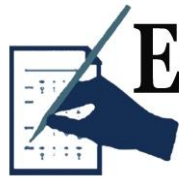


LEVEL 11

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 11 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 11

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

LEVELL 11 SYLLABUS

This course averages 150+ class periods
VIDEO – 65 LESSONS
WORKBOOK –164 PAGES

SENTENCES

LESSON 1 – INDEPENDENT AND DEPENDENT CLAUSE

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

LESSON 2 – CREATING COMPOUND SENTENCES

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

LESSON 3 – COMPLEX SENTENCES

Lesson 3A – Complex Sentences
Lesson 3B – Complex Sentences

LESSON 4 – RUN-ON AND COMMA SPLICE SENTENCE ERROR

Lesson 4 – Correcting Run-Ons and Comma Splices

LESSON 5 – FRAGMENT SENTENCE ERROR

Lesson 5 – Fragment and Complex Sentences

LESSON 6 – COMPOUND COMPLEX SENTENCES

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

LESSON 7 – USING APPOSITIVES

Lesson 7 – Using Appositive

LESSON 8 – WHO, WHICH, OR THAT CLAUSE

Lesson 8A – Who, Which, or That Clause
Lesson 8B – Who, Which, or That Clause

PARAGRAPHS

LESSON 1 – FORMAL PARAGRAPH

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

LESSON 2 – EXPOSITORY PARAGRAPH: PLAN

Lesson 2 – Expository Paragraph: Plan

LESSON 3 – EXPOSITORY PARAGRAPH: DRAFT

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

LESSON 4 – PERSUASIVE PARAGRAPH: PLAN

Lesson 4 – Persuasive Paragraph: Plan

LESSON 5 – PERSUASIVE PARAGRAPH: DRAFT

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

LESSON 6 – DESCRIPTIVE PARAGRAPH: PLAN

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: PLAN

Lesson 8 – Compare and Contrast Paragraph: Plan

LESSON 9 – COMPARE AND CONTRAST PARAGRAPH: DRAFT

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

LESSON 10 – CAUSE AND EFFECT PARAGRAPH: PLAN

Lesson 10 – Cause and Effect Paragraph: Plan

LESSON 11 – CAUSE AND EFFECT PARAGRAPH: DRAFT

Lesson 11A – Cause and Effect Paragraph: Draft
Lesson 11B – Cause and Effect Paragraph

ESSAYS

LESSON 1 – THE WRITING PROCESS

Lesson 1 – The Writing Process

LESSON 2 – PARTS OF A FORMAL ESSAY

Lesson 2 – Parts of a Formal Essay

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 – CAUSE/EFFECT

Lesson 3 – Writing an Expository Essay – Cause/Effect – Drafting the Opening Paragraph

LESSON 4 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT

Lesson 4 – Writing an Expository Essay – Cause/Effect – Drafting Body Paragraphs

LESSON 5 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT

Lesson 5 – Writing an Expository Essay – Cause/Effect – Drafting Closing Paragraph

LESSON 6 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT

Lesson 6 – Writing an Expository Essay – Cause/Effect – Revising Word Choice, Sentence Structure, and Content

LESSON 7 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT

Lesson 7A – Writing an Expository Essay – Cause/Effect – Edit and Publish

Lesson 7B – Writing an Expository Essay – Cause/Effect – 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 Paragraphs

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 Persuasive Essay – Drafting Body Paragraphs

LESSON 5 – WRITING A PERSUASIVE ESSAY

Lesson 5 – Writing a Persuasive Essay – Drafting 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 and Publish

Lesson 7B – Writing a Persuasive Essay – Additional Assignment (Optional)

PROCESS ANALYSIS ESSAY

LESSON 1 – WRITING A PROCESS ANALYSIS ESSAY

Lesson 1 – Writing a Process Analysis Essay – Organizing Thoughts

LESSON 2 – WRITING A PROCESS ANALYSIS ESSAY

Lesson 2 – Writing a Process Analysis Essay – Organizing Essay Paragraphs

LESSON 3 – WRITING A PROCESS ANALYSIS ESSAY

Lesson 3 – Writing a Process Analysis Essay – Drafting the Opening Paragraph

LESSON 4 – WRITING A PROCESS ANALYSIS ESSAY

Lesson 4 – Writing a Process Analysis Essay – Drafting body Paragraphs

LESSON 5 – WRITING A PROCESS ANALYSIS ESSAY

Lesson 5 – Writing a Process Analysis Essay – Drafting Closing Paragraph

LESSON 6 – WRITING A PROCESS ANALYSIS ESSAY

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

LESSON 7 – WRITING A PROCESS ANALYSIS ESSAY

Lesson 7A – Writing a Process Analysis Essay – Edit and Publish

Lesson 7B – Writing a Process Analysis Essay – Additional Assignment (Optional)

