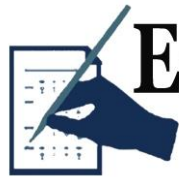


LEVEL 9

Student Text

by
Matthew Stephens



Essentials in Writing
Where Students Learn to Write

417-256-4191

www.essentialsinwriting.com

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PLEASE READ THIS SECTION BEFORE BEGINNING

Essentials in Writing Level 9 is not meant to be completed consecutively. Breaks between compositions and/or focus on literature can be dispersed throughout this program. Completing each lesson consecutively without a break will result in completion of the material in less than a typical 184 days school year. See sample layouts below:

Option 1: Suggested Completion of Essentials in Writing Level 9

1. Complete Section 1 (Sentences). Take a 1-2 day break before beginning Section 2.
2. Complete Section 2 (Paragraphs). Take a 5 day break before beginning Section 3.
3. Complete two essays of Section 3. Take a 3-4 day break between each essay.
4. Complete research paper in Section 4. Take a 5-7 day break after completing the research paper.
5. Complete two essays of Section 3. Take a 3-4 day break between each essay.

NOTE: Breaks can be as short or as long as desired to fit your schedule. Also, several days between major compositions such as essays and research papers can be taken to focus on literature, spelling, and/or vocabulary. For example, you may want to read and study a short story for four or five days between two essays.

Option 2: This option is suggested for students who are behind and want to complete additional lessons throughout the year.

1. Complete Section 1 (Sentences). Take a 1 day break before beginning Section 2.
2. Complete Section 2 (Paragraphs). Take a 1 day break before beginning Section 3.
3. Complete two essays of Section 3. Take a 1 day break between each essay.
4. Complete research paper in Section 4. Take a 3 day break after completing the research paper.
5. Complete two essays of Section 3. Take a 1 day break between each essay.

NOTE: When completing lessons, try to limit completion of each assignment to one day with the exception of “research” during the research paper.

OTHER IMPORTANT INFORMATION

Answer Key: There is no answer key for this grade level. Instead, answers (or sample compositions) are presented in the workbook with each lesson before the assignment. Use compositions presented in the video lessons and workbook as a guide for scoring your student’s compositions.

Scoring Compositions: There are two methods of scoring compositions.

1. **Checklist** – With this method, use the checklist to ensure the student has each element needed for the particular composition. Checking a composition may be done by the student, teacher, or both. In the end, the teacher will decide what score was earned based on results indicated by the checklist.
2. **Scoring Guide** (available for essays and research paper) – With this method, choose the appropriate number on the table that best describes the student’s composition for each particular category. Add the numbers together and divide by the total number possible. The answer will be the grade (in percent) the student earned.

Final Copy of Compositions

Final copies may be handwritten or typed. If typed, it is recommended that students publish their compositions using the following guidelines:

Font: Times New Roman, Arial, or Verdana

Size: 14 pt

Double Spaced

Time Required to Complete Assignments

Unless noted otherwise, the assignment given is expected to be completed the same day. However, teachers are at liberty to allow extra time if needed. On some assignments when it is expected that two or more class periods will be needed to complete them, it will be noted with the lesson. For example, on Lesson 10 of Section 4, it is expected that students will need more than one class period to draft three body paragraphs. Therefore, it is noted: “TIME ESTIMATE: 2-3 CLASS PERIODS”

If you have questions, simply call or email me. I’m happy to help!

Matthew Stephens

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SUGGESTED APPROACH

1. Look at the worksheet/assignment sheet for today's lesson.
2. Watch the video lesson.
3. Complete the assignment.
4. Look at the next lesson.

1. Look at the worksheet/assignment sheet for the day's lesson.

Looking at the assignment will help students be prepared for the content of the lesson. As they watch the video portion of the lesson, they will be listening in terms of what the assignment sheet will require.

2. Watch the video lesson.

Present the new concept to the student. Depending on the student, you may want to watch the lesson with the student, or you may allow the student to watch the lesson alone.

3. Complete the assignment.

Students will complete the worksheet or assignment sheet. During this time, it's very important for students to "think out loud" as they complete the assignment. If this isn't possible due to disturbance of other students, they may wait until they are finished and then explain the new concept to a third party.

Worksheets/assignment sheets are not considered optional.

4. Look at the next lesson.

Again, it's important for students to be aware of what they will be learning.

How long should I spend on one lesson? – This depends on the topic and the student. There are many different variables to consider in such a question. Typically, a good rule to follow is: Don't complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. You may need to watch the video more than once. Then, students will complete the worksheet/assignment sheets after and understanding of the new concept is evident.

CURRICULUM FORMAT

Video lessons and worksheets/assignment sheets are titled to correspond with each other by number. Additionally, written work titled “A” will be completed the first day (after watching the video), “B” the second day, “C” the third day, and so on. If a lesson only has “A” written work, move to the next video lesson the following day. Look at the example below for more details.

Day One

1. Look at Lesson 1A worksheet(s).
2. Watch Video Lesson 1.
3. Complete Lesson 1A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Two

1. Look at Lesson 2A worksheet(s).
2. Watch Video Lesson 2.
3. Complete Lesson 2A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Three

1. Complete Lesson 2B written work.

Day Four

1. Complete Lesson 2C written work.

Day Five

1. Look at Lesson 3A worksheet(s).
2. Watch Video Lesson 3.
3. Complete Lesson 3A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Six

1. Complete Lesson 3B written work

Day Seven

1. Look at Lesson 4A worksheet(s).
2. Watch Video Lesson 4.
3. Complete Lesson 4A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

...AND SO ON

LEVEL 9 SYLLABUS

This course averages 150+ class periods
VIDEO – 66 LESSONS
WORKBOOK – 172 PAGES

LESSON 1 – WHAT IS WRITING?

