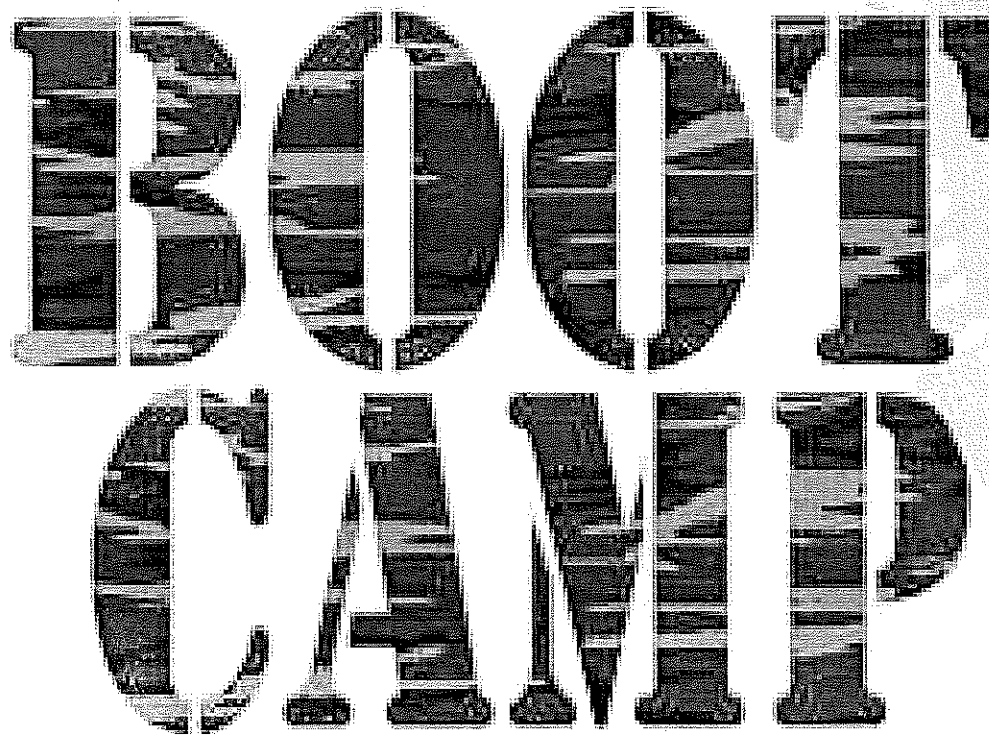


WRITING

**BOOT
CAMP**



**SHENANDOAH MIDDLE
SCHOOL
MUSEUMS MAGNET**

NAME: _____ PERIOD: _____

Planning and Organization

All essays have 3 parts: **Introduction, Body and Conclusion.**

Introduction: An introduction must have the following 3 items.

1. Hook: Used to grab your reader's attention.
 - Below are some examples of how you can hook the reader and start your introduction:
 - Ask a Question
 - Use a Quote or present a Dialogue
 - Interesting fact
 - Use Descriptive language
 - Figurative language/Imagery
 - Command
2. Explanation/Expansion of Hook
3. Controlling Idea/Claim
 - This is the main idea of your essay.
 - This is where you let your reader in on what you're going to write about.
 - For informative essays it is a controlling idea; for argumentative essays it is a claim.

Body: Body paragraphs support your controlling idea or claim.

- ALWAYS BEGIN a paragraph with a TOPIC SENTENCE (*POINT*)
- Provide Supporting Details
 - Textual Evidence (which must be cited)
 - Elaboration of the details provided (*REFER TO ELABORATION TECHNIQUES HANDOUT*)
- ALWAYS END with a CONCLUDING SENTENCE
 - Reasoning that links your textual evidence to your topic sentence and helps *transition* to the ideas of the next body paragraph.

Conclusion

- Restate your controlling idea/claim in fresh words.
- Leave your reader with something to think about.
 - This is an important part of your conclusion. In an argumentative essay this is sometimes called the CALL TO ACTION.

****Depending on the style of writing or the purpose for writing, YOU determine the pattern of organization best suited for your essay and the length that your essay will need to be.

MANAGE YOUR TIME WISELY!

- You have 120 minutes to read, plan, write, and revise and edit your essay. Consider how you will pace yourself on the day of the FSA Writing to complete the following.

*****READING*****PLANNING*****WRITING*****REVISING & EDITING *****

** It is *extremely important* that you leave some time in the end to revise and edit your essay to make sure it is free of errors and has the strongest word choices.