RESPONSE TO LITERATURE ESSAY

LESSON 1 – WRITING A RESPONSE TO LITERATURE ESSAY

Lesson 1 – Writing a Response to Literature Essay – Organizing Thoughts

LESSON 2 - WRITING A RESPONSE TO LITERATURE ESSAY

Lesson 2 – Writing a Response to Literature Essay – Organizing Essay Paragraphs

LESSON 3 - WRITING A RESPONSE TO LITERATURE ESSAY

Lesson 3 – Writing a Response to Literature Essay – Drafting the Opening Paragraph

LESSON 4 – WRITING A RESPONSE TO LITERATURE ESSAY

Lesson 4 – Writing a Response to Literature Essay – Drafting Body Paragraphs

LESSON 5 – WRITING A RESPONSE TO LITERATURE ESSAY

Lesson 5 – Writing a Response to Literature Essay – Drafting Closing Paragraph

LESSON 6 – WRITING A RESPONSE TO LITERATURE ESSAY

Lesson 6 – Writing a Response to Literature Essay – Revising Word Choice, Sentence Structure, and Content

LESSON 7 - WRITING A RESPONSE TO LITERATURE ESSAY

Lesson 7A – Writing a Response to Literature Essay – Edit and Publish

Lesson 7B – Writing a Response to Literature 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: Draft – In-Text Citations

LESSON 9 – RESEARCH PAPER

Lesson 9 – Step 5: Draft – Drafting Introduction

LESSON 10 – RESEARCH PAPER

Lesson 10 – Step 5: Draft – Organizing Body Paragraphs

LESSON 11 – RESEARCH PAPER

Lesson 11 – Step 5: Draft – Drafting Body Paragraphs (2-3 Class Periods)

LESSON 12 – RESEARCH PAPER/PROJECT PROCESS

Lesson 12 – Step 5: Draft – Drafting the Closing Paragraph

LESSON 13 – RESEARCH PAPER/PROJECT PROCESS

Lesson 13 – Step 6: Revise – Revising for Word Choice & Sentence Structure (2-3 Class Periods)

LESSON 14 – RESEARCH PAPER/PROJECT PROCESS

Lesson 14 – Step 7: Edit/Publish (2 Class Periods)

LESSON 15 – RESEARCH PAPER/PROJECT PROCESS

Lesson 15 – Step 8: Citing Sources

LESSON 16 – RESEARCH PAPER/PROJECT PROCESS

Lesson 16 – 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: *I was shocked by the mayor's demeanor.*

IC

Example: *Kyle was a wonderful father to his boys,* and *he was a*

IC

IC

wonderful husband to his wife.

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*

Subordinator

Example: *Trevor has to keep paying for repairs on his old car* *until he*

IC

can afford a new one.

DC

Example: *Unless Scott spends hours studying,* *he forgets key ideas.*

Subordinator

DC

IC

Lesson 1A – Independent and Dependent Clause

ASSIGNMENT

A. On a sheet of notebook paper, write five sentences (independent clause). Remember, the sentence only needs a subject and a verb with no subordinators.

B. On a sheet of notebook paper, write five sentences that begin with 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

Place a comma at the end of dependent clause. (We'll learn more about this later.)

C. Search the internet, a book, or a magazine to learn more about something you are interested in. Find five sentences that contain both a dependent and independent clause. (Be sure to look for subordinators.)

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 five sentences (independent clause). Remember, the sentence only needs a subject and a verb with no subordinators.

B. On a sheet of notebook paper, write five sentences that begin with 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

Place a comma at the end of dependent clause. (We'll learn more about this later.)

C. Search the internet, a book, or a magazine to learn more about something you are interested in. Find five sentences that contain both a dependent and independent clause. (Be sure to look for subordinators.)