Lesson 1A – Independent and Dependent Clause
Lesson 1B – Independent and Dependent Clause

SENTENCE DEVELOPMENT

LESSON 2 – SENTENCE STRUCTURE – INDEPENDENT AND DEPENDENT CLAUSE

Lesson 2A – Creating Compound Sentences
Lesson 2B – Creating compound Sentences

Lesson 3 – RUN-ON AND COMMA SPLICE SENTENCE ERROR

Lesson 3 – Correcting Run-Ons and Comma Splices

LESSON 4 – COMPLEX SENTENCES

Lesson 4A – Complex Sentences
Lesson 4B – Complex Sentences

LESSON 5 – FRAGMENT SENTENCE ERROR

Lesson 5 – Fragments and complex Sentences

LESSON 6 – COMPOUND COMPLEX SENTENCES

Lesson 6A – Compound Complex Sentences
Lesson 6B – Complex Sentences

LESSON 7 – PREPOSITIONAL PHRASES

Lesson 7A – Prepositional Phrases
Lesson 7B – Prepositional Phrases

LESSON 8 – Using Appositives

Lesson 8 – Using Appositives

PARAGRAPHS

LESSON 1 – FORMAL PARAGRAPH

Lesson 1A – Formal Paragraph Structure
Lesson 1B – Formal Paragraph Structure

LESSON 2 – EXPOSITORY PARAGRAPH

Lesson 2 – Expository Paragraph: Plan

LESSON 3 – EXPOSITORY PARAGRAPH

Lesson 3A – Expository Paragraph: Draft
Lesson 3B – Expository Paragraph

LESSON 4 – PERSUASIVE PARAGRAPH

Lesson 4 – Persuasive Paragraph: Plan

LESSON 5 – PERSUASIVE PARAGRAPH: DRAFT

Lesson 5A – Persuasive Paragraph: Draft
Lesson 5B – Persuasive Paragraph

LESSON 6 – DESCRIPTIVE PARAGRAPH

Lesson 6 – Descriptive Paragraph: Plan

LESSON 7 – DESCRIPTIVE PARAGRAPH: DRAFT

Lesson 7A – Descriptive Paragraph: Draft
Lesson 7B – Descriptive Paragraph

LESSON 8 – COMPARE AND CONTRAST PARAGRAPH

Lesson 8 – Compare and Contrast Paragraph: Plan

LESSON 9 – COMPARE AND CONTRAST PARAGRAPH

Lesson 9A – Compare and Contrast Paragraph: Draft
Lesson 9B – Compare and Contrast Paragraph

LESSON 10 - ORGANIZING AND WRITING A SUMMARY

Lesson 10 – Writing a Summary

ESSAYS

LESSON 1 – THE WRITING PROCESS

LESSON 2 – PARTS OF A FORMAL ESSAY

Lesson 2 – Parts of a Formal Essay

LESSON 3 – WRITING A PERSONAL ESSAY

Lesson 3 – Writing a Personal Essay – Organizing
Thoughts

LESSON 4 – WRITING A PERSONAL ESSAY

Lesson 4 – Writing a Personal Essay – Organizing Body
Paragraphs

LESSON 5 – WRITING A PERSONAL ESSAY

Lesson 5 – Writing a Personal Essay – Drafting the
Opening Paragraph

LESSON 6 – WRITING A PERSONAL ESSAY

Lesson 6 – Writing a Personal Essay – Drafting Body
Paragraphs

LESSON 7 – WRITING A PERSONAL ESSAY

Lesson 7 – Writing a Personal Essay – Drafting Closing
Paragraph

LESSON 8 – WRITING A PERSONAL ESSAY

Lesson 8 – Writing a Personal Essay – Revising for Word
Choice, Sentence Structure, and Content

LESSON 9 – WRITING A PERSONAL ESSAY

Lesson 9A – Writing a Personal Essay – Edit and Publish
Lesson 9B – Writing a Personal Essay – Additional Assignment (Optional)

PERSUASIVE ESSAY**LESSON 1 – WRITING A PERSUASIVE ESSAY**

Lesson 1 – Writing a Persuasive Essay – Organizing Thoughts

LESSON 2 – WRITING A PERSUASIVE ESSAY

Lesson 2 – Writing a Persuasive Essay – Organizing Essay Paragraph

LESSON 3 – WRITING A PERSUASIVE ESSAY

Lesson 3 – Writing a Persuasive Essay – Drafting the Opening Paragraph

LESSON 4 – WRITING A PERSUASIVE ESSAY

Lesson 4 – Writing a Persuasive Essay – Drafting the Body Paragraphs

LESSON 5 – WRITING A PERSUASIVE ESSAY

Lesson 5 – Writing a Persuasive Essay – Drafting the Closing Paragraph

LESSON 6 – WRITING A PERSUASIVE ESSAY

Lesson 6 – Writing a Persuasive Essay – Revising Word Choice, Sentence Structure, and Content

LESSON 7 – WRITING A PERSUASIVE ESSAY

Lesson 7A – Writing a Persuasive Essay – Edit /Publish
Lesson 7B – Writing a Persuasive Essay – Additional Assignment (Optional)

