfortunately, all too many people are caught up in the contraption called the body.

Catching Frisbees or Catching Mice?

(Hook) For many a pet is the best companion. Two of the most common are cats and dogs, but which is better? (Gen disc) There are many dog lovers all over the world. Dogs can guard a house and are fun to play with, but their barking can disturb neighbors. Dog owners also have to clean up after their pet. Many favor cats over dogs. Cats are smaller and a little harder to “play with,” but often require much less attention. (Thesis) Cats are better than a “man’s best friend” because they are cleaner, easier to take care of, and help their owners.

(TS) To begin with, cats are superior to dogs because they are more hygienic. (1st pt) First, cats bathe themselves. (Ex) Cats spend a large portion of the day licking their fur. Because they bathe themselves, frequent baths with water and shampoo aren’t necessary. In contrast, dogs can get very messy and some dog owners must constantly wash their pet. (2nd pt) Moreover, cats use a litter box to relieve themselves. (Ex) All that cat owners have to do to clean up is to scoop out their pet’s droppings every couple of days. Dog owners however, must make sure their dog is not leaving waste in places that it shouldn’t. (CS) To sum up, cats are much neater than dogs because they constantly wash themselves and self-regulate themselves with a litter box.

(TS) In addition, cats are easier to take care of than dogs because they require less attention and do not agitate people. (1st pt) To start with, cats require much less consideration than dogs do. (Ex) Many cats are not social at all, and just want food and water (a litter box helps). Dogs, on the other hand, require walks in which the owner must pick up after them, baths, and sometimes even grooming, and time for play and praise. (2nd pt) Furthermore, cats are less demanding than dogs because they do not disturb others. (Ex) Cats are quiet and usually will not anger neighbors (unless they find “surprises” in their flowerbeds). The neighbors of a dog owner, however, might call the police due to loud barking or piles of excitement on their lawn. (CS) Therefore, cats are less complicated to own than dogs.

(TS) Finally, cats are a much better-quality pet than dogs because they assist their owners. (1st pt) One, cats are hunters, and they catch intruders like rodents around the house. (Ex) While cats catch mice and other unwanted pests, dogs do nothing of the sort. Dogs are often pests themselves chewing, digging, and destroying! (2nd pt) In addition to getting rid of unwanted pests, petting cats can help to relieve stress. (Ex) Studies have shown that petting cats can help to alleviate tension. Dog owners get stress relief from their dogs as well, but do not get to hear the satisfied purrs of a cat. (CS) In short, cats help their owners by catching rodents and reducing anxiety.

(Restate thesis) In conclusion, cats are a more desirable pet than dogs because they are much more tidy, easier to tend to, and assist their owners. (Summary) Cats are more sanitary than dogs because they regularly bathe themselves and use a litter box. Cats are easier handle because they require less attention and do not disturb others. Cats make great companions to their owners by eliminating unwanted pests and removing tension. (Clincher) In the words of Mark Twain, “If animals could speak, the dog would be a blundering, outspoken fellow, but the cat would have the rare grace of never saying a word too much.”

No Substitute Companion

(Hook) “Animals are such agreeable friends - they ask no questions, they pass no criticisms” George Eliot. Yet, people often argue about which pets are the most desirable to own: like a cat or a dog? (GDT) Some feel that dogs are the more intelligent animals because they can be trained to do amazing tricks such as leaping over obstacles and weaving in and out of poles. However, others have the opinion that cats are the higher quality animal because they are quieter and demand less attention. (Thesis) Dogs, however, have more favorable aspects for them than cats because they are good for camaraderie, are playful, and maintain loyalty in cases when their owners are faced with peril.

(TS) To begin with, dogs, unlike cats, are beneficial for their keeper’s well-being in the approach that they force their owners to get exercise and comfort them emotionally. (1st Pt.) First, dogs require daily exercise, which pushes their owners to be active, while cats are an independent and somewhat sluggish species. (Ex.) Since dogs must be walked at least once a day to keep fit and release excrement, their caretaker has to get up off the couch from viewing television, escort it around the block a few times, and in the act, get their own heart pumping. Anyone who has a dog does not have the excuse to be obese because they need to take their pet out every day and in the process are worked out themselves. In contrast, a cat would not put up with being tied on a leash and taken for a stroll. They prefer to roam around on their own or simply take refuge from the rest of the world by lurking in the dark space under the bed, which does not in any way contribute to an owner’s health. (2nd Pt.) Second, dogs are sympathetic and will enliven their depressed owners more efficiently than cats. (Ex.) For example, when one is disgruntled after losing their job, a dog would amble up to them whimpering with its head down and its tail between its legs and rest its head on the person’s knee for them to stroke it. This is useful for humans because they would forget their troubles for a moment and focus on the affectionate creature. Plus, it is sometimes easier to deal with animals than people when a person is frustrated with the world of humans. On the other hand, since a cat usually chooses to be discreet and hide in shadows, closets, and their litter box, it is not concerned for its caretaker’s sentimental welfare, which is of no gain for the person. (CS) Therefore, dogs are more advantageous for people to own than cats as they are more apt to accommodate their masters.

(TS) In addition, dogs are more amusing than cats in numerous ways, which makes them more enjoyable to interact with and be entertained. (1st Pt.) To start with, a dog will enthusiastically take part in a game of catch, while a cat would glare at one with a superior expression on its face if one attempted to engage in recreation with it. (Ex.) One can carry out wonderful events with a dog such as throwing a disc and watching it as his companion lightheartedly bounds across the field and jumps into the air to grab the toy in its mouth before running back and setting it down at the owner’s feet. Dogs are always eager to be paid attention to and will seize anything tossed to them in a frisky fashion. In contrast, a cat does not value physical activity and would probably sit down, stare with a smug appearance, or most likely, turn and saunter away with its tail in the air and its supreme dignity intact if one tried to get it to snatch a Frisbee. (2nd Pt.) Furthermore, a dog is more comical than a cat because it will chase and leap around while a cat would lie on the ground. (Ex.) Dogs will scamper and bounce with people outside in a good-natured way and desire to have as much excitement as possible. Because of their accepting nature, they will submit to being pursued, hugged, and pat by children and adults at any place or time as well as play a game of catch or hide-and-go-seek. Cats, however, are extremely irritable, believe that they are above all other beings, and would probably viciously scratch or bite if one tried to encourage it to scurry about. (CS) Thus, dogs are prominent over cats because they will participate in pastimes such as catching objects and pursuing interaction.

(TS) Finally, dogs would risk their lives to protect and save people while cats would be selfish and only worried about their personal safety or next meal. (1st Pt.) One, in case of emergency, a dog is the best pet and pal because it will be caring for humans in dangerous situations while a cat would flee in a cowardly style or not heed the hazard. (Ex.) If an armed burglar were to break through a window into someone’s house to steal items and possibly injure the residents, a dog would aggressively bark, growl, or snap at the stranger with the intent of guarding the humans from any harm the person may inflict upon them. A dog would rather die than allow anyone to hurt someone that they are close with and will do anything to defend their companions. Since cats do not normally seek out human contact unless there is food involved, they would most likely check to see if the trespasser had any catnip and then dash to a secure location when faced with this scenario. Cats are not defensive creatures and would not endanger their personal existence for the fortification of others. (2nd Pt.) Two, dogs will rescue people in hazardous states of affair while the less valuable cats would not have the courage to be heroic. (Ex.) If a dog’s caretaker were drowning in freezing water and suffering from hypothermia, a dog would immediately plunge into the ice-cold water, swim across to their friend, clamp onto the distressed owner’s shirt collar with its teeth, and drag them safely to shore. By not being self-centered about their own security, they would preserve the life of someone else when they necessitate it most. A cat would observe the person but not go near the liquid because of their fear of water as well as that they would not have the physical ability to salvage the person in such a dire position. (CS) All in all, dogs are more devoted and therefore more preferable than cats because they maintain a sense of precaution.

(RT) In conclusion, dogs substantially surpass cats as the king of companions because they are the perfect pets for people, fun-filled, and apprehensive of others’ security. (Summary) Dogs look to be with people and have a marvelous time; cats, on the other hand, think that they are the finest and do not want to cooperate with beings they feel to be below them. If humans had the personalities of these two types of animals, people with a dog-like character would be the ones that people would want to be around, and cat-like people would be stuck-up, self-centered people. (Clincher) Speaking metaphorically, a dog has a smile on its face while a cat has its nose high in the air.

Who Likes Moving?

(Hook) When I woke up one rainy and foggy morning in late September to hear my parents say once again that we were moving, this time to sunny California, my heart stopped. (GDT) I was completely devastated. I didn't want to leave the life I had in Colorado behind. Not only did I not want to leave my friends, but I also didn't know if a Colorado girl would exactly fit in with the California kids. I thought since I was from somewhere different that no one would even give me a chance. (Thesis) Moving from Colorado to California was hard because I left all of my friends, boyfriend, and thought that it would be hard to make new friends.

(TS) This all began when I went to school that dark, rainy day to tell all my friends that I'd be leaving soon, forever. (1st pt) My friends and I were devastated and heartbroken. (Ex) Most of us just sat around the halls and cried all that day. No matter how hard I tried to be happy with my friends talking about our good times, nothing seemed to lift my spirits. (2nd pt) None of my friends wanted me to go, and I didn't want to leave them. (Ex) My friends gave me gifts and threw me a going away party. It was one of the best and the saddest parties I've ever had. (CS) Even though I didn't want to leave my friends, I knew that I had no choice, and I made my last moments with them some of my most memorable.

(TS) Now telling my boyfriend, Korey, that I was leaving was a lot harder. (1st pt) When I told him, he seemed awestruck. (Ex) I think that night was the first time I've ever seen him cry. He just held me and told me I couldn't go and how terrible it was going to be without me there. (2nd pt) On the night before I left, he took me out to the movies. (Ex) I forget what movie we saw, but the movie wasn't important, just that I was there with him. Because it was the last night I'd ever be with him, it was a difficult and emotional night. (CS) When he dropped me off before I went inside, he told me how much he loved me, and he gave me my last kiss good-bye.

(TS) After I left Colorado and arrived in California, I was so scared the first day at school because I didn't know if anyone would like me. (1st pt) I didn't know if anybody would say "hi" to me, or ask me to sit with them. (Ex) However, at lunch a classmate offered to sit with me and introduced me to some of his friends. (2nd pt) As that first day moved on, I didn't know if anyone really liked me. (Ex) A lot of kids said, "Hi" and told me their names, but then just ignored me. So, I ended up feeling awkward. (CS) For me it was hard to remember all those names and make friends at first but after a few days of sticking with it, I got most of the names right and eventually made lots of friends.

(RT) Consequently, it was a difficult time for me when I moved from Colorado to California because I left some close friends, my beloved boyfriend, and thought it would be an insurmountable task to make new friends. (Summary) I didn't want to move, but after all of the good-byes, I thought of all the opportunities that were in front of me. I miss my life in Colorado, but I have a life here in California as well. (Clincher) Moving was very difficult but everything turned out all right in the end, and my parents even promised me that they'd fly me back to Colorado this summer. What's next?

(Narrative essay example)

Power to Carry On

(Hook) During the sunny and rainy days of the past year, I experienced an ongoing struggle to acquire my black belt and often felt like quitting, yet continued and was satisfied in the end. (GDT) I was right to think that it would be somewhat difficult and I would have to be incredibly persistent to gain what I had strived for during the past five years. After attending ordinary classes to complete the twelve ranks before black belt and nine months of intense preparation, I witnessed what was probably the hardest most substantial test of my life at Santa Clara University and learned a valuable lesson. (Thesis) Although I often felt like relinquishing during the boot camp, the actual black belt test, and endurance part, I discovered that if I persevere, I will eventually succeed and be rewarded for pushing forward.