D. Memorize as many subordinators as you can.

Lesson 8 – Who, Which, or That Clause

Clauses beginning with *who*, *which*, or *that* can combine short sentences. See the example below:

Two short sentences: *The University singers are my favorite chorale group. They won the national choral competition this year.*

Combined with *who* clause: *The University Singers, who are my favorite group, won the national choral competition this year.*

Two short sentences: *Good piano teachers can be very expensive. They accelerate learning.*

Combined with *which* clause: *Good piano teachers, which can be very expensive, accelerate learning.*

Two short sentences: *The board games were fun. I played them.*

Combined with *that* clause: *The board games that I played were fun.*

PUNCTUATING

Punctuating *who*, *which*, or *that* clauses can be challenging. Decide whether the information in the clause is *essential* or *nonessential*. If the information is essential, do not put commas around it.

essential clause: *Students who love math will enjoy the game.*

Without the clause *who love math*, the sentence would not have the same meaning. Therefore the clause is essential and is not set off by commas.

nonessential clause: *Good piano teachers, which can be very expensive, accelerate learning.*

The clause *which can be very expensive* is not essential to the meaning of the sentence. Therefore, it is set off by commas.

NOTE: Sometimes you may have to choose between *which* and *that*. *Which* usually begins a nonessential clause, and *that* usually begins an essential clause.

essential clause: *The house that he is living in is very expensive.*

nonessential clause: *The house, which he's had for years, is in need of repair.*

Lesson 8A – Who, Which, or That Clause

ASSIGNMENT

A. Search the internet, a book, or a magazine to learn more about something you are interested in. Find and copy five sentences that use the *who*, *which*, or *that* clause.

NOTE: Find at least one sentence for each clause.

B. On a sheet of notebook paper, write five pairs of sentences.

C. Combine each pair by using a *who*, *which*, or *that* clause.

Lesson 8B – Who, Which, or That Clause

ASSIGNMENT

A. Search the internet, a book, or a magazine to learn more about something you are interested in. Find and copy five sentences that use the *who*, *which*, or *that* clause.

NOTE: Find at least one sentence for each clause.

B. On a sheet of notebook paper, write five pairs of sentences.

C. Combine each pair by using a *who*, *which*, or *that* clause.

NOTE: Review this lesson often when drafting or revising paragraphs and essays later in the year to ensure that you are using the *who*, *which*, or *that* clause correctly.

Process

Analysis

Essay

Lesson 1– Writing a Process Analysis Essay

ORGANIZING THOUGHTS

A *process analysis essay* is an essay that helps readers perform steps to complete something or helps them understand how something works. The essay presents the essential steps in a process in logical order and explains the steps in detail.

1. Read the Prompt

The modeled essay was written to this prompt:

You have 7 friends coming to your house to spend the night. What do you do to get ready?

2. Organize the Essay

OP A sleepover requires a lot of planning and organization

BP#1 food

BP#2 activities

BP#3 sleeping arrangements

CP sleepovers are great fun if planned well

ASSIGNMENT

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. How do you succeed at a job interview?
2. How do you enjoy the weekend for under \$20?
3. How do you make the perfect brownies?
4. How do you conduct a survey in your neighborhood?
5. How do you survive a night of babysitting?

Lesson 2 – Writing a Process Analysis Essay

ORGANIZING ESSAY PARAGRAPHS

Plans for each essay paragraph are shown below.

Opening Paragraph Plan

Hook Sleepovers are best part about being a kid
Elaborate can be fun, exciting, silly, tiring
Thesis a sleepover requires a lot planning, preparation, and organization

BP #1 Plan

OS food is a must
D#1 main courses
EX tacos or carryout pizza (watch for allergies)
D#2 all night snacks
EX chips, soda, candy, fruit, ice cream
CS food can be what keeps the night going long

BP #2 Plan

OS plan activities
D#1 games
EX video games, board games, cards
D#2 outdoor fun
EX swimming, crochet, softball, badminton
CS activities will keep the fun moving forward

BP #3 Plan

OS sleeping arrangements can be tricky
D#1 think and plan ahead
EX set perimeters, have blankets and pillows
D#2 be prepared for guests to be picky
EX don't leave anyone out, some will crash in a chair
CS keep the sleeping arrangements simple, but think ahead

Closing Paragraph Plan

Restate Thesis a sleepover requires a lot planning and organization
Detail food and activities
Detail sleepovers will surely include some sleeping
TP CS well planned sleepover = memories made

Lesson 2 – Writing a Process Analysis 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 the 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
- Thought-provoking closing sentence

Lesson 3 – Writing a Process Analysis 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.