ORGANIZATIONAL PLAN-ESSAY STRUCTURE

INTRODUCTION

Hook:

Controlling Idea/Claim:

1st BODY PARAGRAPH

(POINT) Topic Sentence for Body Paragraph 1:

(EVIDENCE) Textual Evidence 1:

(ELABORATION) Supporting Detail 1:

(EVIDENCE) Textual Evidence 2:

(ELABORATION) Supporting Detail 2:

(LINK) Concluding Sentence

2nd BODY PARAGRAPH

(POINT) Topic Sentence for Body Paragraph 2:

(EVIDENCE) Textual Evidence 1:

(ELABORATION) Supporting Detail 1:

(EVIDENCE) Textual Evidence 2:

(ELABORATION) Supporting Detail 2:

(LINK) Concluding Sentence

3rd BODY PARAGRAPH

Informative

Argumentative

(POINT) Topic Sentence for Body Paragraph 3

(EVIDENCE) Textual Evidence 1:

(ELABORATION) Supporting Detail 1:

(EVIDENCE) Textual Evidence 2:

(ELABORATION) Supporting Detail 2:

(LINK) Concluding Sentence

State Your Counterargument

Textual Evidence for Counterargument

Rebuttal

Evidence to Support Rebuttal

Elaboration of Evidence

LINK Back to Original Claim

CONCLUSION

Restating of Controlling Idea/Claim:

Closing Thought/Call to Action:

Transitional Words and Phrases

Compare and Contrast:

After all,	Meanwhile,
Although,	Nevertheless,
Although that is true,	Nonetheless,
At the same time,	On the other hand,
But,	Otherwise,
Even so,	On the contrary,
Even though,	Whereas,
However,	When in fact,
In contrast,	While this is true,
In spite of that,	Yet,

Elaborate:

Additionally,	In other words,
As well as,	In particular,
For example,	Likewise,
For instance,	More specifically,
Including,	Such as,
Indeed,	To demonstrate,
In fact,	To illustrate,

Cause and Effect:

As a result,	Hence,
Consequently,	Therefore,
Due to the fact,	Thus,

Transitions and Transitional Phrases

Conclude or Summarize:

All in all,	In conclusion,
As noted,	In short,
As stated,	In the end,
Finally,	To conclude,
Given these thoughts,	To summarize,

Emphasize:

Above all,	In fact,
As a matter of fact,	Most importantly,
Especially,	Obviously,
In any case,	That is,
In any event,	To point out,
Indeed,	With this in mind,

Addition:

Actually,	In all sincerity,
Additionally,	Indeed,
Also,	In fact,
Alternatively,	Lastly,
As a matter of fact,	Let alone,
Besides,	Let's not forget,
Equally important,	Moreover,
Furthermore,	Not to mention,
In all honesty,	What's more,

ELABORATION TECHNIQUES

The following are some elaboration techniques with examples that students can use in their writing. These techniques can apply to open-ended responses, persuasive essays, explanatory essays, and speculative writing; some strategies are more appropriate for specific genres than others.

- **Definition**
 - *Pollution is the term used to describe toxins in our environment.*
- **Fact**
 - *There are 4 major types of pollution.*
- **Response/Reaction/Opinion**
 - *In my experience, many students find recycling to be an afterthought - not necessarily a critical issue.*
- **Example**
 - *For example, the weather in Florida never used to get below 30 degrees. Now, it is usual for them to experience temperatures in the teens!*
- **Small Story/Anecdote**
 - *One time when I went swimming in the ocean, I couldn't paddle two feet without touching a piece of garbage floating around me.*
- **Concession:** Acknowledge opposing points of view and offer your rebuttal
 - *While some people believe that pollution is only a problem for those living in major cities, they are inaccurate. Pollution spreads far beyond the invisible boundaries that outline our cities and metropolitan areas.*
- **Rhetorical Questioning:** A rhetorical question can be phrased so that the only answer is in favor of your opinion.
 - *Who would want to live in a world surrounded by heaps of garbage and breathing poor quality air?*
 - **avoid simplistic rhetorical questions: Don't you hate pollution?*
- **Logic:** If A equals B, and B equals C, then A must equal C. If the statements in your equation are true, then your conclusion must be true as well. Also works well for "if... then..." statements.
 - *If every school in America agreed to stop producing paper-based fliers and went green with online fliers instead, we would reduce our carbon footprint by 30%.*
- **Personal Appeal:** Human beings are emotional creatures by nature; establish common ground that your audience can relate to. This is also known as empathy.
 - *We all want a cleaner world for our generation and for future generations. Everyone should have the right to be born into a clean world.*

Informational Body Paragraph

Read the informational body paragraph and underline each section using the following key.