(TS) After going to nearly five years of Tai Kwon Do classes, twice a week, I was required to attend a training system at my karate center on Tuesdays, Thursdays, and additionally Saturday rain or shine during a nine month time period. (1st Pt.) On the weekdays, my brother, sister, and I would arrive at the location at approximately five o'clock in the afternoon to work out and practice our curriculum for a few hours. (Ex.) As soon as the class began, we would make a one to two mile run around the neighborhood near our karate's location to become fit for the corporal exertion of the exam. I could feel my heart pounding and sweat dripping down my face as my feet repeatedly beat the sidewalk. I truly desired to stop, sit down, drink some water, and rest for a while, but I kept going because I knew I must to get in shape for the test. When we got back to the school, we would practice boxing, kicking, Tae Kwon Do forms, and the Korean language behind the school in a parking lot area over and over again for a couple of hours. At times, I felt frustrated being present all the long hours of attempting to focus on nothing except for karate; however, I was aware that I should continue in order to obtain my black belt. (2nd Pt.) When Saturday finally came, I would go in the afternoon to do mostly endurance exercises, however, also go over curriculum, and check over the journals we recorded in over the course of the week. (Ex.) I would go in the mid-afternoon to the site of the association and jog two miles nonstop in the chilly air on the wet ground. After exercising in the unfavorable weather, we would arrive at the park nearby to do obstacle courses on the damp grass and metal playground to condition our bodies and get them into shape. As I executed pull-ups on the monkey bars, I would tell myself to get my chin all the way over the bar before coming back down. When I was bounding up the stairs two at a time, I thought that it was essential that I reach the top. As I sprinted across the muddy field with flecks of dirt and drops of water flying up around me, I realized that I must get to the edge. When I was leaning with my back against a wall, my knees bent at a ninety-degree angle, and my thighs feeling as if they were on fire, I thought to my self, "undergo just a few more minutes of pain." Although I was in agony and the bodily training was torturous, with my determined outlook and my instructors encouraging me, I was not capable of simply giving up. When we went back to the school, we would go over our material for a couple of hours. At the very end, our instructors would verify if we noted what we ate, how long we slept, how much we exercised, and what we needed to do better over the course of the week. Occasionally, I would not write in my journal, and was punished with a penalty of one hundred pushups. (CS) There fore, attending boot camp challenged my patience and skill, yet I learned to be resolute in what I do.

(TS) When it came to the black belt test at Santa Clara University, I had to struggle to complete various tasks so that I would be evaluated on my performance and if I did well, be awarded my black belt at the end. (1st Pt.) On the morning of the examination, I was scrutinized and critiqued on the material I had been studying for the past nine months and before that for five years. (Ex.) I was placed in front of a judge to be assessed on my actions and hopefully earn my black belt. As I demonstrated all that I had been taught to the best of my abilities, I sensed my superior's eyes boring into me and I wondered if I was doing well or if he was going to fail me. I wanted to prove myself, escape from this judgmental person, the scornful look about him, and was becoming exhausted from the physical toil. However, I expelled these depressing thoughts from my consciousness and maintained presenting the most excellence that I was capable of showing. (2nd Pt.) During the sparring and board-breaking portion of the test in the late morning, I had to look deep within myself for the strength to carry on. (Ex.) When it came to the fighting element of the test, the previous part was taking its toll on my energy, and I had to push myself to go on. We put pads on all over our bodies to protect ourselves and fought seven one minute long rounds of nonstop combat. Some of the people that I was up against were a couple on feet taller than me and kicked quite a bit more firmly. My breathing become ragged as I hailed constant blows on them and one girl caught me off guard, hit me square in the gut with a kick, knocked the wind out of me, and I fell to the ground. I felt slightly defeated wanted to just to lie there as the air drained from my lungs, but my anger and persistent attitude took over and I got up on my feet and fought as hard as I could, whacking her on the side of the head and kicking her with solid hits to the chest. When it was time for board breaking, the first couple of tries I could not break through the barrier with my foot, but I felt determined to succeed and snapped it in half. (CS) Thus, the judging and contest sections were impediments that I came across and overcame with instinctive fortitude during the black belt test.

(TS) During the last conditioning component of the exam, I had a tough time doing pushups, sit-ups, and squat-thrusts as well as the running portion outside on the field yet stuck with it and was proud of myself afterward. (1st Pt.) On that summer night, as the test was coming to its finish, we had to do exercises such as pushups, sit-ups, and squat-thrusts, which were at times not easy for me to keep going on or complete. (Ex.) Subsequent to the evaluation, we were tested on our physical fitness during six minutes of pure agony. Inside the vast gym on the campus of the university, we did one minute of pushups, rested, one minute of sit-ups, rested, then did one minute of an exercise called squat-thrusts when one bends down, extends their legs out behind them, brings their legs back in towards their chest, and then jumps up a high as possible. Subsequent to this, I did three minutes of the same exercises nonstop including one minute of pushups, sit-ups, and squat-thrusts. I was nearly to tears as a result of the sheer pain, yet I knew that I had already come this far and must not give in. (2nd Pt.) I felt like stopping completely later in the evening when we went outside to do aerobic cardiovascular exercises, however, I needed to keep going to receive the full benefit of the test which was my black belt and a feeling of accomplishment. (Ex.) By that time, I was entirely drained of energy and the freezing air outside was not very comforting as we walked out to test endurance. I had to crawl on my hands and feet with my back facing the ground for twenty-five yards, scurry with my hands and feet on the ground and my rear in the air as quickly as possible for twenty-five yards, and then run around the field back to where I started before repeating this twice more. All the while I felt extremely worn out and was ready to relinquish, but I reminded myself that it was almost over and I must finish the test. During the final victory lap, I had to army crawl through the soaking grass and mud with my arms moving one in front of the other and my legs pushing behind me across the field before running around it through a gate towards the audience. It was that moment that I realized that I had achieved my goal. I saw everyone cheering for me and flashing pictures of the testers and a wave of relief swept over me as it settled into my mind that I was done. (CS) Although it was complicated during conditioning, I did not give in and received my black belt.

(RT) In the end, I struggled to keep going with the preparation before the black belt examination, the test itself, and the physical conditioning; however, in the process I gained the knowledge to never surrender. (Summary) If one sticks with what they are doing, they will find the results to be exceptionally pleasing. Nonetheless, if they decide not to even attempt something extraordinary, they will come to realize that their lives are somewhat dreary since they did not exert themselves for any cause or accomplishment. (Clincher) As a wise man once said, "I did not want to come to the end of my life and find out that I had not lived," and that is an amicable way to plot my future.

TRANSITION USAGE & VARIATION FOR ESSAYS

BODY ¶ ONE

(TS) To begin with,

(1st Pt.) First,

(2nd Pt.) Second,

Moreover,

Likewise,

On the other hand,

BODY ¶ TWO

(TS) In addition,

Next,

Besides . . . ,

(1st Pt.) To start with,

(2nd Pt.) Similarly,

Furthermore,

In contrast,

BODY ¶ THREE

(TS) Last,

Finally,

(1st Pt.) One,

(2nd Pt.) Two,

Likewise,

However,

***(CS) Therefore, Thus, Consequently, In short, So, To sum up, All in all**

(Do not use the same CS transitions for each body paragraph, rather vary and use 3 different ones)

Note: You do not always have to use Point Sentence transitions. Rather, use them to show connection or contrast:

Similarity Transitions

Likewise,

Similarly,

Furthermore,

Moreover,

Contrasting Transitions

On the other hand,

However, Whereas,

Nevertheless, In contrast,

Nonetheless,

On the contrary,

(RT) In conclusion, All in all, To summarize

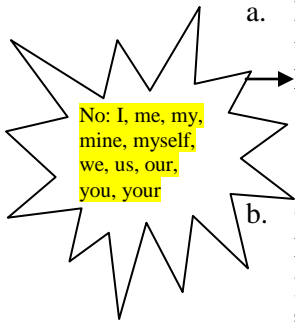
(You must have a transition in the RT; and Remember, never use “in conclusion” in the CS sentences of your body paragraphs—only in the RT)

Note: You do not have to use transitions in your example sentences for an essay. You may use them when they help emphasize the support/detail/example you are trying to make. See the other transition sheet for the words to use: “Transitional Words”

MOST IMPORTANTLY, LEARN HOW TO USE TRANSITIONS, HOW TO VARY YOUR USAGE, AND WHICH TRANSITIONS GO TO WHAT PART OF YOUR ESSAY! (SEE THE ESSAY EXAMPLES FOR VARIATION)

Common Mistakes with Essays

1. The Introduction (Hook, Gen. Disc., Thesis):



- a. **Hook:** Use something that addresses/connects to the topic, gets the issue/topic out on the table, generally relates to all people, and grabs the readers attention. **USE 3RD**

→ **PERSON ONLY!! The best hooks combine several of the 5 ways!**

- i. Examples: Are there more kids dropping out of school these days? The drop out rate is on the rise. Who is going to be the 1 out of 10 that will be the next drop out?

- b. **General Discussion:** Don't state what you are going to say in your thesis here; rather kind of just speculate on the issue, the sides of the issue, or the topic itself. Make sure you are still relating to everyone and not just you. **This needs to be two or more sentences long and USE 3RD PERSON ONLY!! This must connect to the Hook!**

- i. There are numerous reasons why kids drop out of school and many different ideas. Some people blame the schools, some the parents, and some the teachers.

1. No I, Me, My, Mine, You, Your, We, Us in the Hook and General Discussion.

- c. **Thesis:** Just use this formula and get to the point. Never say, "My essay will," or "I will discuss." This should logically connect to the General Discussion. Here is where you may turn the paper to 1st person, but only if the topic is about you only, your personal life. If the topic is an issue that relates to more people or a group of people, use 3rd person.

- i. **Thesis Formula:** State the topic, because of _____, _____, and _____.

- ii. Example: Most frequently kids drop out of school because of family issues, teen pregnancy, and drugs.

2. **Topic Sentences:** These have **4 parts**: they begin with a transition (see "Transition Usage & Variations for Essays" pg. 38), must state a point in the order it appears in the thesis in **NEW WORDS**, must address the focus/topic of the essay in **NEW WORDS**, and have either the number of things or the specific ideas to discuss in the body paragraph.

- a. Example: To begin with, kids quit school because of *issues at home*. (*you say quit school & issues at home so both your point and main topic are new words*)

- b. Rule: If your TS is general (doesn't state the exact points of the paragraph), then your CS is specific (states the exact points in the paragraph).

3. **Point Sentences:** must break down the TS and connect to the point of the paragraph—just like in the paragraph structure. **3 parts**: Transition, point, main topic (in **new words**)

4. **Example Sentences:** (are the key to your focus) These have **3 parts and MUST** 1) explain/support the point you made in the Pt. Sentence, 2) must specifically show a detail/situation that actually occurred, and 3) explain why that proves your point

- a. Remember, examples must show not tell, use specific/concrete details or facts, answer the questions "how?" or "why?" never assuming the reader knows what you mean, and **should be more than 2 sentences to ensure clarity**.

5. **Transitions**—you need to use them, understand what they mean, and know where and how to use them: See "Transition Usage & Variation for Essays" (p. 38) and follow it.

6. **Compound/Complex Sentences** (see "Complex & Compound Sentences" chart on pg. 58):

- a. **Complex:** when your sentence begins with words like when, before, if, because, although, since, whenever, though, while, etc., a comma must go before the next subject (main noun) even if it this sentence follows a transition.

- i. To begin with, when kids don't get the support they need at home, they often drop out of school.

- b. **Compound:** Only when you join two complete sentences with and, but, or, nor, so, yet, for (or a semicolon) do you use a comma before the coordinating conjunction.
 - i. Examples: They get frustrated with the lack of support at home, and they drop out of school.
 - ii. Incorrect: They get frustrated with school, and drop out.
 7. **Verb Agreement:** Use the appropriate verbs in your sentences
 - a. Singular: a kid gets frustrated There is one solution
 - b. Plural: kids get frustrated There are many reasons
 8. **Proper word usage:**
 - a. **To, too, two** (to—article, too—a lot/many/great quantity, two—number)
 - i. It is almost impossible to be too excited over these two small victories.
 - b. **Their, there, they're** (their—pronoun, there—place/location, they're—they are)
 - i. If they're going to head over there, they better bring their coats.
 - c. **Working with words that end in Y and change to—ies, 's, ness:**
 - i. possibility--possibilities, victory—victories, party—parties, family—families or family's, happy—happiness,
 9. **The Concluding Paragraph: (RT)** begins with a transition, restates the thesis in new words, and has the main topic; **Summary** must highlight the main issues brought out in your paper (**drive your point home**); **Clincher** must leave the reader with something to think about.
 - a. **Restate Thesis:** In conclusion, kids are dropping out at an alarming rate due to stress in the family, becoming young parents, and getting into drugs.
 - b. **Summary:** Home life is something that cannot be overlooked in this issue, nor can early teen sexuality. Plus, throw drugs into the mix and there is a negative contribution to the first two; separate or alone these issues predict one consequence—a drop out. (**This must be a minimum of 2 sentences**)
 - c. **Clincher:** This part must once again go out to all people, not yourself, and you must not answer the question/dilemma for the reader.
 - i. Example: So, what is it that people can do as a society to keep kids in school?
 10. **Using the Correct Person:** Two choices—either 1st person, or 3rd person and it depends on the topic. If it is about you personally, then you use I, me, my, mine, myself (1st person). If it is an issue in society or applies to more than just you, you use 3rd person (kids, teens, people, he, him, her, she, them, they, etc.). **See page 61 for correct person usage.**
 - a. See example of student writing on the overhead and take notes:

Use different words that have the same meaning
 11. **Focus:** You must always keep the main topic of your paper in each of the body paragraphs, in your topic sentences, example sentences, and concluding sentences. In other words, if your topic is “Why kids drop out?” then you must explain/prove/answer “Why kids drop out” in your body paragraphs, and you should always refer back to the topic in your (Pt.), examples, and (CS). If your topic is the “1 thing that is important to you,” then you should have “it’s important to me” in your TS & CS sentences and some connection to the topic in your examples. Just remember to use NEW WORDS!
 - a. See the example of student writing on the overhead and take notes:
 12. **Peer-Editing:** explain why and what exactly is good and what needs work. **PQPing:** the last P for Polish must address the areas that need the most attention to improve the writing.