EXPOSITORY ESSAY**LESSON 1 – WRITING AN EXPOSITORY ESSAY**

Lesson 1 – Writing an Expository Essay – Organizing Thoughts

LESSON 2 – WRITING AN EXPOSITORY ESSAY

Lesson 2 – Writing an Expository Essay – Organizing Essay Paragraphs

LESSON 3 – WRITING AN EXPOSITORY ESSAY

Lesson 3 – Writing an Expository Essay – Drafting the Opening Paragraph

LESSON 4 – WRITING AN EXPOSITORY ESSAY

Lesson 4 – Writing an Expository Essay – Drafting Body Paragraphs

LESSON 5 – WRITING AN EXPOSITORY ESSAY

Lesson 5 – Writing an Expository Essay – Transitions between Body Paragraphs

LESSON 6 – WRITING AN EXPOSITORY ESSAY

Lesson 6 – Writing an Expository Essay – Drafting Closing Paragraph

LESSON 7 – WRITING AN EXPOSITORY ESSAY

Lesson 7 – Writing an Expository Essay – Revising Word Choice, Sentence Structure, and Content

LESSON 8 – WRITING AN EXPOSITORY ESSAY

Lesson 8A – Writing an Expository Essay – Edit /Publish
Lesson 8B – Writing an Expository Essay – Additional Assignment (Optional)

COMPARE AND CONTRAST ESSAY**LESSON 1 – WRITING A COMPARE AND CONTRAST ESSAY**

Lesson 1 – Writing a Compare and Contrast Essay – Organizing Thoughts

LESSON 2 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 2 – Writing a Compare and Contrast Essay – Organizing Essay Paragraphs

LESSON 3 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 3 – Writing a Compare and Contrast Essay – Drafting the Opening Paragraph

LESSON 4 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 4 – Writing a Compare and Contrast Essay – Drafting Body Paragraphs

LESSON 5 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 5 – Writing a Compare and Contrast Essay – Drafting Closing Paragraph

LESSON 6 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 6 – Revising Word Choice, Sentence Structure, and Content

LESSON 7 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 7A – Writing a Compare and Contrast Essay – Edit and Publish

Lesson 7B – Writing a Compare and Contrast Essay – Additional Assignment (Optional)

RESEARCH PAPER**LESSON 1 – RESEARCH PAPER (OVERVIEW)****LESSON 2 – RESEARCH PAPER**

Lesson 2 – Step 1: Choose and Narrow Topic

LESSON 3- RESEARCH PAPER

Lesson 3 – Step 2: Research Questions

LESSON 4 – RESEARCH PAPER

Lesson 4 – Step 3: Research (Source Cards)

LESSON 5 – RESEARCH PAPER

Lesson 5 – Step 3: Research (Note Cards and Taking Notes)

LESSON 6 – RESEARCH PAPER

Lesson 6 – Step 3: Research (Gathering Information) (One Week of Class Periods)

LESSON 7 – RESEARCH PAPER

Lesson 7 – Step 4: Thesis & Outline

LESSON 8 – RESEARCH PAPER

Lesson 8 – Step 5: Drafting – Drafting Introduction

LESSON 9 – RESEARCH PAPER

Lesson 9 – Step 5: Drafting – Organizing Body Paragraphs

LESSON 10 – RESEARCH PAPER

Lesson 10 – Step 5: Draft – Drafting Body Paragraphs (2-3 Class Periods)

LESSON 11 – RESEARCH PAPER/PROJECT PROCESS

Lesson 11 – Step 5: Draft – Drafting the Closing Paragraph

LESSON 12 – RESEARCH PAPER/PROJECT PROCESS

Lesson 12 – Step 6: Revise – Revising for Word Choice & Sentence Structure (2-3 Class Periods)

LESSON 13 – RESEARCH PAPER/PROJECT PROCESS

Lesson 13 – Step 7: Edit/Publish (2 Class Periods)

LESSON 14 – RESEARCH PAPER/PROJECT PROCESS

Lesson 14 – Step 8: Citing Sources

LESSON 15 – RESEARCH PAPER/PROJECT PROCESS

Lesson 15 – Adding a Title Page and Outline

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SECTION 1: SENTENCES

Lesson 1 – Independent and Dependent Clause

INDEPENDENT CLAUSE

An *independent clause* contains BOTH a subject and a verb, and it can stand alone as a sentence because it expresses a complete thought. A sentence CAN contain more than one *independent clause*.

Example: The teacher stood at the front of the room, but she didn't say anything for several minutes. IC IC

Example: Until Carlos gets his truck repaired, his father will loan him the family car. DC IC

DEPENDENT CLAUSE

A *dependent clause* may contain a subject, a verb, or BOTH. However, a *dependent clause* can NOT stand alone as a sentence because it does not express a complete thought. A sentence CAN contain more than one *dependent clause*.

Often a dependent clause begins with one of the following words: Subordinators: *after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while*

Example: Trina got sick after eating tuna because she has an allergy to seafood. DC IC

Example: When you arrive at the second stoplight past the drug store, turn left and watch for my house on the right. DC IC

Lesson 1A – Independent and Dependent Clause

ASSIGNMENT

A. On a sheet of notebook paper, write ten simple sentences (independent clauses).

B. On a sheet of notebook paper, write ten dependent clauses. Begin each dependent clause with a subordinator. Common subordinators are:

after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while

C Search the internet, a book, or a magazine to learn more about something you are interested in. Copy ten sentences from the information and label the independent and the dependent clauses with IC or DC.

D. Memorize as many subordinators as you can.

Lesson 1B – Independent and Dependent Clause

ASSIGNMENT

Choose any or all of the activities below for today's practice.

A. On a sheet of notebook paper, write ten simple sentences (independent clause).

B. On a sheet of notebook paper, write ten dependent clauses using ten different subordinators from the previous page to begin your sentences.

C. Have a conversation with a friend or someone in your family. Copy several sentences used in the conversation and label the independent and the dependent clauses with IC or DC.

D. Memorize as many subordinators as you can.

Lesson 5 – Fragment Sentence Error

Fragments are phrases written as sentences that do not contain a subject and a predicate.