Different types of hooks are listed below with a description of each:

Sensory Description – Describe in detail to set the stage.

Emotional Statement – Use strong emotion to set the stage.

Statistics – Use a statistic to set the stage.

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

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

Examples of possible hooks that could be used for this particular essay:

GENERAL

There are some great advantages to being a kid, but nothing is more fun for young people than having a group of friends over for a sleepover.

SHORT

There's nothing like a having a sleepover!

MEMORY

Some of my favorite memories as a young person were memories of spending the night at a friend's house or having friends spend the night with me. Staying up late, laughing, and playing games were always a part of our sleepovers.

Lesson 3 – Writing a Process Analysis Essay

OPENING PARAGRAPH SAMPLE FROM VIDEO MODEL

Opening Paragraph Plan

Hook	Sleepovers are best part about being a kid
Elaborate	can be fun, exciting, silly, tiring
Thesis	a sleepover requires a lot planning, preparation, and organization

Quality Opening Paragraph Written from Plan

There are some great advantages to being a big kid, but nothing tops having a group of friends over for a sleepover. These memory making parties can be crazy, silly, or just plain fun filled hilarious and adventurous moments that everyone will remember for a lifetime. Consequently, the host of the sleepover must plan, prepare, and organize if it is to be successful and boat-loads of fun.

Ineffective Opening Paragraph Sample

Sleepovers are the best part of being a kid. They can be weird, silly, and funny. A sleepover requires a lot of planning.

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 Process Analysis Essay

DRAFTING BODY PARAGRAPHS

BODY PARAGRAPH #1 SAMPLE FROM VIDEO MODEL

Body Paragraph #1 Plan

- OS food is a must
- D#1 main courses
- EX tacos or carryout pizza (watch for allergies)
- D#2 all night snacks
- EX chips, soda, candy, fruit, ice cream
- CS food can be what keeps the night going long

Quality Body Paragraph #1 Written from Plan

No sleepover is complete without a full collection of food items for the kids. This will definitely include main course foods for meals and possibly a food theme. You may already be considering pizza or tacos since these foods are easy to eat, but you may also want to consider a food theme like Italian or Mexican food; moreover, be aware of any food allergies your guests may have. When planning the food for this momentous event, be sure to include an all-night array of snacks and drinks. A typical teenager will expect to have chips, cookies, candy, and drinks to enjoy at a sleepover, but parents should also consider healthy fruits and vegetables as well, which will likely not go uneaten. When preparing your sleepover, be sure to have plenty of food and drinks on hand since snacking will keep the night going along into the early morning hours.

Ineffective Body Paragraph #1 Sample

Food is a must for a sleepover. All night long you will need snacks. So, stock up on chips, cookies, drinks, candy, and fruits. Also, you will need main course foods. Possible ones are pizza, tacos, but watch for allergies. Food can be what keeps the night going.

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.

Lesson 4 – Writing a Process Analysis Essay

BODY PARAGRAPH #2 SAMPLE

Body Paragraph #2 Plan

OS	plan activities
D#1	games
EX	video games, board games, cards
D#2	outdoor fun
EX	swimming, crochet, softball, badminton
CS	activities will keep the fun moving forward

Quality Body Paragraph #2 Written from Plan

When planning for your sleepover, have a list of planned activities ready. This can include a short list of games that your guests can play. While video games will keep most kids entertained for a while, you may want to also have a deck of cards and classic board games on hand as well. All kids, even teenagers, will most likely want to play outdoors so long as the weather is favorable. If you are able to, plan to have swimming, softball, badminton, or crochet available at your sleepover; these will keep the activity light and spirited. Plan for your sleepover to include a number of activities so that the evening keeps moving forward.

Ineffective Body Paragraph #2 Sample

You must plan activities for a sleepover. Games are great activities. You can play video games, board games, or cards. Also, you need to have outdoor fun, too. You can go swimming or play crochet, softball, or badminton. Activities will keep the fun moving forward.