Common Mistakes in Responding To Literature

1. **Your title must be creative:** “Moving—Everyone’s Favorite Activity” “Dreams Locked Away in Neatly Packed Boxes” “Just When All Looked Well . . .”
2. **The Author, Title, and Brief Summary of the story MUST go into the GDT**
3. Your thesis must include part of the question and the 3 main points that will break down the question!!! Use the “Thesis Formula” on page _____. **All parts of the Intro must connect!**
4. **If your TS is general** (meaning it does not state the 2 main points you will discuss in the paragraph), **your CS must be specific** (state the 2 points you discussed in the paragraph!)
5. **The question or main topic must appear in both the TS and the CS** (If it’s about setting, character’s qualities, etc., then that topic must appear in both the TS and CS.)
6. **You must focus on and explain/prove the main topic**—whether it’s setting, character’s quality, or point of view, you must support your interpretation/your analysis of these.
7. **Quotes are not what Mr. Victor said or only what the characters say; they are details in the story that you take “word for word” from the story itself to support what you are trying to say in your essay. If a character says it and it’s in quotes already, you must use triple quotes in your paper to be grammatically correct!** (quote within a quote)
 - a. When you use a quote, **you must explain how that quote supports what you are trying to say.** It must connect and prove your point/interpretation.
8. **Response to Literature is written in 3RD PERSON ONLY**—No “I think/feel,” “you’s,” “we,” “our,” etc. Use “the reader,” “a character’s name,” “people,” “protagonist,” etc.
9. **Your Hook and Clincher should be general to all people and not tied exclusively to the topic/book only.** The Hook gets the reader excited or interested in reading the essay and the clincher leaves them with something to think about—both should be in a general sense that connects to an overall idea you want to present and not tied specifically to the question/topic.

Finding a Place to Call Home

(Hook) Most people can remember the impact moving had on their lives. (GDT) In Francisco Jimenez’s story “The Circuit” the protagonist and narrator, Panchito, a migrant farm worker, “hates” the constant moving in his life and only wants to find a place he can call home. (Thesis) As Panchito tells his tale and desire not to move, the reader notices that the setting impacts the story by foreshadowing the action, making the reader feel sorry for the narrator, and expressing the symbolic nature setting has for the main character.

(TS) To begin with, while Panchito tells his tale, he reveals that his surroundings symbolically reflect the proceedings of the story. (1st Pt.) First, the month, time of day, and season of this tale point towards the story’s outcome. (ex.) His story begins with “the last days of August [disappearing],” on a “Sunday,” with the sun “[shrinking] behind the mountains.” So, in the first three paragraphs of the story, the reader understands that the symbolic nature of the approach of the fall season, the setting of the sun, and the last day of the week all signal that something bad will occur for the protagonist Panchito; that he will not get what he wants—a stationary home.

(RT) In conclusion, the setting in “The Circuit” gives the reader insight to the events, affects the reader’s emotions, and contains specific meaning for Panchito. (Summary) Since the story began in fall, the reader is definitely set up for the final disappointment Panchito feels in the end—no place to call home. Moreover, the horrible living conditions Panchito endures and the symbolic cardboard boxes all packed up for moving adds to the readers desire to see Panchito get a place to call home. (Clincher) Home for many is just a place to rest and is taken for granted, but what really does having a home mean?

From: McCarthy, Tara. Teaching Literary Elements with Short Stories. New York: Scholastic, 2000.

FOUR POINT RUBRIC

4

The writing—

- Clearly addresses all parts of the writing prompt/topic/question.
- Demonstrates a clear understanding of purpose and audience.
- Maintains a consistent point of view, focus, and organizational structure.
- Uses appropriate and effective transitions.
 - Includes a clearly presented central idea with relevant facts, details, and/or explanations.
 - Includes a variety of sentence types and appropriate word choice
 - Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling).

Fictional or autobiographical narrative writing—

- Provides a thoroughly developed plot line, including characters, a definite setting, conflict, key events/details, and a climax.
- Includes appropriate strategies (dialogue, suspense, narrative action).

Response to literature writing—

- Develops interpretations that demonstrate a thoughtful and clear understanding of the text.
- Provides specific quotes, details, examples from the text to support interpretation.
- Organizes accurate and coherent interpretations of the literary work.

Persuasive writing—

- Authoritatively defends a position with precise and relevant evidence and convincingly addresses the reader's concerns, biases, and expectations.

Summary writing—

- Is characterized by paraphrasing the main idea(s) and significant details of the passage.

3

The writing—

- Addresses all parts of the writing prompt/topic/question.
- Demonstrates a general understanding of purpose and audience.
- Maintains a mostly consistent point of view, focus, and organizational structure.
- Uses some effective transitions.
 - Presents a central idea with mostly relevant facts, details, and/or explanations.
 - Includes a variety of sentence types and appropriate word choice
 - Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling).

Fictional or autobiographical narrative writing—

- Provides an adequately developed plot line, including characters, a definite setting, conflict, key events/details, and a climax.
- Includes appropriate strategies (dialogue, suspense, narrative action).

Response to literature writing—

- Develops interpretations that demonstrate a comprehensive grasp of the text.
- Provides examples from the text to support interpretation.
- Organizes reasonably coherent interpretations of the literary work.

Persuasive writing—

- Generally defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations.

Summary writing—

- Is characterized by paraphrasing of the main idea(s) and significant details of the passage.

2

The writing—

- Addresses only parts of the writing prompt/topic/question.
- Demonstrates little understanding of purpose and audience.
- Maintains an inconsistent point of view, focus, and organizational structure.
- Uses ineffective and awkward transitions that do not unify important ideas.
 - Suggests a central idea with limited facts, details, and/or explanations.
 - Includes little variety of sentence types and weak word choice
 - Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling).

Fictional or autobiographical narrative writing—

- Provides a minimally developed plot line, including characters and a setting.
- Attempts to use strategies (dialogue, suspense, narrative action) but with minimal effectiveness.

Response to literature writing—

- Develops interpretations that demonstrate limited understanding of the text.
- Provides few, if any, examples from the text to support interpretation.
- Includes interpretations that lack accuracy or coherence of the literary work.

Persuasive writing—

- Defends a position with little, if any evidence and may address the reader's concerns, biases, and expectations.

Summary writing—

- Is characterized by substantial copying of key phrases and minimal paraphrasing.

1

The writing—

- Addresses only one part of the writing prompt/topic/question.
- Demonstrates no understanding of purpose and audience.
- Lacks a point of view, focus, and organizational structure.
- Does not use transitions to unify important ideas.
 - Lacks central idea but may contain weakly related facts, details, and/or explanations.
 - Includes no variety of sentence types and poor word choice
 - Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling).

Fictional or autobiographical narrative writing—

- Lacks a developed plot line.
- Fails to use strategies (dialogue, suspense, narrative action).

Response to literature writing—

- Demonstrate little understanding of the text.
- Lacks examples from the text to support interpretation.
- Lacks interpretation or may be a simple retelling of the story.

Persuasive writing—

- Fails to defend a position with any evidence and fails to address the reader's concerns, biases, and expectations.

Summary writing—

- Is characterized by substantial copying of unimportant parts of the passage.

0 The writing is off topic, there is no attempt, is not legible, the response is incomprehensible, the writing is written in a language other than English.
--

RUBRIC: **Final Draft–Paragraph On** _____

Content & Organization

The heading, title, and paper must be typed and spaced correctly to be considered for a passing grade. See “Final Draft Check List”

0 1 2 3 4

1. Is the title interesting/clever/unique, connected to the topic, spaced and capitalized correctly, and uses correct person?

0 1 2 3 4

2. Does the topic sentence clearly identify the topic, make a clear statement about that topic, and have all parts? Is it one sentence?

0 1 2 3 4

3. Are the point sentences clear, connected to the topic and include all parts? Do they begin with a transition? Are they a single sentence?

0 1 2 3 4

4. Are all the supporting sentences relevant, logically connected to each other, on topic, and flow smoothly? Are the examples/details clear, concise, concrete, thorough, and focused on the topic? Do they show not tell/explain/prove? Is there enough support?

0 1 2 3 4

5. Are the **four** transition words (first, in addition, next, however) used appropriately to introduce and connect ideas?

0 1 2 3 4

6. Does the paragraph end in an appropriate concluding statement that has a transition and summarizes the main 3 points in new words?

Grammar & Mechanics

0 1 2 3 4

1. Is the word choice varied, clear, concise, and effective? Are the words used and spelled correctly? Are there no contractions?

0 1 2 3 4

2. Are the verbs written in the correct tense & proper agreement? Does the paragraph use the correct person throughout and have correct pronoun agreement?

0 1 2 3 4

3. Is the punctuation, capitalization, and spacing correct and appropriate? Are all identifiers included and used correctly?

0 1 2 3 4

4. Does the paragraph have a variety of sentence structures (compound, complex) and use them correctly? Are there fragments, comma splices, and run-ons? Are the sentences short and choppy?

Writer: _____ **Reader:** _____

Priorities for your next paper:

- 1.
- 2.
- 3.
- 4.
- 5.

RUBRIC: **Publication Draft**

		RUBRIC: Publication Draft						
		No		Yes				
		Not Evident	0	1	2	3	4	Very Evident
		Fix-up						
Format		The heading, title, and paper must be typed and spaced correctly to be considered for a passing grade. See “Final Draft Check List”						
0 1 2 3 4	1.	Is the paper typed using 10 or 12 point font (Courier/Times New Roman)?						
0 1 2 3 4	2.	Is there a correctly typed heading in the upper right-hand corner?						
0 1 2 3 4	3.	Does the paper have the proper indentation?						
0 1 2 3 4	4.	Are the correct margins used on all sides (1.5” and 1”)?						
0 1 2 3 4	5.	Is the typing neat and legible? Is the spacing correct?						
0 1 2 3 4	6.	Are all pages stapled neatly in the upper left-hand corner?						
0 1 2 3 4	7.	Is the title centered and typed after the proper heading?						
0 1 2 3 4	8.	Does the paper have <u>all its parts and identifiers</u> ?						
Mechanics		Did you skip a line after the heading and title?						
0 1 2 3 4	1.	Are capitals, punctuation, & proper person used correctly?						
0 1 2 3 4	2.	Are the examples on topic, clear, concrete (show not tell)?						
0 1 2 3 4	3.	Is word choice varied, used and/or spelled correctly?						
Grammar & Usage								
0 1 2 3 4	1.	Are the transition words used correctly to connect relevant sentences and introduce new ideas?						
0 1 2 3 4	2.	Is there sentence variety? Or short choppy sentences?						
0 1 2 3 4	3.	Are the verbs written in the correct tense & agreement?						
0 1 2 3 4	4.	Is the paper free of run-on & fragment sentences?						

Writer: _____ **Reader:** _____

Important suggestions for your revision:

- 1.
- 2.
- 3.
- 4.

RUBRIC: **Final Draft–Essay**

The heading, title, and paper must be typed and spaced correctly to be considered for a passing grade. See “Final Draft Check List”

Content & Organization

0 1 2 3 4

1. Does the title prepare the reader for the specific topic and content of the essay? Is it interesting/clever? Does it connect to the prompt?