Sometimes mistakes are made when a dependent clause is written as a sentence and not combined with the independent clause. This is also an error. When *fragments* begin with a subordinator (called a subordinate clause error), they contain a subject and a predicate but make no sense when standing alone.

FRAGMENT SENTENCE ERROR

Examples:

Felt like sleeping for hours. Error: no subject

The barking dog in the window. Error: no predicate

After I called to complain. Error: subordinate clause error

NOTE: The subordinate clause error begins with a subordinator.

Look at the fragments in the sentences below.

I had worked all night long. Felt like sleeping for hours. Then, to make things worse there was a dog. The barking dog in the window. Would not be quiet. My neighbor finally got him to stop barking. After I called to complain.

CORRECTING A FRAGMENT (Examples are taken from errors above.)

There are several ways to correct a fragment:

1. Add a subject or a predicate (whichever one is missing) to make a simple sentence. (In the example below, the fragments were missing a subject and a predicate, so they are combined to form a sentence.)

The barking dog in the window would not be quiet.

2. Add the fragment (one that begins with a subordinator) to an independent clause in order to create a complex sentence.

My neighbor finally got him to stop barking after I called to complain.

3. Add a subject to the fragment and then add it to an independent clause. Combine both independent clauses with a comma and a conjunction in order to create a compound sentence.

I had worked all night long, and I felt like sleeping for hours.

Lesson 5 – Fragments and Complex Sentences

NOTE: If student's compositions rarely contain fragments, complete Option #2 assignment instead of Option #1.

ASSIGNMENT (Option #1)

A. On a sheet of notebook paper, write a paragraph (six or more sentences) about a time you were ill.

B. Check the paragraph for fragments. If your composition contains fragments, correct each fragment on a separate sheet of paper.

Remember, a fragment may need a subject, predicate, or an independent clause in order to make sense.

ASSIGNMENT (Option #2)

A. On a sheet of notebook paper, write a paragraph (six or more sentences) about a time you were ill.

B. Revise your sentence structure. When possible, add a dependent clause to an independent clause to make a simple sentence complex.

COMPARE

AND

CONTRAST

ESSAY

Lesson 1– Writing a Compare and Contrast Essay

ORGANIZING THOUGHTS

A compare and contrast essay is an essay that explores the similarities and differences between two or more things or ideas.

1. Read the Prompt

The modeled essay was written to this prompt:

Inventions and discoveries are an important part of history and even affect our daily life. Write an essay that explains the similarities and differences between inventions and discoveries.

ASSIGNMENT (PART ONE)

Choose one of the writing prompts below. Then, on a clean sheet of paper, draw a graphic organizer to organize the essay or use a graphic organizer from the back of the workbook.

1. People all over the world enjoy music and books. Write an essay that explains the similarities and differences between music and books.
2. Young adults are influenced by the people around them. Write an essay to compare and contrast the influence that celebrities and parents have on young adults.
3. In today's society, much emphasis is placed on physical beauty. Write an essay that explains the similarities and differences between physical beauty and inner beauty.
4. Choose any of the topics listed below. Compare and contrast the things or ideas given.
 - Bullies vs. Dictators
 - Spending time with your friend to spending time with your dog
 - The benefits of cold to the benefits of heat

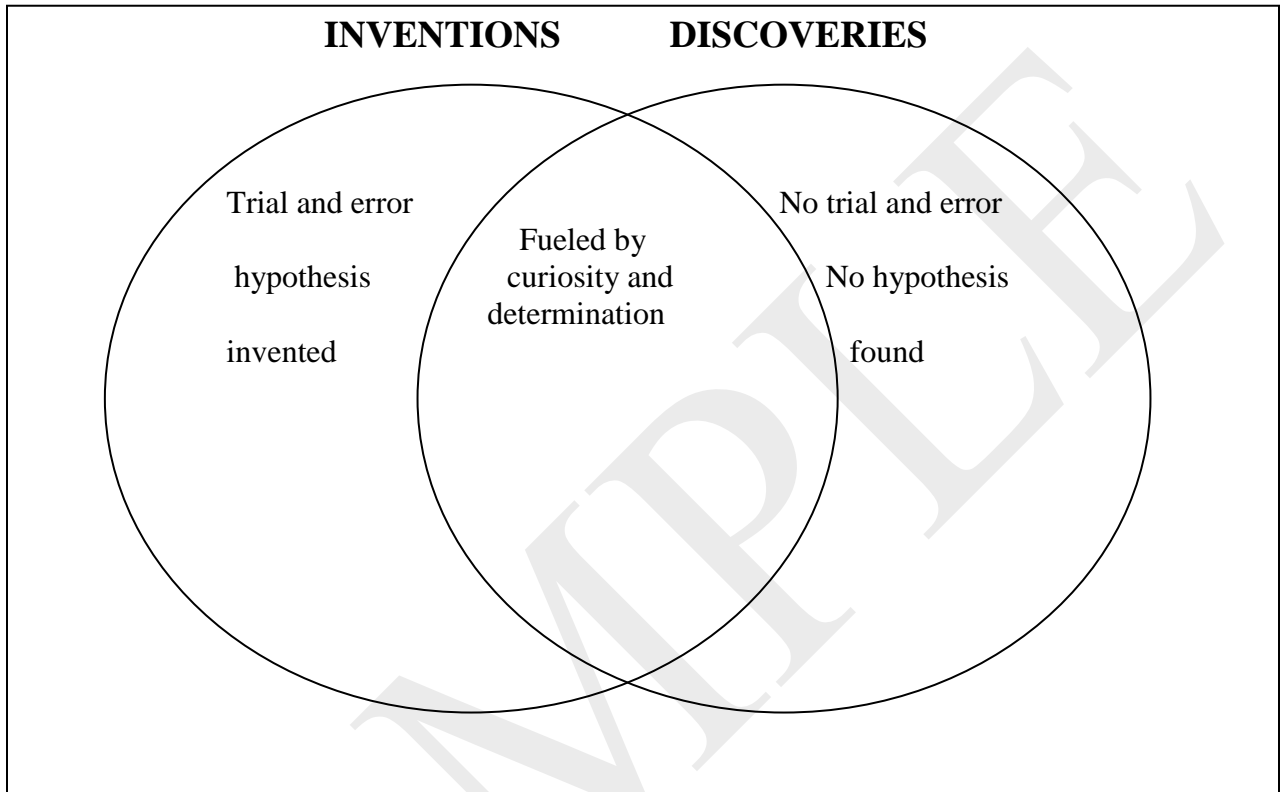
NOTE: Remember, sometimes the focus of a compare and contrast essay is the exploration of similarities. However, be sure to explore differences even if the focus of the essay is on similarities.

