

## COMMON MISTAKES IN PARAGRAPHS

1. Put your Name, Date, and Period in the upper left 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, 1<sup>st</sup> draft, peer editing and PQP on 1<sup>st</sup> Draft, 2<sup>nd</sup> Draft with peer editing and PQP on it, TYPED final draft.
4. **YOUR TITLE MUST BE INTERESTING AND CLEVER AND IN 3<sup>RD</sup> 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), (1<sup>st</sup> pt.), (Sup.) (2<sup>nd</sup> pt.), (Sup.), (3<sup>rd</sup> pt.), (Sup.), (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. (1<sup>st</sup> Pt.) To begin with, shopping is a favorite activity of mine because I get to buy new clothes.

8. **Support** explains, proves, and shows 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. (1<sup>st</sup> Pt.) First, I am spatially intelligent because in my free time, I really enjoy drawing. (Sup.) 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. (1<sup>st</sup> pt.) To begin with, I love the sport of football because of the contact. (Sup.) 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. (Sup.)I am a great negotiator, but sometimes I get into trouble.
  2. (Sup.) 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, 1<sup>st</sup> pt, 2<sup>nd</sup> pt, and 3<sup>rd</sup> 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:**
- First, Second, Third, Therefore,
  - To begin with, Next/In addition, Finally, In short,
  - One, Two, Three, All in All
  - To start with, Moreover/In addition, Lastly, In summary,
    - 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 for 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?
- 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!
  - 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!
  - 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 1<sup>st</sup> person pronouns. If it relates to many people, use 3<sup>rd</sup> 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.
- (Sup.) For example, whenever I turn on my radio, I always have some new station playing on it every day.
    - 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” margin on left/right, and the top/bottom. Use 10-12 font Times New Roman. Your Name, Date, and Period Go in the upper left 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! Save to a flash drive.**

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

**WRITING MISTAKES LOG**

<b>ERRORS/COMMON MISTAKE</b>	<b>CORRECTION STRATEGIES &amp; PG. #</b>
1.	
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