0 1 2 3 4

2. Are the Hook & GDT **correct**, general to all and in **3rd person**?

0 1 2 3 4

3. Do the **thesis and topic sentences** clearly state the specific topic(s) and are they **focused on the overall main topic**/question/prompt?

0 1 2 3 4

4. Are all the supporting sentences relevant, logically connected to each other, on topic, and flow smoothly? Are the examples/details clear, concise, concrete, thorough, and focused on the paragraph topic and the main topic? Do the examples/details show not tell?

0 1 2 3 4

5. Are transition words (first, in addition, next, however) **used appropriately** to introduce and connect ideas?

0 1 2 3 4

6. Do the body paragraphs end with a **concluding sentence** that has a **Transition, the main topic, and follows the TS/CS Rule**?

0 1 2 3 4

7. Does the essay have an effective Introduction, concluding paragraph? Are all part of the essay used correctly?

Grammar & Mechanics

0 1 2 3 4

1. Is **the word choice varied**, clear, concise, and effective,? Are the words used and spelled correctly? **Are there no contractions**?

0 1 2 3 4

2. Are the verbs written in the correct tense & proper agreement? Does the paragraph use the **correct person** throughout and have correct pronoun agreement?

0 1 2 3 4

3. Is the punctuation, capitalization, and spacing correct and appropriate? Are **all identifiers included** and used correctly?

0 1 2 3 4

4. Is the essay free of sentence fragments and run-ons? Does the essay have a variety of sentence structures (compound, complex, compound/complex) and use them correctly?

Writer: _____ **Reader:** _____

Priorities for your next paper:

1.

2.

3.

4.

5.

Name: _____

Date: _____

Period: _____

(CONTENT)

Essay Rubric

	Exemplary – 4	Accomplished – 3	Adequate – 2	Developing – 1
Title	Creative, capitalized title	The title is a label	The title is unrelated	None (missing a title)
Introduction	* Clever & imaginative hook * Well-developed G.D.T. *Well-developed thesis	* Attention grabbing hook * Good G.D.T. *Clear thesis	* Weak hook *Fair G.D.T. *Vague thesis	* No hook *No G.D.T. *Error in thesis
Body Paragraph #1	*Topic sentence is excellent & begins with a transition *Specific first point *Example sentences clearly support first point *Excellent concluding sentence *Superior sentence variety	*Topic sentence is good & begins with a transition *General first point *Example sentences generally support first point *Good concluding sentence *Acceptable sentence variety	*Topic sentence is fair & begins with a transition *Vague first point *Example sentences fairly support first point *Poor concluding sentence *Poor sentence variety	*Topic sentence rambles or is missing/No transition *Lacks first point *Example sentences do not support first point *No concluding sentence *No sentence variety
Body Paragraph #2	*Topic sentence is excellent & begins with a transition *Specific second point *Example sentences clearly support second point *Excellent concluding sentence *Superior sentence variety	*Topic sentence is good & begins with a transition *General second point *Example sentences generally support second point *Good concluding sentence *Acceptable sentence variety	*Topic sentence is fair & begins with a transition *Vague second point *Example sentences fairly support second point *Poor concluding sentence *Poor sentence variety	*Topic sentence rambles or is missing/No transition *Lacks second point *Example sentences do not support second point *No concluding sentence *No sentence variety
Body Paragraph #3	*Topic sentence is excellent & begins with a transition *Specific third point *Example sentences clearly support third point *Excellent concluding sentence *Superior sentence variety	*Topic sentence is good & begins with a transition *General third point *Example sentences generally support third point *Good concluding sentence *Acceptable sentence variety	*Topic sentence is fair & begins with a transition *Vague third point *Example sentences fairly support third point *Poor concluding sentence *Poor sentence variety	*Topic sentence rambles or is missing/No transition *Lacks third point *Example sentences do not support third point *No concluding sentence *No sentence variety
Conclusion	*Well-developed, restated thesis *Strong summary of points *Strong clincher	*Restated thesis *Good summary of points *Good clincher	*Repeated thesis statement *Poor summary of points *Weak clincher	*Incorrect restated thesis *No summary of points *No clincher
Conventions & Mechanics	*Excellent word choice *Few, if any, fragments *Proper grammar and mechanics *Written in the correct person Correct <ul style="list-style-type: none"> • heading • Identifiers • spacing • font • type • margins 	*Good word choice *Several fragments *Few errors in grammar and Mechanics & Punct//Caps *Few errors in the person A few errors in <ul style="list-style-type: none"> • heading • Identifiers • Spacing/margins • font/type • type • margins 	* Fair word choice *Many fragments *Many errors in grammar and mechanics & Punct/Caps *Several errors in the person Many errors in <ul style="list-style-type: none"> • heading • Identifiers • spacing • font • type • margins 	*Repetitive word choice *Excessive fragments *Excessive errors in grammar and mechanics *Written in incorrect person Excessive errors in <ul style="list-style-type: none"> • heading • Identifiers • spacing • font • type • margins

PEER EDITING

In this part/stage of the writing process we help others to improve their writing, which helps us become better writers as well. It does take a commitment from the reader to look closely at another's writing and to make appropriate comments for improvement. The peer editing part is where we read and mark up each other's papers looking for what works and what doesn't work, commenting or making suggestions on every sentence we read. The following is the "how to" for Peer Editing. **This is required for all writing assignments (including if it is absent work to be made up), and can be done by anyone—another classmate, a sibling, a parent, a friend, family member, etc.** **The 3 things to look for in every sentence are: 1) the Three Parts, 2) the Grammar and Mechanics, and 3) the Content and Focus**



I. Guidelines for peer editing (evaluation and revision)—what to look for: See pgs. 50-52

Evaluation Guide

Look at the structure,
content, and mechanics

Revision Technique

1 Is the writing interesting?	Add examples, details, support, or realistic info.
2 Are there enough details? Is the information clearly stated, explained, and supported?	Add details, facts, or examples to support the main idea(s). Don't assume the reader knows.
3 Is every point related to the topic and focus of the paper?	Cut out unrelated ideas; connect ideas to the topic/point and the main focus of the paper.
4 Are the ideas arranged in a clear order that follows the topic?	Cut unrelated ideas & keep the point and overall focus in mind.
5 Are the connections between ideas and sentences clear?	Add transition words or phrases—see transition sheet.
6 Is the correct person used in the paper?	Use 1 st person (I/me/my/mine) for personal paper and 3 rd (he/she, people/they, a person/his/hers) for broader topics.
7 Is the language appropriate for the audience?	Replace difficult words for younger audience. For experienced readers, use more difficult words, no slangs or contractions.

PQP

(Praise, Question, Polish)

Whenever you read or listen to another's paper, you need to mark up his/her paper from start to finish keeping in mind structure, parts, content, support, focus, grammar, style, audience, and more (Peer Editing). Plus, at the end of your editing, you will need to write out a PQP to help both you and the writer improve. **PQP looks at the paper as a whole, pointing out the biggest areas in need of fixing.** Below are suggestions for PQPing.

Reader/Listener's Compliments (Praise):

I like the part where . . . in your _____.

I'd like to know more about . . . in your _____.

I think your main idea is . . .

You used some powerful words, like . . . in _____.

I like the way you described . . . in the _____.

I like the way you explained . . . in the _____.

I like the way you wrote . . . in your _____.

Your writing made me feel . . . with your _____.

I like the order you used in your writing because . . .

I think your dialogue was realistic, the way (_____) said . . .

Your writing reminded me of . . . in the _____.

****NOTE****

When doing a PQP, the reader must state specifically where the writer needs to make his/her changes in the paper. So state exactly what needs to be changed and where in the paragraphs for each part of the PQP. Be Specific!

Reader/Listener's Questions:

What can you do to strengthen your points in the _____?

Can you use stronger/clearer examples in your _____?

How can you vary your word choice in _____?

Can you tell me more about _____ in your _____?

What did you mean when you said _____ in your _____?

Can you combine some of your sentences to vary your sentence structure in _____?

Could you leave out _____?

Can you add more details in _____?

How can you change _____ in your _____ so that it makes sense?

Can you vary your use of transitions so it doesn't sound redundant in your _____?

Reader/Listener's Comments and Suggestions (Polish):

Can you make the connections between your points/paragraphs clearer in your _____?

I get confused in the part about _____ in your _____.

Work on your grammar in _____.

Take your examples farther in _____. Don't rely on the reader to figure out your points.

Vary your sentence structure in your _____.

Vary your use of transitions in the _____.

Make sure you look at your structure; you are missing _____ in _____.

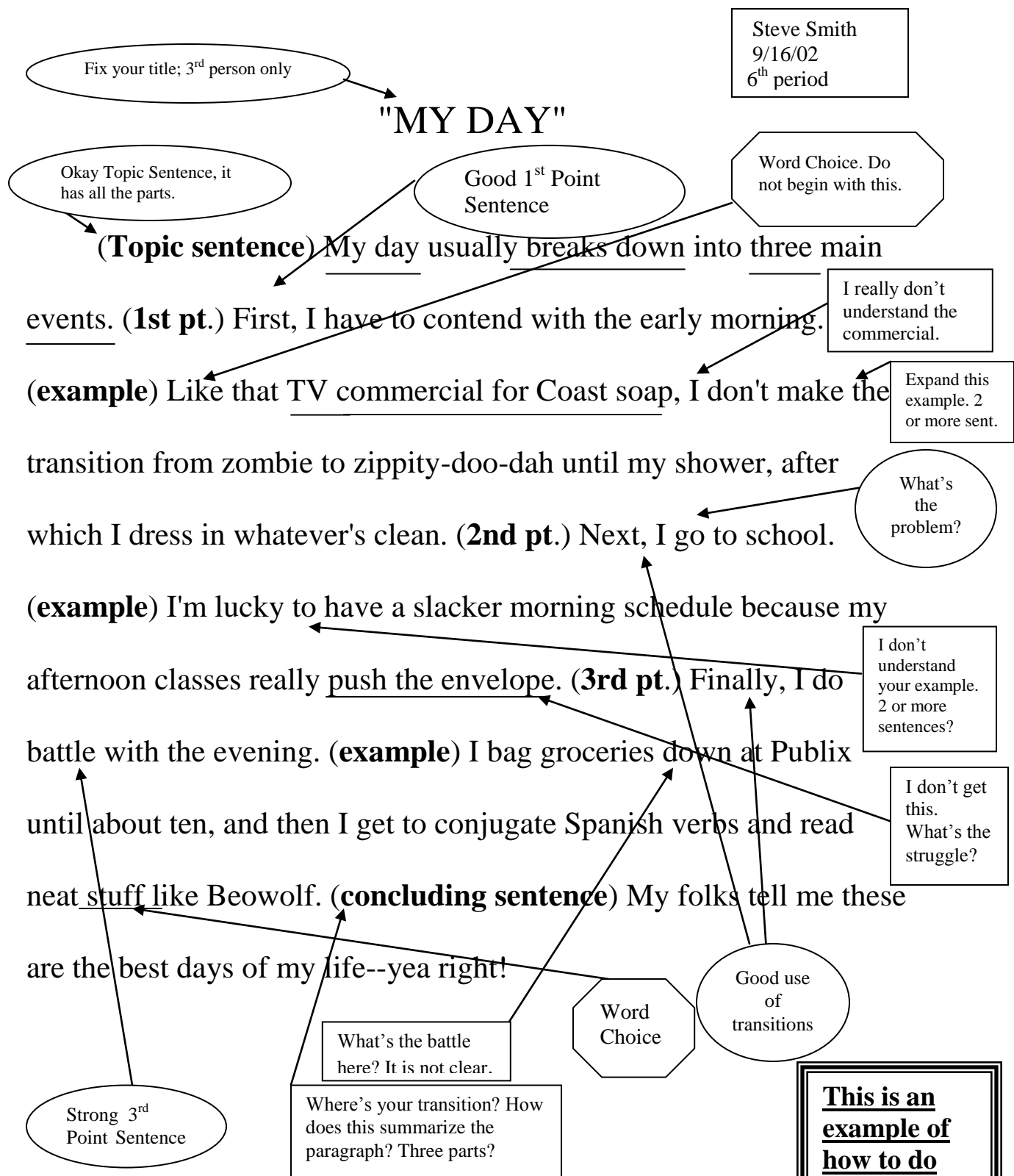
Your _____ point does not relate to or support your topic.