***CONTINUED NEXT PAGE**

Lesson 1 – Writing a Compare and Contrast Essay

ORGANIZING THOUGHTS (CONTINUED)

Below is a sample of the Venn diagram used in today’s lesson.



Once the graphic organizer is complete, organize each paragraph of the essay as shown in the example below.

2. Organize the Essay

OP Inventions are different from discoveries

BP#1 Inventions make life easier

BP#2 Discoveries are seen for the first time by someone

BP#3 Differences and similarities

CP Inventions and discoveries are closely related

ASSIGNMENT (PART TWO)

After viewing Part Two of today’s video lesson, organize your essay using information from the graphic organizer you completed in Part One. See example above.

Lesson 2 – Writing a Compare and Contrast Essay

ORGANIZING ESSAY PARAGRAPHS

Plans for each essay paragraph are shown below.

Opening Paragraph Plan

Hook Ben Franklin admits to failing often
Elaborate inventors are a lot like those who discover new things
Thesis while similar, inventions and discoveries are not the same things

BP #1 Plan

OS Inventions make life easier
D#1 often form from theory or hypothesis
EX ideas for something new or improve something
D#2 require trial and error, could come from mistakes
EX chocolate-chip cookies, potato chips, post-it notes
CS inventions make life easier

BP #2 Plan

OS Discoveries are seen for the first time by someone
D#1 historical discoveries
EX discovering land masses, DNA, outer space, disease origins,
D#2 recent discoveries
EX Pluto demoted, dinosaur fossils, melting glacial ice, holy relics
CS still more left to be discovered

BP #3 Plan

TS Differences and similarities
D#1 differences
EX finding vs. creating
D#2 similarities
EX both take curiosity, determination
CS inventions and discoveries affect everyone

Closing Paragraph Plan

Restate Thesis while similar, inventions and discoveries are not the same things
Details Inventions make life easier/Discoveries were meant to be discovered
TP CS scientists like Ben Franklin make the world a better place

Lesson 2 – Writing a Compare and Contrast Essay

ORGANIZING ESSAY PARAGRAPHS

ASSIGNMENT

- A. On a sheet of paper, organize the opening paragraph of the essay.**
- B. On a sheet of paper, organize each body paragraphs of the essay.**
- C. On a sheet of paper, organize the closing paragraph of the essay.**

NOTE: Graphic Organizers are located at the back of the workbook if you prefer to use a pre-printed one.

Essay Paragraphs Organizer Checklist

Check off each item on the checklist below as it is completed.

Opening Paragraph

- Hook & other introductory statements
- Thesis statement

Body Paragraph #1 (Topic detail #1)

- Opening sentence
- Two details and examples
- Closing sentence

Body Paragraph #2 (Topic detail #2)

- Opening sentence
- Two details and examples
- Closing sentence

Body Paragraph #3 (Topic detail #3)

- Opening sentence
- Two details and examples
- Closing sentence

Closing Paragraph

- Restated thesis
- Closing statements

Lesson 3 – Writing a Compare and Contrast Essay

DRAFTING THE OPENING PARAGRAPH

In the *opening paragraph*, introduce the topic and *hook* the audience. *Hooks* are important because they encourage the reader to continue reading.

Below are examples of hooks that could have been used with today's video lesson:

Sensory Description – Describe in detail to set the stage.

Example: On a blanket under the night sky, one can enjoy the beauty of the starry sky. But, through the lens of a telescope, discoveries can be made.

Emotional Statement – Use strong emotion to set the stage.

Example: Neither you nor I could live without a cell phone! Thank goodness for Alexander Graham Bell who invented the first telephone.

Statistics – Use a statistic to set the stage.

Example: It is estimated that an inventor fails more than 1,000 times before successfully inventing something.

Short and Memorable – Get to the point to set the stage.

Example: Inventions and discoveries have had an enormous impact on human beings.

Humor/Anecdote/Question/Quote – Use humor or an anecdote to set the stage.

Example: History shares with us that Ben Franklin, renowned scientist and inventor, failed numerous times before successfully inventing anything.

Lesson 3 – Writing a Compare and Contrast Essay

OPENING PARAGRAPH SAMPLE FROM VIDEO MODEL

Opening Paragraph Plan

Hook	Ben Franklin admits to failing often
Elaborate	inventors are a lot like those who discover new things
Thesis	while similar, inventions and discoveries are not the same

Quality Opening Paragraph Written from Plan

History shares with us that Ben Franklin, renowned scientist and inventor, failed numerous times before successfully inventing anything. While he is well-known for inventing things like the light bulb, reading glasses, swim fins, and the Franklin stove, Ben Franklin also discovered important things unknown or undocumented, such as the Gulf Stream, which was first mapped by Franklin ("Benjamin"). Although inventions and discoveries have similar characteristics, they actually have very different forms of origin.