Lesson 4 – Writing a Process Analysis Essay

BODY PARAGRAPH #3 SAMPLE

Body Paragraph #3 Plan

- OS sleeping arrangements can be tricky
- D#1 think and plan ahead
- EX set perimeters, have blankets and pillows
- D#2 be prepared for guests to be picky
- EX don't leave anyone out, some will crash in a chair
- CS keep the sleeping arrangements simple, but think ahead

Quality Body Paragraph #3 Written from Plan

Finally, arrange your sleepover so that every guest is as comfortable as possible for the night – this can be tricky. You will need to think and plan ahead, even though you will want it to look as though little thought was needed. Set perimeters early so that everyone knows where to sleep and where NOT to sleep, and be sure to have blankets and pillows ready for those who did not bring sleeping bags from home. Also, be prepared for some guests to be picky about where they sleep. While some may prefer to crash in a chair or on a sofa, be careful not to leave anyone out or allow a guest to intentionally sleep away from the group unsupervised. In planning for the sleeping arrangements, keep them simple, but think ahead in order to avoid any awkward situations that could arise quickly and unexpectedly.

Ineffective Body Paragraph #3 Sample

Sleeping arrangements can be tricky at a sleepover. So, think and plan ahead. Set perimeters and have blankets and pillows. Be prepared for guests to be picky. Don't leave anyone out even if some are willing to crash in a chair. Keep the arrangements simple but think ahead.

Lesson 5 – Writing a Process Analysis Essay

DRAFTING CLOSING PARAGRAPH SAMPLE FROM VIDEO MODEL

Closing Paragraph Plan

Restate Thesis a sleepover requires a lot planning and organization
Detail food and activities
Detail sleepovers will surely include some sleeping
TP CS memories and fun from a well-planned sleepover

Quality Closing Paragraph Written from Plan

Although the end result is fun and exciting, your sleepover requires a lot of planning, preparation, and organization. Being thoroughly prepared will increase the chances that the sleepover will be successful. Be prepared to have plenty of food and games to play, and hope that your sleepover will actually involve at least “some” actual sleeping. Overall, be sure to take lots of photos and have fun as you and your friends make lasting memories that you will cherish forever.

Ineffective Closing Paragraph Sample

A sleepover requires a lot of planning. Be sure there is food and activities. Make sure there is sleeping, too. Memories and fun are probable with a well-planned sleepover.

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 Process Analysis 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 #1 DRAFT

No sleepover is complete without a full collection of food items for the kids. This will definitely include main course foods for meals and possibly a food theme. You may already be considering pizza or tacos since these foods are easy to eat, but you may also want to consider a food theme like Italian or Mexican food; moreover, be aware of any food allergies your guests may have. When planning the food for this momentous event, be sure to include an all-night array of snacks and drinks. A typical teenager will expect to have chips, cookies, candy, and drinks to enjoy at a sleepover, but parents should also consider healthy fruits and vegetables as well, which will likely not go uneaten. When preparing your sleepover, be sure to have plenty of food and drinks on hand since snacking will keep the night going along into the early morning hours.

Body Paragraph #1 REVISION

*No sleepover is complete without a full collection of food items for the kids. **Be sure to include main course foods for meals and possibly a food theme.** You may already be considering pizza or tacos since these foods are easy to **prepare and eat**, but you may also want to consider a food theme like Italian or Mexican food; moreover, be aware of any food allergies your guests may have. When planning the food for this momentous event, be sure to include an all-night array of snacks and drinks. A typical teenager will expect to have chips, cookies, candy, and drinks to enjoy at a sleepover, but parents should also consider healthy fruits and vegetables as well, which will likely not go uneaten. When preparing your sleepover, be sure to have plenty of food and drinks on hand since snacking will keep the night going along into the early morning hours.*

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 Process Analysis 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 two in the front of the workbook.
- B. Score the final copy using the checklist and/or rubric that follows.

Lesson 7B – Writing a Process Analysis 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. How do you succeed at a job interview?
2. How do you enjoy the weekend for under \$20?
3. How do you make the perfect brownies?
4. How do you conduct a survey in your neighborhood?
5. How do you survive a night of babysitting?
6. How do you rent your first apartment?