I might switch the order of _____ and _____ because _____.

You need to improve your topic sentence(s)/hook/thesis/intro/conclusion/clinch.

Put in your _____ in the _____.

Here you must focus on the most important items to fix here and more than one item!

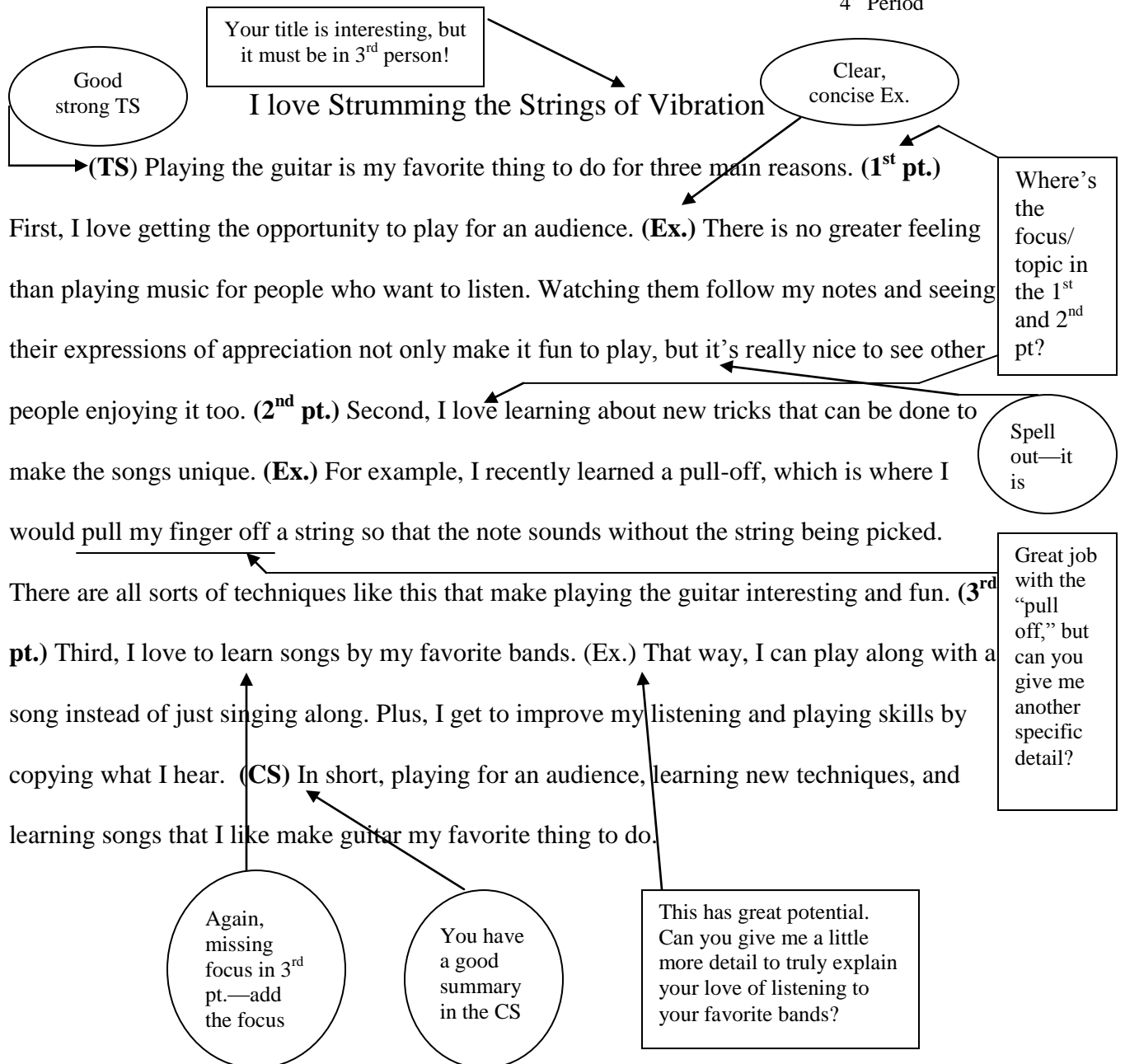


This is an example of how to do your peer editing and PQP.

P: You have a good (TS) and some decent ideas.

Q: How can you vary your word choice in your 1st and 3rd examples?

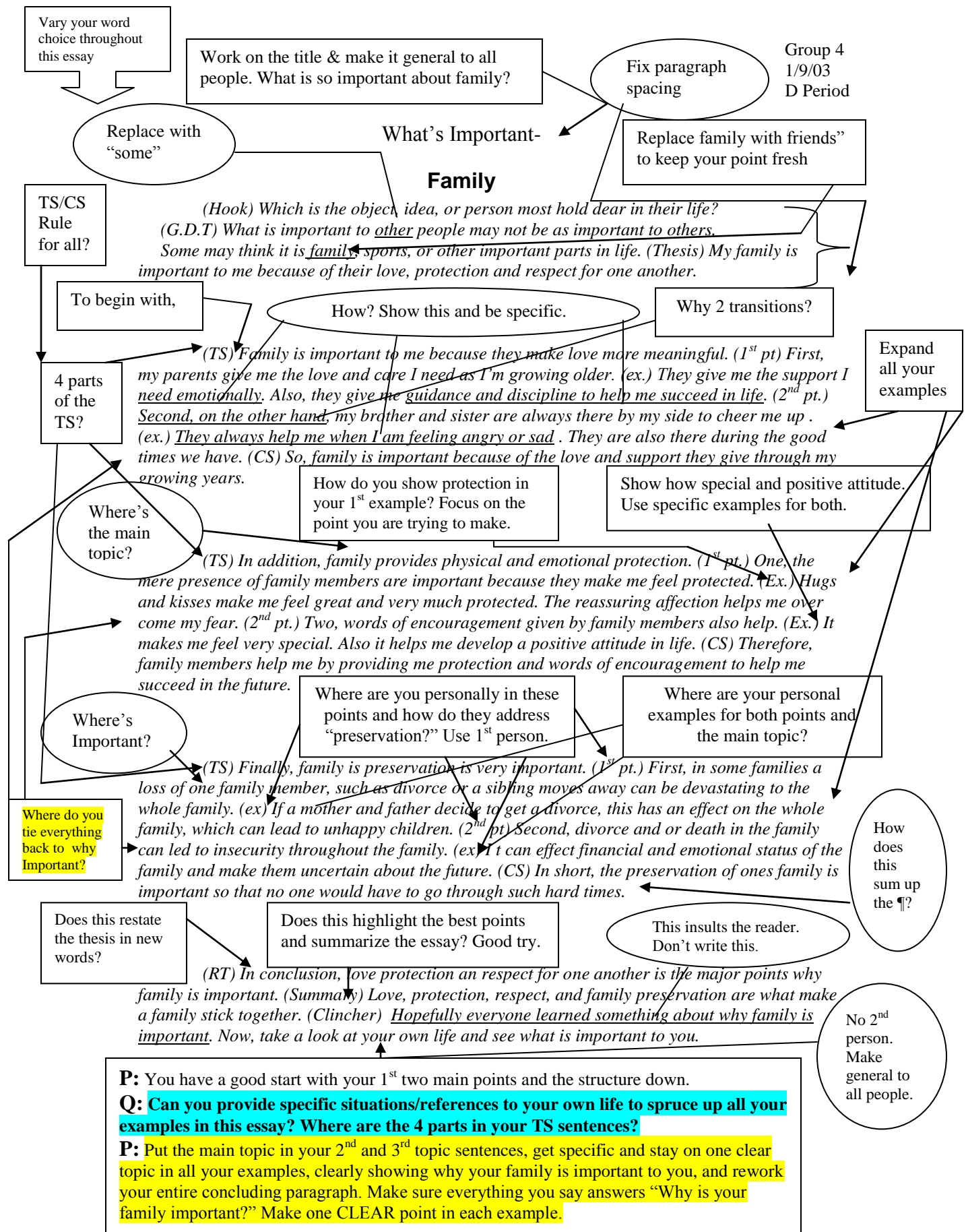
P: I'm confused in all 3 of your examples. Please make them clearer and more specific. Make sure that your PT's, Ex.'s, and CS have all 3 parts.



P: Your paragraph certainly addresses the topic and gives some good details explaining why playing guitar is your favorite thing to do.

Q: Can you strengthen your 2nd & 3rd examples giving some stronger details?

P: Besides your examples needing to tie back to the topic, put the focus/topic of the paper back into all point sentences, and vary your word choice like with the word "love."



Group Peer-Editing and PQPing Check List

Directions: After the group has Peer-Edited (sentence by sentence, using constructive comments and praise) and PQPed another group's paper, answer the following questions in detail with specific locations in the paper to what the group can do to fix/improve their paper. Make sure you are very specific with what needs to be done to improve the paper! Use the backside of this or your own paper to answer the questions.

1. Is the introduction interesting? Does it grab the reader's attention, briefly discuss the topic in general & logically lead to the thesis? If not, how and what can be strengthened? Be specific with your answer.
2. Does each paragraph have a clear purpose? Does each sentence contribute to that purpose? If not, where and what is not clear? Be specific.
3. Does each topic sentence state its main idea directly without being too broad or too narrow? Is each (TS) connected to the main focus? If not, which one (s) need attention and what suggestions can you make for improvement? Be specific.
4. Are there enough details, facts, specific examples, or reasons to support each of the main ideas? Are each of these the strongest points that could be made? If not, where are there weaknesses & how can they be fixed? Be specific.
5. Are there any sentences that merely restate the main idea of each paragraph instead of developing/ explaining/proving the point? If so, where are they and how can they be improved? Be specific.
6. Are the body paragraphs coherent—that is are the paragraphs and sentences clearly and logically connected to one another through the use of repeated words, synonyms, and transitions? If not, where should improvements be made & why?
7. Does each point in the body paragraphs refer to the thesis and focus? If not, how can they be connected? Be specific.
8. Is the essay well organized and coherent? Does it flow? Is it focused? Is the information presented in a logical manner? If not, what can be done to fix these issues? Be specific.
9. Is the conclusion strong? Does it rephrase the thesis in new words, summarized the key points in the paper, and leave the reader with something to think about? If not, what and how needs to be improved?
10. Are all the words appropriate for the intended audience? Is the correct person used? If not, what needs to be changed and why?

Note: Before the group final draft is printed, check sentence structure & variation, wording, spelling, capitalization, punctuation, grammar, indentation, correct use of the identifiers. Also, make sure all names are on the typed final draft, there is a catchy title to the paper, you have reviewed the necessary rubrics to make sure you've written to the "4" score in all areas, and you have thoroughly proof read the paper.

COMMON MISTAKES IN PARAGRAPHS

1. Put your Name, Date, and Period in the upper right hand corner all aligned then skip a line and center your title (look at the paragraph example headings).
2. More Pre-writing: you must come up with the 3 specific points you will put in your point sentences and then 2 examples/supports for each of those three points. This way you have all the information you need to write your paragraph without struggling or stopping—this is the planning part of your writing. Plus, I will take off points for not completing your pre-writing. Doing pre-writing will save you time and relieve the stress of writing!
3. **PAPER ORDER:** pre-writing always on top, 1st draft, peer editing and PQP on 1st Draft, 2nd Draft with peer editing and PQP on it, TYPED final draft.
4. **YOUR TITLE MUST BE INTERESTING AND CLEVER AND IN 3RD PERSON.** DO NOT JUST WRITE “Multiple Intelligences Paragraph,” “My True Colors Paragraph,” “Spatial,” “Green,” “My Favorite Thing Paragraph,” etc. Go for the gusto and try to grab your reader’s attention. Remember this sets up the expectations for the rest of the paper!

Think of a way to use your 3 main points in 1 big idea.