Ineffective Opening Paragraph Sample

Ben Franklin failed often before inventing anything. Inventors are a lot like those who discover new things. While similar, inventions and discoveries are not the same.

ASSIGNMENT

On a sheet of paper, draft the opening paragraph of the essay. Be sure to use the plan you made in the last lesson as a guide. Do not forget to double space the draft so that you have space to revise later.

Lesson 4 – Writing a Compare and Contrast Essay

DRAFTING BODY PARAGRAPHS

BODY PARAGRAPH #1 SAMPLE FROM VIDEO MODEL

Body Paragraph #1 Plan

- OS Inventions make life easier
- D#1 often form from theory or hypothesis
- EX ideas for something new or improve something
- D#2 require trial and error, could come from mistakes
- EX chocolate-chip cookies, potato chips, post-it notes
- CS inventions make life easier

Quality Body Paragraph #1 Written from Plan

Inventions make life easier for most people. Many inventors develop ideas from theories or hypotheses that they have in their minds. Many create new devices that make something new that is helpful for people or improves something that already exists. Most inventors go through a trial-and-error process when inventing things, which can sometimes lead to inventions by mistake! For example, chocolate-chip cookies, potato chips, and the post-it note were all invented by someone who was actually trying to develop something entirely different. We can all thank inventors for committing time and energy towards making life easier for all of us by inventing new and creative ways to do things.

Ineffective Body Paragraph #1 Sample

Inventions make life easier. They are formed from a theory or a hypothesis. Then, they invent something new or how to improve something. They also require trial and error, but they could come from mistakes. Chocolate-chip cookies, potato chips, and post-it-notes are all examples of such inventions. Inventions make life so much easier.

ASSIGNMENT

On a sheet of paper, draft the three body paragraphs of the essay. Be sure to use the plan you made in the beginning as a guide. Do not forget to double space the draft so that you have space to revise later.

NOTE: Samples of body paragraph 2 and 3 can be seen on the next pages.

Lesson 4 – Writing a Compare and Contrast Essay

BODY PARAGRAPH #2 SAMPLE

Body Paragraph #2 Plan

- OS Discoveries are seen for the first time by someone
- D#1 historical discoveries
- EX discovering land masses, DNA, outer space, disease origins,
- D#2 recent discoveries
- EX Pluto demoted, dinosaur fossils, melting glacial ice, holy relics
- CS still more left to be discovered

Quality Body Paragraph #2 Written from Plan

Discoveries, on the other hand, refer to things that are seen or found for the first time by someone. There are a number of historical discoveries that students learn about in history and science books, which not only teach us about the amazing universe we live in, but also encourage young people to explore and question and analyze the world we live in. Some historic discoveries that stand out include the historic discovery of land masses, the discovery of planets and stars in outer space, the discovery of DNA, and the discovery of numerous disease origins. While there have been thousands of discoveries uncovered since the dawn of man, there have also been a number of new discoveries in recent years that inspire mankind to continue searching for the unknown. Dinosaur fossils and holy relics, for example, are continuing to be discovered in various places around the globe, while scientists have discovered melting glacial ice in polar areas of the world. These never-before-seen phenomena constitute discoveries, which become recorded for future history books; however, this leads us to believe, of course, that there are still more things left to be discovered out there in our vast universe.

Ineffective Body Paragraph #2 Sample

A discovery is something that's seen for the first time by someone. There are some historical discoveries that I will talk about. Land masses, DNA, outer space, and disease origins are a few. Also, there are some recent discoveries. Pluto was demoted, fossils of dinosaurs and holy relics were found. Still there is more left to be discovered.

Lesson 4 – Writing a Compare and Contrast Essay

BODY PARAGRAPH #3 SAMPLE

Body Paragraph #3 Plan

TS Differences and similarities

D#1 differences

EX finding vs. creating

D#2 similarities

EX both take curiosity, determination

CS inventions and discoveries affect everyone

Quality Body Paragraph #3 Written from Plan

Both invention and discoveries can change the world we live in. Discoveries refer to the finding of things that have never been understood. Inventions refer to the creating or forming of useful things that serve a purpose to human beings. People involved with inventions and discoveries are similar. They need curiosity and determination in order to contribute to the progress of human efforts. Inventions and discoveries affect everyone every day.

Ineffective Body Paragraph #3 Sample

There are differences and similarities between inventions and discoveries. I will share about differences. Inventions are creating while discoveries are found. There are also similarities. Both take curiosity and determination. Inventions and discoveries affect everyone.

NOTE: Notice how this paragraph changed when revisions were made. Refer to the final copy on page 128.

Lesson 5 – Writing a Compare and Contrast Essay

DRAFTING CLOSING PARAGRAPH SAMPLE FROM VIDEO MODEL

Closing Paragraph Plan

Hook	Ben Franklin admits to failing often
Elaborate	inventors are a lot like those who discover new things
Thesis	while similar, inventions and discoveries are not the same things

Quality Closing Paragraph Written from Plan

While inventions and discoveries have similar qualities and characteristics, they are actually quite different from each other. Inventions, often making life easier for us all, may have never been “discovered” if not for the innovative mind of the inventor who begins with an intent to make a difference in the world. Discoveries, on the other hand, may have been “found” by someone...eventually. Overall, it is scientists like Ben Franklin who make the world a better place with contributions of amazing inventions and marvelous discoveries so that the rest of us can live comfortably.

Ineffective Closing Paragraph Sample

Ben Franklin admits to failing often. Inventors are a lot like those who discover new things. While similar, though, they are still not the same.