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

Process Analysis 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 clear details about the process of your topic?
Do you provide the reader with examples of each detail?
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 thoroughly explore the process and explain the steps to follow?
Do you use transition words effectively?
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 to support the topic sentence.
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 to support the topic sentence.
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 to support the topic sentence.
Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

PROCESS ANALYSIS 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 • The process is thoroughly explored while steps to take were explained well. 	<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 • The process is explored while steps to take were explained. 	<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 • The process is evident, however, steps are vague. 	<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 • The process and/or steps to take are unclear. 	<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 = _____ %

January 20, 2011

Jason Tiel

QUALITY PROCESS ANALYSIS ESSAY EXAMPLE

Essentials in Writing

“Party Time”

There are some great advantages to being a big kid, but nothing tops having a group of friends over for a sleepover. These memory making parties can be crazy, silly, or just plain fun filled hilarious and adventurous moments that everyone will remember for a lifetime. Consequently, the host of the sleepover must plan, prepare, and organize if it is to be successful and boat-loads of fun.

No sleepover is complete without a full collection of food items for the kids. Be sure to include main course foods for meals and possibly a food theme. You may already be considering pizza or tacos since these foods are easy to prepare and eat, but you may also want to consider a food theme like Italian or Mexican food; moreover, be aware of any food allergies your guests may have. When planning the food for this momentous event, be sure to include an all-night array of snacks and drinks. A typical teenager will expect to have chips, cookies, candy, and drinks to enjoy at a sleepover, but parents should also consider healthy fruits and vegetables as well, which will likely not go uneaten. When preparing your sleepover, be sure to have plenty of food and drinks on hand since snacking will keep the night going along into the early morning hours.

When planning for your sleepover, have a list of planned activities ready. This can include a short list of games that your guests can play. While video games will keep most

kids entertained for a while, you may want to also have a deck of cards and classic board games on hand as well. All kids, even teenagers, will most likely want to play outdoors so long as the weather is favorable. If you are able to, plan to have swimming, softball, badminton, or crochet available at your sleepover; these will keep the activity light and spirited. Plan for your sleepover to include a number of activities so that the evening keeps moving forward.

Finally, arrange your sleepover so that every guest is as comfortable as possible for the night – this can be tricky. You will need to think and plan ahead, even though you will want it to look as though little thought was needed. Set perimeters early so that everyone knows where and where NOT to sleep, and be sure to have blankets and pillows ready for those who did not bring sleeping bags from home. Also, be prepared for some guests to be picky about where they sleep. While some may prefer to crash in a chair or on a sofa, be careful not to leave anyone out or allow a guest to intentionally sleep away from the group unsupervised. In planning for the sleeping arrangements, keep them simple, but think ahead in order to avoid any awkward situations that could arise quickly and unexpectedly.

Although the end result is fun and exciting, your sleepover requires a lot of planning, preparation, and organization. Being thoroughly prepared will increase the chances that the sleepover will be successful. Be prepared to have plenty of food and games to play, and hope that your sleepover will actually involve at least “some” actual sleeping.

Overall, be sure to take lots of photos and have fun as you and your friends make lasting memories that you will cherish forever.

SAMPLE

January 20, 2011

INEFFECTIVE PROCESS ANALYSIS ESSAY EXAMPLE

Jason Tiel

Essentials in Writing

“Party Time”

Sleepovers are the best part of being a kid. They can be weird, silly, and funny. A sleepover requires a lot of planning.

Food is a must for a sleepover. All night long you will need snacks. So, stock up on chips, cookies, drinks, candy, and fruits. Also, you will need main course foods. Possible ones are pizza, tacos, but watch for allergies. Food can be what keeps the night going.

You must plan activities for a sleepover. Games are great activities. You can play video games, board games, or cards. Also, you need to have outdoor fun, too. You can go swimming or play croquet, softball, or badminton. Activities will keep the fun moving forward.

Sleeping arrangements can be tricky at a sleepover. So, think and plan ahead. Set perimeters and have blankets and pillows. Be prepared for guests to be picky. Don't leave anyone out even if some are willing to crash in a chair. Keep the arrangements simple but think ahead.

A sleepover requires a lot of planning. Be sure there is food and activities. Make sure there is sleeping, too. Memories and fun are probable with a well-planned sleepover.