- a. What Does a Spatially Intelligent Person Look Like?
- b. This Orange Didn’t Just Fall Off the Tree
- c. Fun, People, Parties and More Make a Person Interpersonally Intelligent
- d. Going, Going, Gone is More than Just for Baseball
- e. English Is Not Always What People Expect

No: I, Me, My, Mine, Myself, You, Your, We, Our, Us

5. **Make sure you put your Identifiers into your paragraph to make sure you have all your parts: (TS), (1st pt.), (ex.) (2nd pt.), (ex.), (3rd pt.), (ex.), (CS)**
6. **Topic Sentence:** NEVER SAY/WRITE—“The following paragraph will tell you, explain for you, OR “I will be telling you . . .,” OR “This paragraph will be about the . . .” Your topic sentence includes something you say about the topic you are writing on and the # of reasons—that’s it. It is also only ONE SENTENCE long and is always indented. You must make sure it has the topic, says something about it, and number of reasons.
 - a. **Topic Sentences must follow this format: 1) include part of the topic question/assignment. 2) say something about the topic. 3) have the number of reasons you will write about the topic.**
 - b. **Examples:**
 - i. (TS) There are a good number of reasons why my favorite thing to do is to hang out with friends.
 - ii. (TS) From the numerous concepts I have learned in English, there are three that stand out most of all.
 - iii. (TS) Playing football is the most exciting activity for several reasons.
 - iv. (TS) After contemplating all the activities I appreciate doing in my free time, I realized that shopping is my quintessential favorite for many reasons.
 - v. (TS) After taking the Multiple Intelligences survey, I discovered there are numerous reasons why I am an Interpersonally intelligent person.
 - vi. (TS) Music is a big part of my life, and with the Multiple Intelligences test it proved that I was musically intelligent in a number of ways.
 - vii. (TS) Making the choice to go to Korea was difficult, but the assorted consequences I encountered were very sweet.

7. **DO NOT begin your Point Sentences with**—“My first reason is,” “My second reason is,” “My third/final reason is.” Instead, begin each point sentence with a transition (see order below and page 20), put a comma after the transition, and then make the point about your topic you outlined in your pre-writing. Remember, you must keep the focus of your paper (the overall topic) in the point sentences. **3 Parts: Transition, Topic, & Pt.**

- a. (1st Pt.) To begin with, shopping is a favorite activity of mine because I get to buy new clothes.

8. **Examples** explain, prove, and show the point you are trying to make in your Point Sentence. **They are a minimum of two sentences long.** In the first sentence you typically make a statement that supports/explains your point sentence, and in the second sentence you give a specific detail, situation, explanation, fact, etc. that shows/explains what you meant in the prior example sentence. This is something that is concrete or a fact that any reader can easily understand. Remember, **DO NOT ASSUME THE READER KNOWS WHAT YOU MEAN. SHOW DON'T TELL IN YOUR EXAMPLES**, and don't contradict yourself in the ideas you are trying to show/prove. **Your examples must also refer back to the focus of your paper/topic. 3 Parts: Explain Pt., Give Specific Detail, Include the Topic. (You must answer the why or how in your examples!)**

Good writers use more than two sentences!

- a. (1st Pt.) First, I am spatially intelligent because in my free time, I really enjoy drawing. (Ex.) I often find the need to doodle little pictures on workbooks and handouts. For example, if I were given a piece of paper in social studies class, such as a worksheet, I would almost immediately start drawing on it.
- b. (1st pt.) To begin with, I love the sport of football because of the contact. (Ex.) There is no greater feeling I can get than when I tackle my opponent. I play linebacker, and when an opposing running back comes cutting through the line trying to make a big run, I just love smashing him to the ground and not giving him any yardage. The sound of my pads crashing the runner to the ground and stopping a big gain, not only psyches me up, but it gets my teammates pumped up too.
- i. Examples must Prove, Explain, Show the point you are trying to make and NEVER take away from or contradict what you are trying to say
- ii. Bad examples—What examples should not do:
1. (Ex.) I am a great negotiator, but sometimes I get into trouble.
 2. (Ex.) I always try hard to be the best, but that is not a good thing.

9. Your **Concluding Sentence** is supposed to summarize your three main points of the paragraph. **DO NOT EVER say/write**—“If you read the paragraph above, you'll understand why I am an Orange.” “As I told you, I just love to shop,” “That's why I am bodily-kinesthetic.” What you do is just restate your three main points in new words.

- a. **(CS) Sentence Formula:** Transition, 1st pt, 2nd pt, and 3rd pt (in same order), and the main topic. **Restate the three main points in NEW WORDS and keep the same order you presented them.** Try to give the main topic New Words as well.
- b. **For single paragraph CS sentence TRANSITION use: In short, Therefore, Consequently, All in all, and In summary (never use “In Conclusion”)**
- i. **Example:** Therefore, I thoroughly enjoy shopping because I love new outfits, I spend quality time with friends, and I feel very independent.

10. **Transitions: DO NOT** begin your Point sentences with “My first reason is,” “My second reason is,” “My third/final reason is” and your (CS) with “I have told you.” The Point & Concluding Sentences transitions should be grouped as follows:

- a. First, Second, Third, Therefore,
- b. To begin with, Next/In addition, Finally, In short,
- c. One, Two, Three, All in All
- d. To start with, Moreover/In addition, Lastly, In summary,

- i. **You may vary the (CS) transition only but you must use and follow one of the sequences in a, b, c, or d!**

You need a minimum of 4 transitions: 3 PT's and 1 for the CS

11. Record **SPECIFIC, Constructive PQP** and **DETAILED** “line-by-line” **Peer-Editing**. PQP has to be specific with--Where does the writer need to make the changes?

- a. Since there is a minimum of 11 sentences, there should be at least 11 comments on the writing itself and 1 for the title (**A Total of 12**). Don't settle for less. This looks at the parts of the paper!
- b. PQP must be a specific sentence of Praise (what worked and where), Question (what kind of questions do you have and where), Polish (what does the writer need to do to improve the paper and where). This looks at the whole paper!
- c. **Each draft must show improvement and change not just be a re-copying. Exact Recopies are cheating yourself and your grade.**

12. **THERE SHOULD BE NO SECOND PERSON AT ALL (NO YOU'S, YOUR, YOURS, YOU'RE)!!** If the paper is about you personally, use 1st person pronouns. If it relates to many people, use 3rd person pronouns. See the “Correct Person Chart” in your Writing Packet—page 61.

13. **DO NOT BEGIN YOUR SENTENCES WITH “AND,” “BUT,” “LIKE” OR RUN** your sentences together. Each and every part of the Paragraph is an individual sentence with one exception—your example sentences **MUST BE 2 OR MORE SENTENCES LONG**.

14. **Whenever you begin your sentences with words like “if,” “when,” “after,” “before,” “while,” “since,” “even though,” “even if,” “whenever,” “because,” or “although,”** a comma must go before the next subject/ independent clause.

- a. (Ex.) For example, whenever I turn on my radio, I always have some new station playing on it every day.
 - i. The true sentence begins after the transition, so if there is a subordinating conjunction after the transition, there is a comma before the independent clause (**NOTE: See page 58)

15. **Typing:** you must have 1.25” margin on left/right, and 1” on top/bottom. Use 10-12 font Times New Roman. Your Name, Date, and Period Go in the upper right hand corner. You skip ONE line and center your INTERESTING Title. Then skip another line and start your paragraph. Remember that your first line (TS) is ALWAYS indented; use 1 side of the paper.

16. **Make sure you space before each () and after each ().** Always put a space after any punctuation mark and remember that a period goes before every () except the (TS).

17. **Proof read and read your papers OUT LOUD before turning them in!**

Name _____

Date _____

Period _____

WRITING MISTAKES LOG

ERRORS/COMMON MISTAKE	CORRECTION STRATEGIES & PG. #
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

COMPLEX AND COMPOUND SENTENCES

The Rules:

1. **Complex Sentences:** When the dependent clause comes first, there is a comma before the independent clause. However, there is no comma when the dependent clause comes after the independent clause.

Type of Subordinator	Examples	Example Sentences
Time	when, after, before, while, as soon as, as whenever, until, just as	<u>As soon as</u> I have saved one thousand dollars, I plan to buy an HP computer.
Cause/Effect	because, since	<u>Because</u> I worked all summer to save the money to buy a new computer, my parents promised to by me a color printer.
Condition	if, unless	<u>Unless</u> I have a powerful personal computer, it will be impossible for me to finish the assignments for my Senior database class.
Contrast	even though, although, Though	<u>Although</u> my high school has a computer lab open until 5:00 p.m., it is too crowded and noisy there for me to get my assignment done.
Purpose	so that , so	I decided to buy an HP computer <u>so that</u> my computer would be compatible with those that we are working with at school.

2. **Compound Sentences:** This occurs when the writer joins two independent clauses with a comma and a coordinating conjunction (and, but, nor, for, so, or yet) or two independent clauses with a semicolon.

Example Sentences

1. The man told us to get out of the lake, **for** a storm was headed our way.
2. We couldn't find an open restaurant, **so** we decided to go home to eat.
3. Do you know Mr. Melton, **or** shall I introduce you?
4. We worked on our project for hours, **but** we still didn't finish it.
5. The crowd cheered loudly for the Kings victory, **and** they went home happy.
6. I didn't like the salad dressing, **nor** did I like the waiter.
7. A seahorse's eyes swivel independently; it can spot prey in any direction.

- a. **Note:** a comma does not always go before every coordination conjunction. It has to be two independent clauses.
 - i. I like chicken wings and pizza.
 - ii. Would you rather have the apple or cherry pie?

Dead Words List

Some words in the English language are used so much that they become cliché and lose their power. These words are called “*dead words*.” As you move through your drafts, make sure that you eliminate dead words and replace them with some of the suggestions below.

things/stuff—activities, work, concrete objects, ornaments, decorations, something specific.

also—too, moreover, besides, as well as, in addition to, furthermore

awesome, cool, rad—fine, wonderful, marvelous, grand, fantastic, incredible

scared—afraid, fearful, terrified, frightened

have to—need to, must, essential

very—extremely, exceedingly, fantastically, unusually, incredible, intensely, truly, fully, especially, shockingly, bitterly, immeasurably, infinitely, severely, surely, mightily, powerfully, chiefly

like—such as, similar to, similarly, likewise, for instance, for example

kid—child, boy, girl, youngster, youth, teen, teenager, adolescent, young person

mad—angry, frustrated, furious, incensed, enraged

got, get—received, obtained, attained, succeed in

then—first, second, next, later, finally, afterward, meanwhile, soon

nice—pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing

lots—numerous, heaps, many, scores, innumerable, abundance

so—thus, accordingly, therefore

fun—pleasant, pleasurable, amusing, entertaining, jolly, exuberant, interesting, colossal, astounding

good—excellent, exceptional, fine, marvelous, splendid, superb, wonderful

but—however, in contrast, yet, still, nevertheless, though, although, on the other hand

awful—dreadful, alarming, frightful, terrible, horrid, shocking, tragic

great—wonderful, marvelous, fantastic, stimulating, tremendous, thrilling

guy—man, person, fellow, boy, gentleman, adult

funny—amusing, comical, laughable, jovial, hilarious, entertaining

WRITING/DRAFT(S) SCORING GUIDE (POINTS)

1ST Draft of the Paragraph

1. Pre-writing (3 pts. broken down with examples = 5 points)
2. Complete Identifiers = 5 points
3. Correct use of Transitions, all of & correct order = 5 points
4. Correct TS & CS, and has all 8 all Parts = 10 points

Total = 25 points

2nd and all Subsequent Drafts

1. 1st Draft Stapled on Top = 5 points
2. Correct PQP and Line by Line Remarks = 5 points
3. Correct use of Transitions & all of them = 5 points
4. Evidence of Revision = 5 points
5. Correct TS/CS & all 8 Parts = 5 points

Total = 25 points

Final Drafts

- 4: 45 – 50 points
 3: 35 – 44 points
 2: 25 – 34 points
 1: 0 – 24 points

1ST Draft of the Essay

1. Pre-writing (3 main pts. broken down with 2pts. & 2ex.'s each = 10 points)
2. Complete Identifiers = 10 points
3. Correct use of Transitions, all of them, them, & correct order = 10 points
4. Correct Hook, GDT, Thesis, TS's & CS's, RT, Summary, Clincher, & all parts = 20 points

Total = 50 points

2nd and all Subsequent Drafts

1. 1st Draft Stapled on Top = 10 points
2. Correct PQP and Line by Line Editorial Remarks = 10 points
3. Correct use of Transitions & all of them = 10 points
4. Evidence of Revision = 10 points
5. Correct Hook, GDT, Thesis, TS's & CS's, RT, Summary, Clincher, & all Parts = 10 points

Total = 50 points

Final Drafts

- 4: 90 – 100 points
 3: 70 – 89 points
 2: 50 – 69 points
 1: 0 – 49 points

Timed Writing Practices: No Name –10, No pre-writing –10, Not following directions –10, Used 2nd person –10, No TS/CS transitions –10, No editing –10, Incorrect essay structure –10, Incomplete –10 or more pts.