ASSIGNMENT

On a sheet of paper, draft the closing paragraph of the essay. Be sure to use the plan you made in the beginning as a guide. Do not forget to double space the draft so that you have space to revise later.

Lesson 6 – Writing a Compare and Contrast Essay

REVISING WORD CHOICE, SENTENCE STRUCTURE, AND CONTENT

Revision is one of the most important steps of writing. During revision, time is taken to explore every aspect of the composition and make changes that will have a positive effect on communication with the reader. During revision, focus on word choice, sentence structure, and content.

Body Paragraph #2 DRAFT

Discoveries, on the other hand, are things that are seen or found for the first time by someone. There are a number of discoveries that we learn about in history and science that teach us about the amazing universe and encourage young people to explore and question and analyze the world we live in. Some historical discoveries that stand out include Columbus’s discovery of the “new world,” the discovery of plants and stars, the discovery of DNA, and the discovery of disease origins. While there have been thousands of discoveries uncovered since the creation of man, there have also been a number of new discoveries in recent years that inspire us to keep searching for the unknown. Dinosaur fossils and holy relics, for example are continuing to be discovered in various places around the globe while scientists have discovered melting glacial ice in polar areas. These never-before-seen phenomena constitute discoveries, which become recorded for future history books; however, this leads us to believe, of course, that there are still more things left out be discovered out there in our vast universe.

Body Paragraph #2 REVISION

*Discoveries, on the other hand, **refer to** things that are seen or found **by someone for the first time**. There are a number of **historical** discoveries that **students** learn about in history and science that teach us about the amazing universe and encourage young people to **explore, question, and analyze** the world we live in. Some historical discoveries that stand out include Columbus’s discovery of the new world, the discovery of plants and stars, the discovery of DNA, and the discovery of disease origins. While there have been thousands of discoveries uncovered since the creation of man, there have also been a number of new discoveries in recent years that inspire **mankind** to keep searching for the unknown. Dinosaur fossils and holy relics, for example, are continuing to be discovered in various places around the globe **and scientists recently demoted Pluto**. These never-before-seen phenomena constitute discoveries that are recorded in future history books; however, this leads us to believe, of course, that there are still more things left out be discovered out there in our vast universe.*

ASSIGNMENT

Revise each paragraph of the rough draft for word choice, sentence structure, and content. Only make changes that help IMPROVE communication with the reader.

Lesson 7A – Writing a Compare and Contrast Essay

EDIT AND PUBLISH

ASSIGNMENT

A. Once all revisions are complete, it's time to edit for capitalization and punctuation errors and write the final copy. Final copies may be typed using the guidelines on page one in the front of the workbook.

B. Score the final copy using the checklist and/or rubric that follows.

Lesson 7B – Writing a Compare and Contrast Essay

ADDITIONAL ASSIGNMENT (OPTIONAL)

Choose one of the writing prompts below. Then, follow the writing process to plan, draft, revise, edit, and publish an expository essay.

1. People all over the world enjoy music and books. Write an essay that explains the similarities and differences between music and books.
2. Young adults are influenced by the people around them. Write an essay to compare and contrast the influence that celebrities and parents have on young adults.
3. In today's society, much emphasis is placed in physical beauty. Write an essay that explains the similarities and differences between physical beauty and inner beauty.
4. Choose any of the topics listed below. Compare and contrast the things or ideas given.
 - Bullies vs. Dictators
 - Spending time with your friend to spending time with your dog
 - The benefits of cold to the benefits of heat

NOTE: It is equally acceptable to write an expository essay from any other prompt given to you outside this assignment.

Compare and Contrast Essay Checklist

SECTION 3: ESSAYS

Opening Paragraph/Introduction

Did you introduce your topic with a strong hook and introductory statements?
--

Is your topic stated clearly in your thesis statement?
--

Body – (See Checklist at Bottom)

Does your body contain details about your topic?
--

Do you give examples of your details?

Are your details strong and descriptive?
--

Closing Paragraph/Conclusion

Does your closing paragraph restate the thesis and bring the essay to a close?
--

Overall

Did you explore the similarities and differences between two things or ideas?

Do you use transition words between details/examples and paragraphs?
--

Did you use vivid language as a tool to communicate well with your reader?
--

Does your essay contain a clear beginning, middle, and end and stay on topic?

Mechanics

I have spelled my words correctly.

I have used capitalization correctly.

I have used punctuation correctly.

I indented each time I started a new paragraph.

I used paragraphs correctly.