Transitions~ Red

Reason~ Green

Supporting Detail/Elaboration~Blue

Citing/Explanation~Purple

Kiss It Good Bye/Closing Sentence~ Orange

First, everyone can help the trash and garbage problem by reducing, reusing and recycling. People can recycle in many different ways. When you recycle, companies can make new things out of the recycled material. For instance, some items made from recycled trash are backpacks and notebooks. People can also reduce the amount of garbage they throw away by composting food. This compost can be fertilizer to help things grow. Using fertilizer from compost is good for the environment too. Do you use paper plates? If you use items that can be reused you will decrease your trash. Consequently, you will add to our garbage problem if you don't use reusable items. As the author suggested instead of using plates that can be thrown away, use dishes and wash them. Use a hand towel instead of paper towels. In the article The Three R's it says, "94,000 trees are cut down each day to make items like toilet paper and paper towels." This fact is sad and should make you want to help. In addition, in school you can even help reduce waste by using both sides of your paper before getting a new one. For example, if you mess up, erase your mistake and start again instead of getting out more paper. People can also create pieces of art out of trash. This can be really cool and reduces the amount of trash thrown away. Reducing, reusing, and recycling are just a few things that can be done to help our trash and garbage problem but there is more.

Sentence Frames to Make Your Writing More A'PEEL'ING

To Introduce Your POINT

- From reading (name of article or source number) it is evident that_____.
- After reviewing the facts found in (name of article or source number) one can assume that_____.
- Many people today tend to believe that_____.
- Common sense seems to dictate that_____.
- It is often said that_____.

To Back Up Your Point with EVIDENCE

- According to, (name of article, author, or source number),
"_____".
- (Name of author) him/her self writes that, "_____".
- In the article (name of article or source number) it states that, "_____".
- One way to prove this is by looking at what (author's name) says in (article's name),
"_____".
- One just has to look at the following quote from (name of article or source number) to see that this is true, "_____".

To EXPLAIN your Evidence

- In other words, (name of author) believes that_____.
- The point is that_____.
- By saying this one can conclude that_____.
- (Name of Author) is saying that_____.
- What this means is that_____.
- To put it in another way_____.

To Further Explain Why This Matters or ELABORATE AND LINK Back to the Claim

- This matters because_____.
- This proves that_____.
- What is most important is that_____.
- The point is no that_____, but that_____.

Counterarguments & Rebuttals for Argumentative Writing

Here are some sentence starters to begin your counterclaim:

- Some people may say...
- Others may disagree that...
- Others believe...
- While it may be true that...
- Some people will argue that...
- My opponents will say...

Here are some sentence starters to begin your rebuttal:

- However, ...
- Nevertheless,
- Even so, ...
- Despite that fact,
- Based on the evidence though, ...

Counterarguments and Rebuttal Paragraph Outline

On the other hand, some people may say _____
(another appropriate sentence starter) (counterclaim here)

_____.

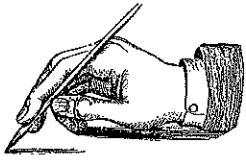
This point of view makes sense because _____

_____.

However, _____
(rebuttal and evidence to support rebuttal)

_____.

Therefore, _____
(wrap up sentence that proves why YOUR claim is right)



REVIEW YOUR WRITING



_____ My essay contains three parts: **Introduction, Body and Conclusion.**

_____ My introduction grabs reader's attention.

_____ My introduction provides background information for my topic.

_____ My introduction contains a clear **CONTROLLING IDEA/CLAIM** that addresses my purpose for writing.

_____ My body paragraphs support my **CONTROLLING IDEA** or **CLAIM**.

_____ My body paragraphs begin with a **TOPIC SENTENCE**. (**POINT**)

_____ My body paragraphs include **TEXTUAL EVIDENCE** that support my points.

_____ My textual evidence has been **CITED** using a variety of citation techniques.

_____ My body paragraphs include a variety of **ELABORATION** of my points and textual evidence.

_____ My body paragraphs end with **REASONING** that links my textual evidence to my points.

_____ If my essay is argumentative, it addresses a **COUNTERCLAIM** and includes a **REBUTTAL**.

_____ My conclusion restates my **CONTROLLING/CLAIM** in fresh words.

_____ My conclusion leaves my reader with something to think about.

_____ If my essay is argumentative, it includes a **CALL TO ACTION**.

_____ My paragraphs include **TRANSITIONS** throughout to make connections for my reader.

_____ My **WORD CHOICE** is the strongest that it could be.

_____ My sentences begin with a capital letter.

_____ My sentences end with the proper punctuation mark.

_____ All proper nouns have been capitalized.

_____ I have always capitalized the word "I".

_____ I have checked for spelling errors to the best of my ability.



_____ This is the **BEST** essay that I could have written to this prompt and in the amount of time provided.

****If you don't feel this is your best possible essay, then go back and continue revising until you can feel confident that is.