Polish, spelling, word choice, sentence structure & variation, clarity, support, focus, content and grammar are factors to consider in the final drafts. Prior to the final draft, we focus on structure, transitions, & correct usage of parts; in the final drafts, we look at everything.

*****Note: Points are taken away for using second person—you, your, yours, you're*****

Note: These scores are based on work turned in on time. Any draft turned in 1 minute after it is due is considered late; ALL LATE work is worth ONLY HALF CREDIT!

Other Point Losses: No name, date, period in the upper right hand corner, incorrect (TS) or thesis, incorrect use of (CS) or concluding paragraph transition, incorrect person, missing a transition, not having 2 (ex) sentences, no TS/CS variation, not indenting, spacing, etc.

Note: Absent work is due at the beginning of class if the student had the assignment before the absence. If student was absent one day of an assignment, it's due at the beginning of the period the next day. check the internet if absent!

Final Writing Directions

- I. PAPER ORDER**
 - a. Pre-writing on top (Always the first page)
 - b. 1st draft
 - c. Peer-Editing and PQP Remarks (either on 1st drafts or piece of paper)
 - d. 2nd Draft – with Peer-Editing and PQP remarks on it
 - e. Subsequent Drafts
 - f. Final **TYPED** Draft

- II. FOLLOWING DIRECTIONS IS PART OF THE BATTLE IN BEING SUCCESSFUL.**

- III. SINCE YOU MAY HAVE MORE THAN 2 DRAFTS, SUBSEQUENT DRAFTS WILL GO IN ORDER (3RD, 4TH, 5TH) AFTER THE SECOND DRAFT.**
 - a. **THE NEWEST DRAFT ALWAYS GOES ON THE BOTTOM.**

- IV. IF YOU HAVE ANY QUESTIONS, ASK THEM!**

CORRECT PERSON/PRONOUN CHART

A KID = HE/SHE	A TEEN = HE/SHE	
A STUDENT = HE/SHE	SOMEONE = HE/SHE	
A PERSON = HE/SHE	ONE = HE/SHE	

3RD PERSON SINGULAR

KIDS = THEY/THEIR, TEENS = THEY/THEIR, STUDENTS = THEY/THEIR, PEOPLE = THEY/THEIR,	
---	--

3RD PERSON PLURAL

NO: YOU, YOUR, YOURS, YOU'RE **SECOND PERSON!!**

I, ME, MY, MINE, MYSELF	OUR, US, WE OURS
-------------------------	---------------------

1ST PERSON
1ST PERSON PLURAL

NOTE: IF THE TOPIC IS ABOUT YOU PERSONALLY, YOUR LIFE, RELATES TO YOU ONLY USE 1ST PERSON PRONOUNS. IF THE TOPIC IS MORE GENERAL AND APPLIES TO MORE PEOPLE, USE 3RD PERSON. NEVER EVER USE YOU, YOUR, YOURS, YOU'RE—2ND PERSON!!!!

Final Draft Check List

- 1. Typed Name/Date/Period in upper right hand corner and papers are staple in correct order**
- 2. For Essays, your Hook, GDT, and Clincher are general to all readers and in 3rd person**
- 3. You have all the parts of the paragraph, and with Essays all the parts for each of the 5 paragraphs**
- 4. You have NO YOU'S in your paper (except for a direct quote—stay in the appropriate 1st or 3rd person)**
- 5. You use the correct person throughout the paper (1st if it's about you only or 3rd if it relates to more than you)**
- 6. You have all your IDENTIFIERS and in correct order**
- 7. You have TRANSITIONS in your points and CS for paragraphs and TS, CS, RT sentences for essays**
- 8. You use your transitions correctly throughout**
- 9. You have used sentence and word variety**
- 10. You have checked your spelling, grammar, spacing, Common Mistake Notes and appropriate Rubric**
- 11. All your examples focus both on the point of the topic sentence and the overall point of the paper as well as are specific and do not assume the reader knows what you are trying to say**
- 12. Check to see if your TS is general, your CS is specific**

Note: Typed final drafts should use either 10 or 12 in font size in either Courier or Times New Roman, single spaced, indented correctly, with all identifiers, spell and grammar checked completed, a centered title, and the proper heading in the upper right hand corner. Use 1.25 inch

margins on the two sides of your typed paper and 1 inch margins on top and bottom.

Note: Before turning in the final draft, check 4 Point Rubric, Transition Variation & Usage, Rubric Final Draft, Common Mistakes, Compound/Complex Sentences, paper example.

Preparation for Timed Writing Assessment

Titles: these must

- Be original, Creative, Insightful
- Be capitalized correctly (everything but articles, prepositions, or conjunctions)
- Make a statement and be in 3rd person only
- Be interesting and connected to topic

Mark up the text!

The Plan for Time

- Take 10-15 minutes to read & highlight (if response to literature or summary prompt)
- Take 5-7 minutes to pre-write (make your plan)
- Take 30-35 minutes to write the essay
- Take 5-7 minutes to edit (make corrections)

Summaries

- Condense the text (1–5 paragraphs in length)—make it shorter
- Focuses on the main ideas & details (only the facts from the article)
- No opinions or judgments about the writing
- No interpretations; do not add details not in the text
- Pre-writing—pick three main points and break down with the important support
- Written in your own words

3rd Person
Only!

Literary Interpretation

- Answers some type of question about the story
- Mark the text for items/events/details that answer your question
- Convince the reader of your interpretation
- Gather and use specific details/quotes from the story, & organize your evidence
- Using quotes: explain your point, use a quote, & explain the quote (sandwich)
- Identify author and title of the work and (briefly) summarize the story in your GDT
- Clearly state your argument in your thesis

In a sentence or 2

Persuasive

- Convince your reader of your point of view
- Pre-writing: do a for and against, pick 1 side and stick to it
- Put the other side of the argument in your GDT
- Use only facts to support your argument
- Know both sides of the argument
- Start with your weakest point and end with your strongest
- 1st Ex. Shows a strength of your point, 2nd Ex. Shows weakness in opposition

Could be 1st or
3rd person

Narrative

- Needs a problem, conflict, or question
- Make the characters seem/sound real
- Pick out the key events in the story
- Use a setting: where/when—time/place (**make this symbolic**)
- Identify a turning point/climax
- Use transitional phrases rather than transitional words (It all began, Later on, In the end,)
- Your Hook is symbolic, starts the story, and is not a question

Could be 1st or
3rd person

Overall ideas to consider

Do strong and quick pre-writing

Use the thesis formula (**Topic/question because of _____, _____, & _____.**)

Make sure you have transitions

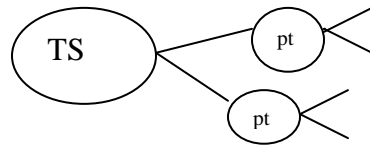
Don't assume the reader knows what you mean—make clear, concrete examples

No You's/second person in your writing

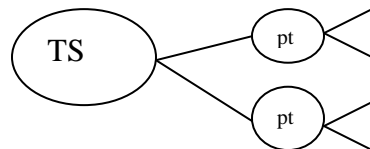
Circle the words you are unsure of spelling, write SP above them and try to figure them out during editing—don't let spelling stop your efforts

*Make sure you do a self edit and make corrections—erase and fix. *Study pgs. 23-24, 38, 39-41, 42- 43, 58-59, 62, 67

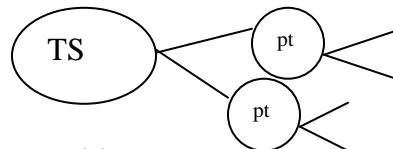
1. **Complex Sentences:** When the dependent clause comes first, there is a comma before the independent clause. There is no comma when the dependent clause comes second.
2. **Compound sentences:** are two independent clauses joined together with a comma and a coordinating conjunction, and, but, or, nor, so, yet, for, or a;
3. You do not put a comma before or after coordinating conjunctions unless they are used to join 2 sentences or are used in a series.
4. **Prewriting for the essay:**



* When you get your topic, list as many ideas as you can, pick one and then break down.



* Use couple word phrases for each part and not complete sentences.



* Make sure that each point has at least two examples to support your ideas

5. When writing a persuasive essay, do a for/against chart

a. Ex.

	FOR	AGAINST

6. If the topic relates to you only, use 1st person. If the topic relates to other people, use 3rd person.
7. Your Hook, GDT, and Clincher must be in 3rd person only and general to all except for Narrative essays.
8. **NO YOU'S** in your paper at all unless it's a quote from what a character/ person said.
9. **Never Ever** write "I will tell you" "This essay will explain" in the Thesis; and **Never Ever** write "3 reasons are " and then state your 3 reasons.
10. **Thesis formula: Topic/ Part of? Because _____, _____, _____.**
11. **Never Ever** write "my first reason is" "my second or another reason is" "My third/final reason is" in your topic sentences. Use appropriate transitions such as "To begin with," "In addition/Next," "Finally, Lastly,"—(see you "Transition Variation Page" pg. 38)
12. **You must have transitions in your TS, PT, CS, and RT sentences** except in narrative writing- you use transitional phrases in the TS sentences only! "It all began when . . ." "Later on . . ." "In the end . . ."
13. If your TS is general (doesn't state your 2 main pts.), your CS is specific (states your 2 main pts.).

14. When you **Edit** your papers, check for spelling, grammar, capitalization, punctuation, content errors, remove all you's, and insert any missing words.
15. You should drop your identifiers for the test, but make sure you have all parts for each of the five paragraphs. You can write them in, but make sure you erase all your identifiers.
16. **DO NOT ASSUME THE READER KNOWS WHAT YOU ARE TRYING TO SAY. BE SPECIFIC.** If necessary, take your examples beyond two sentences!!!!
17. You must have the main topic in both your TS and your CS

Narrative Writing

In many situations in daily life, you will want to describe an incident clearly. You may be asked to write an assignment for school about something important that happened to you. Or, you might need to report an event you experienced or an event for a newspaper.

Here are some areas to consider when writing a narrative essay:

A. Answer some questions about your story (be specific).

1. Who was involved? _____

2. Where did it happen? _____

3. When did it happen? _____

B. List the events in the order that they happened (What happened?).

C. Make some notes about these questions (be specific):

4. How did it happen? _____

5. Why did it happen? _____

6. How did I feel about it? _____

Practice writing situation:

Think of an incident that changed how you thought about something or someone. It could be a happy incident, like when you made friends with someone, or an unhappy one, like a time you got injured. In either case, it should be something that happened in a short time.

Name: _____

Date: _____

Period: _____

Paragraph Check List

1. _____ Title is in 3rd person ONLY, Creative, and General to all people
2. _____ TS has main topic, a statement about the topic, and the number of reasons
3. _____ PT Sentences begin with a transition, have the main topic in new words, and make point about the topic
4. _____ Examples clearly explain the “why” of the “how” and connect to both the point made in the PT and the main topic
5. _____ Word Choice concerning the main topic is varied
6. _____ There are no Compound/Complex Sentence errors (see pg. 58)
7. _____ All the Identifiers are in the paper and the Transitions in the PT And CS sentences are correct (see pgs. 54-56)
8. _____ There are NO YOU’S and the Correct Person is used throughout
9. _____ CS begins with a transition, restates the three points in the PT Sentences in NEW WORDS, and has the main topic in it
10. _____ You have used the Formulas for the TS, PT, and CS sentences

NOTE: Make sure you also check the following pages making sure you

stand the best chance to get an “A.” See pages 5-6 (paragraph format), 20 (transitions), 42-43 (the four point rubric), 22 & 44 (paragraph rubrics), 54-56 (common mistake notes), 58 (compound/complex sentences), 59-62 (final writing directions).

Name: _____

Date: _____

Period: _____

Essay Check List

1. _____ Title, Hook, GDT, and Clincher are in 3rd person ONLY,
General to ALL, and Creative!
3. _____ Correct use of thesis, TS, PT, CS, RT formulas (see pgs 39-40)
4. _____ Main topic is in Thesis, TS's, EX.'s, CS's, and RT
5. _____ Correct Use and Variation of the TS/CS Rule (see pgs 39-40)
6. _____ Varied the wording of your three main points in your TS, PT,
EX, & CS sentences
7. _____ Your examples answer the question WHY for the main topic
8. _____ There are no “Compound/Complex” Errors (see pg. 58)
9. _____ The Correct Transitions are used in TS, PT, CS, & RT
sentences (see pg. 38)
10. _____ The Summary generally drives home the point of the paper
11. _____ There are NO YOU'S and the correct person is used
throughout (see pg. 61)

NOTE: You should also check the particular type of writing “Check List” and refer to the following pages making sure you stand the best chance to get an

“A.” See pages 23-24 (essay format), 39-40 (common mistakes), 42-43 (the four point rubric), 47 (essay rubric), 58 (compound/complex sentences), and 59-62 (final writing directions).