BODY PARAGRAPHS CHECKLIST

Body Paragraph 1

Contains a quality opening sentence that introduces the main detail.
--

Gives quality details and examples of my topic sentence in this paragraph.
--

Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

Body Paragraph 2

Contains a quality opening sentence that introduces the main detail.
--

Gives quality details and examples of my topic sentence in this paragraph.
--

Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

Body Paragraph 3

Contains a quality opening sentence that introduces the main detail.
--

Gives quality details and examples of my topic sentence in this paragraph.
--

Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

COMPARE AND CONTRAST ESSAY SCORING GUIDE

	Organization/Content	Opening and Conclusion	Sentence Structure Word Choice	Mechanics
4	<ul style="list-style-type: none"> • Introduction, body, and closing follow an effective organizational style; • Appropriate and effective transitions are used between paragraphs and thoughts • Detailed support and examples are used effectively in both topics being discussed 	<ul style="list-style-type: none"> • Introduction is inviting and includes an overview of the purpose while the conclusion effectively closes the essay. 	<ul style="list-style-type: none"> • Sentences reflect variety in length and kind; (compound and complex sentences) • Few if any tense/subject verb agreement errors; • Word choice is rich and varied • Professional language is used effectively 	<ul style="list-style-type: none"> • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).
3	<ul style="list-style-type: none"> • Introduction, body, and closing follow a basic organizational style; • General transitions are used between paragraphs and thoughts • General support and examples are used effectively in both topics being discussed 	<ul style="list-style-type: none"> • Introduction includes an overview of the purpose while the conclusion closes the essay. 	<ul style="list-style-type: none"> • Sentences reflect some variety in length and kind; (more compound than complex sentences) • Occasional if any tense/subject verb agreement errors; • Word choice is clear and reasonably precise • Professional language is used 	<ul style="list-style-type: none"> • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).
2	<ul style="list-style-type: none"> • Introduction, body, and closing follow a vague organizational style; • Few transitions are used between paragraphs and thoughts • Support is vague and lacks examples in either topics being discussed 	<ul style="list-style-type: none"> • Introduction and/or conclusion are vague. 	<ul style="list-style-type: none"> • Sentences reflect little variety in length and kind; (mostly simple sentences) • Contains tense/subject verb agreement errors; • Word choice is basic • Professional language is used sparingly 	<ul style="list-style-type: none"> • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).
1	<ul style="list-style-type: none"> • Organization detracts from content • Transitions between paragraphs and thoughts are missing • Lacks support and examples in both comparisons and contrasts 	<ul style="list-style-type: none"> • Introduction and conclusion are not clear or missing. 	<ul style="list-style-type: none"> • Sentences are simple and fragmented; • Errors obstruct meaning • Word choice is vague • Professional language is missing 	<ul style="list-style-type: none"> • Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).

Total this section: _____ Total this section: _____ Total this section: _____ Total this section: _____

Total all sections _____ /16 = _____ %

March 12, 2012

Ramon Schmid

Essentials in Writing

QUALITY COMPARE/CONTRAST ESSAY EXAMPLE
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“Inventions and Discoveries: Alike but Not”

History shares with us that Ben Franklin, renowned scientist and inventor, failed numerous times before successfully inventing anything. While he is well-known for inventing things like the light bulb, reading glasses, swim fins, and the Franklin stove, Ben Franklin also discovered important things unknown or undocumented, such as the Gulf Stream, which was first mapped by Franklin ("Benjamin"). Although inventions and discoveries have similar characteristics, they are actually very different forms of origin.

Inventions make life easier for most people. Inventions are formed from theories or hypotheses that inventors have in their minds. Inventors often create new devices that are helpful for people, or they focus on ways to improve something that already exists. Most inventors go through a trial-and-error process when inventing things, which can sometimes lead to inventions by mistake! For example, chocolate-chip cookies, potato chips, and the post-it note were all invented by someone who was actually trying to develop something entirely different. We can all thank inventors for committing time and energy towards making life easier for all of us by inventing new and creative ways to do things.

Discoveries, on the other hand, refer to things that are seen or found by someone for the first time. There are a number of historical discoveries that students learn about in history and science that teach us about the amazing universe and encourage young people to explore, question, and analyze the world we live in. Some historical discoveries that stand out include Columbus's discovery of the new world, the discovery of plants and stars, the discovery of DNA, and the discovery of disease origins. While there have been thousands of discoveries uncovered since the creation of man, there have also been a number of new discoveries in recent years that inspire mankind to continue searching for the unknown. Dinosaur fossils and holy relics, for example, are continuing to be discovered in various places around the globe, and scientists recently demoted Pluto. These never-before-seen phenomena constitute discoveries that are then recorded in future history books; however, this leads us to believe, of course, that there are still more things left to be discovered out there in our vast universe.

Both invention and discoveries can change the world we live in. However, there are a number of differences between these two terms. While "discoveries" refer to the finding of things that have never been understood, "inventions" refer to the creating or forming of useful things that serve a purpose to human beings. Needless to say, the people involved with inventions and discoveries have similar qualities. Both inventors and discoverers need curiosity and determination in order to contribute to the progress of human beings. Inventions and discoveries affect everyone every day, and it is

important that young people continue developing inquiry and interest in seeking out answers to the unknown.

While inventions and discoveries have similar qualities and characteristics, they are actually quite different from each other. Inventions, often making life easier for us all, may have never been “discovered” if not for the innovative mind of the inventor who begins with an intent to make a difference in the world. Discoveries, on the other hand, may be “found” by someone...eventually. Overall, it is scientists like Ben Franklin who make the world a better place with contributions of amazing inventions and marvelous discoveries so that the rest of us can live comfortably.

Work Cited

"Benjamin Franklin's Inventions, Discoveries, and Improvements." *Benjamin Franklin's Inventions*. N.p., n.d. Web. 03 July 2012.

SAMPLE

March 12, 2012

Ramon Schmid

Essentials in Writing

INEFFECTIVE COMPARE/CONTRAST ESSAY EXAMPLE
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“Inventions and Discoveries: Alike but Not”

Ben Franklin failed often before inventing anything. Inventors are a lot like those who discover new things. While similar, inventions and discoveries are not the same.

Inventions make life easier. They are formed from a theory or a hypothesis. Then, they invent something new or how to improve something. They also require trial and error, but they could come from mistakes. Chocolate-chip cookies, potato chips, and post-it-notes are all examples of such inventions. Inventions make life so much easier.

A discovery is something that's seen for the first time by someone. There are some historical discoveries that I will talk about. Land masses, DNA, outer space, and disease origins are a few. Also, there are some recent discoveries. Pluto was demoted, fossils of dinosaurs and holy relics were found. Still there is more left to be discovered.

There are differences and similarities between inventions and discoveries. I will share about differences. Inventions are creating while discoveries are found. There are also similarities. Both take curiosity and determination. Inventions and discoveries affect everyone.

Ben Franklin admits to failing often. Inventors are a lot like those who discover new things. While similar, though, they are still not the same.