ROLES IN COOPERATIVE LEARNING GROUPS

Assigning complementary roles to group members promotes and enhances positive interdependence and individual accountability. Each group member has a clearly defined responsibility needed for the group to reach its goal. The selection of roles varies with the intent and content of the activity. Role assignment should rotate frequently within the group. Remember, each quarter you get a **100-point** individual group grade that is based on the fulfillment of your assigned role and contributions to your group. **Fill all roles!**

Leader/Speaker: gets the group settled down, quiet and started on task, keeps group on task, and ensures job is completed. Is responsible for getting the group quiet before dismissal, for leading the discussions/group work tasks and presenting the group’s finding/material to the rest of the class when called on. (“Let’s begin” “Let’s keep on track” “Let’s get focused” “Quiet down” “Let’s not argue” “How about we compromise” “Let’s work together”)

Recorder/Reader: writes down the group’s decisions, findings, answers and edits the group’s report; reads the material to the group ensuring that all can hear and understand while making the corrections to the work. (“Should I write” “The main points are” “So what you’re saying is” “Is everyone listening” “Is everything clear” “Do you need me to read that part again”)

Active Encourager/Questioner: attempts to ensure that all are participating and contributing in the group, asks the key questions (the who, what, where, when, why, and how) to make sure that all sides/possibilities are addressed/ looked at for each assignment so that the topic is thoroughly covered. (“What do you think” “Tell me more” “Didn’t you mean” “Could we look at this another way” “What’s your idea” “Would you help us please”)

Accuracy Checker/Summarizer: corrects any mistakes in another member’s explanation or summary, checks to make sure all members paperwork/headings/ worksheets are completed and correctly headed, restates the group’s major conclusions or answers to the work at hand, and ensures all group members can explicitly explain how the group came to their understanding/findings/answers. (“How did we get this answer” “Does everyone understand” “It sounds like most of us think” “Can you give me an example” “Let me summarize what you/we said” “So what the author was saying was” “Let’s review”)

Materials Manager/Traveler: gets all needed materials for the group and is the person responsible for keeping the condition of all materials, keeps assigned group box neat, organized and accounted for, collects all group members homework and puts it in one neat pile, picks up vocabulary, grammar, other worksheets, resource books, paper, stapler etc. for the group and distributes them, communicates with other groups and the teacher as needed. (“Let’s get our homework and writing utensils out” “Here’s the” “Where is/are the” “What else do we need” “Do we need anything else” “Where do you need my help”)

Task Manager/Time Keeper: assists leader in making sure group members have their homework out, are quiet and working on the daily “Warm Up” and group assigned tasks during the period, assists in getting the group quiet and ready for dismissal, keeps track of time allowed for each assigned task and informs group, and keeps track of how well the group is working together. (“Where’s your heading” “You’re missing your” “Come on we need to get this completed” “Let’s stay on task” “Can you help us out here” “Let’s get quiet so we can leave” “We have only__ minutes left” “Let’s pack up and clean up” “Check the floors and desks”)

WRITING RUBRIC FOR STRUCTURE

Below Proficient	Proficient	Advanced
— Missing/Weak Title	— Has Correct Title	— Creative Title
— Missing Identifiers	— Has 8 Identifiers	— All 8 Identifiers Included
— Missing or Incorrect Transitions	— Contains 3 PT Sentence Transitions	— Uses the Correct Transitions in PT’s and CS
— Incomplete Pre-Writing	— Completed Pre-Writing	— Fully Completed Pre-Writing Sheet
— Missing Correct Heading/Spacing	— Completed Heading/Spacing	— Correct Heading and Spacing
— 2 or Fewer Sentences for each Example	— Examples are at least 2 Sentences Long	— Examples are 3 or more Sentences long
— Missing the 3 Parts of the TS	— TS has All 3 Parts	— TS Creatively Uses All 3 Parts
— Missing the 3 Parts of the PT’s	— PT’s have All 3 Parts	— PT’s have All 3 Parts/are Varied
— Missing the 3 Parts of the EX’s	— CS has All 3 Parts	— EX’s have All 3 Parts
— Missing the 3 Parts of the CS	— Contains NO YOU’S	— CS has New Words All 3 Parts
— Uses few or more YOU’s	— Has At Least 11 Sentences	— Has Correct Pronouns
— Contains Less Than 11 Sentences		— Contains More Than 11 Focused Sentences

The development of content, grammar, correct person, detailed support, focus, style, etc. will be discussed whole class and focused on during the Peer-Editing stages of the Writing Process to be applied to the writing. Consequently, by the final draft in order to be able to score proficient or above, students will need to meet proficiency in all areas of structure first. In other words, students who don’t score well on the initial drafts, do not take advantage of the in-class instruction on mechanics and support, and do not follow the writing samples/fill in the blank handouts, will not be able to reach proficiency. Likewise, those who make errors in the writing structure, either do or don’t score advanced on the initial drafts, don’t fix their errors even though they score high on the initial drafts, may indeed fall below proficient when the final draft is scored for

Final Draft Rubric: Paragraphs

Below Proficient

- TS Does Not State the Main Topic and/or have All the Parts
- PT Sentences Do Not have All 3 Parts and/or Does Not Address the Main Topic
- EX's Weakly or Loosely Support the PT's and/or May Be Off Topic
- CS Does Not Have 3 Parts and/or Does Not Restate the 3 Pts. In New Words
- Title/Heading in 3rd person
- Missing Transitions in PT/CS Sentences

Capitalization, Spacing, Sentences

- Has Too Many Errors in Verb Tense and Word Usage

Proficient

- TS Identifies the Main Topic, Makes a Statement about the Topic, and has All Parts
- PT's Connect to and Address the Main Topic; Has ALL 3 Parts
- EX's Explain the PT's, Give Solid Support Showing What the Writer Meant and Refer to the Topic
- CS Rephrases the

- Clearly Shows Word and Sentence Variety
 - Has No More than 4 Errors in Punctuation, Spelling, Capitalization, Spacing, Sentences
 - Has No More Than 3 Errors in Verb and Word Usage
- ### Advanced

- TS Clearly Identifies the Main Topic, Makes a Clear Statement about the Topic, and has All 3 Parts
- PT's Clearly Connects to and Addresses the Main Topic; Has ALL 3 Parts
- EX's Clearly Explain the PT's, Give Concrete Support That Shows Exactly What the Writer Meant and Maintain a Strong Focus

GRAMMAR AND MECHANICS RUBRIC FOR PARAGRAPHS
--

- Has Weak Word and Sentence Variation
- Has Too Many Errors in Punctuation, Spelling,

- Correct Title, Heading, and Transitions

— CS Clearly
Rephrases the TS
and 3 Main pts. In
New Words; Has
All 3 Parts

— Uses Excellent
Word and
Sentence Variety
— Has No More than
2 Errors in
Punctuation,
Spelling,
Capitalization,

Spacing,
Sentences
— Has No More
Than 2 Errors in
Verb and Word
Usage

Name _____

Date _____

Period _____

Final Draft Personal Score Sheet (Paragraph)

Directions: Read each line, check through your paper, then score yourself for each section. Zero means you didn't do/complete the section, and a Four means that section is perfect. Be honest and don't cheat yourself, but remember you want all Fours!

0 1 2 3 4 (Lowest 0 1 2 3 4 Highest)

1. _____ Heading is typed and spaced correctly in the upper right hand corner.
2. _____ Title is centered, spaced, capitalized correctly; one line skipped after title
3. _____ Topic Sentence has the main topic in it, what you are going to say about that topic, and has either the number of points or the specific points of the paragraph.
4. _____ Point Sentences have appropriate transitions, contain key statements about the TS, and are connected to the main topic/question for the writing task.
5. _____ Examples are two or more sentences long, clearly explain in great/specific detail what you mean, do not assume the reader knows what you mean, have concrete information that all people can understand, see, connect to.
6. _____ CS sentence(s) begin with an appropriate transition, have the main topic restated, and summarize the key points of the paragraph.
7. _____ Transitions are appropriate, used and ordered correctly, and make sense.
8. _____ You have checked the "Common Mistakes Notes" and have none of those mistakes in your paper. See pages 54-56
9. _____ You have checked the "Complex & Compound Sentences" page and have found no errors in your paper with these types of sentences. See page 58
10. _____ You have consulted the "Four Point Rubric," "Rubric: Final Draft," and "Final Draft Check List" pages to make sure your paper scores the highest possible mark.
11. _____ You have checked and made sure you have covered all elements on the type of writing "Check List" (ie. summary, persuasive, response to literature, narrative, expository).
12. _____ You have no "YOU's," use the correct person throughout, and have checked the "Correct Person Chart."
13. _____ You have checked your spelling, grammar, word choice, capitalization, and punctuation.
14. _____ You have all the Identifiers and have used all the parts of the paragraph correctly (see paragraph format—pages 5-6).
15. _____ Your paper uses 1.5" margins on right/left, 1" margins on top/bottom, and spacing is correct throughout.

Name _____

Date _____

Period _____

Final Draft Personal Score Sheet (Essay)

Directions: Read each line, check through your paper, than score yourself for each section. Zero means you didn't do/complete the section and a Four means that section is perfect. Be honest and don't cheat yourself, but remember you want all Fours!

0 1 2 3 4

(Lowest 0 1 2 3 4 Highest)

1. _____ Heading is typed in the upper right hand corner, the title is centered and capitalized correctly, and both are spaced appropriately.
2. _____ Hook grabs the reader's attention, connects to the main topic, and uses **third person only**.
3. _____ GDT is relevant and general to all people, in third person, looks at several possibilities or both sides of an issue/the topic, connects to the hook (or follows the correct narrative format), and logically leads to the thesis (isn't choppy).
4. _____ Thesis clearly addresses the topic/question, has three distinct points on the topic/question, is in correct person, follows the formula, and smoothly connects to the GDT.
5. _____ Topic Sentences begin with transitions, contain the main topic of the paper, **rewords** the key points from the thesis, is either general or specific, and contains the three parts.
6. _____ Point Sentences have appropriate transitions, contain key statements about the TS, are connected to the main topic/question of the writing task, & have all three parts.
7. _____ Examples are two or more sentences long, clearly explain in great/specific detail what you mean, do not assume the reader knows what you mean, have concrete information that all people can understand, see or connect to.
8. _____ CS sentences begin with an appropriate transition, have the main topic restated in new words, and summarize the key points of the paragraph.
9. _____ TS & CS Combinations: If the TS is general (doesn't state the specific points), the CS is specific (states the points from the paragraph) or vice versa.
10. _____ RT has an appropriate transition and has restated the three main points from the thesis in a new way but in the same order.
11. _____ Summary has picked and restated one key PT from each body paragraph and restated it in new words, or it makes an in depth statement that drives your points home.
12. _____ Clincher leaves the reader with something to think about, is connected to the main topic/question, is clever, and **is in third person**.
13. _____ Transitions are appropriate, used and ordered correctly, and make sense (follow the "Transition Usage & Variation" page).
14. _____ You have checked the appropriate "Common Mistakes Notes," have none of those mistakes in your paper, and use the Correct Person—**NO YOU'S!**
15. _____ You have checked the "Complex & Compound Sentences" page and have found no errors in your paper with these types of sentences.
16. _____ You have consulted the "Four Point Rubric," "Rubric: Final Draft," and "Final Draft

Check List” pages to make sure your paper scores the highest possible mark.

17. _____ You have checked and made sure you have covered all elements on the type of writing “Check List” (ie. summary, persuasive, response to literature, narrative, expository).
18. _____ You have checked your **spelling**, **grammar**, **word choice**, **capitalization**, and **punctuation**.
19. _____ You have all the Identifiers and have used all parts of the essay correctly (see essay format).
20. _____ Paper uses 1.5” margins on left/right sides, 1” margins on top/bottom, and is spaced correctly throughout.