

Essentials in Writing

Level 10

Second Edition

Student Book

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LEVEL 10 SYLLABUS
Second Edition

VIDEO – 91 LESSONS
STUDENT BOOK – 301 PAGES

NOTE: Video lessons are indicated by ALL CAPS bold. Worksheets/assignment sheets are listed below each video lesson.

LESSON 1: INTRODUCTION

Lesson 1 Day 1 – Introduction

LESSON 2: NOUNS AND ADJECTIVES

Lesson 2 Day 1 – Nouns and Adjectives

Lesson 2 Day 2 – Nouns and Adjectives

LESSON 3: VERBS AND ADVERBS

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LESSON 4: VERBALS

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Lesson 7 Day 1 – Punctuation and Mechanics Review

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LESSON 10: SIMPLE AND COMPOUND SENTENCES

Lesson 10 Day 1 – Simple and Compound Sentences

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Lesson 17 Day 1 – Unclear Subjects

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Lesson 19 Day 1 – Finding and Paraphrasing Information

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Lesson 20 Day 1 – Summarizing

Lesson 20 Day 2 – Summarizing

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Lesson 21 Day 2 – Note-Taking

LESSON 22: CITING INFORMATION

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(Lessons 2-23)**

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LESSON 25: AUDIENCE AND PURPOSE

Lesson 25 Day 1 – Audience and Purpose

LESSON 26: PARAGRAPH OVERVIEW

Lesson 26 Day 1 – Paragraph Overview

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Lesson 27 Day 1 – Brainstorm
Lesson 27 Day 1 – Organize
Lesson 27 Day 1 – Draft

LESSON 28: EXPOSITORY PARAGRAPH

Lesson 28 Day 1 – Revise
Lesson 28 Day 1 – Finalize

LESSON 29: ARGUMENTATIVE PARAGRAPH

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Lesson 30 Day 1 – Revise
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Lesson 33 Day 1 – Purpose and Parts of an Essay

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ACADEMIC VOICE**

Lesson 35 Day 1 – Quality Information and Academic
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LESSON 37: PERSONAL ESSAY

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/Summary

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Lesson 48 Day 1 – Organize and Draft Body Paragraph #2

LESSON 49: EXPOSITORY RESPONSE ESSAY

Lesson 49 Day 1 – Organize and Draft Body Paragraph #3

LESSON 50: EXPOSITORY RESPONSE ESSAY

Lesson 50 Day 1 – Organize and Draft Opening and
Closing Paragraphs

LESSON 51: EXPOSITORY RESPONSE ESSAY

Lesson 51 Day 1 – Revise for Content

LESSON 52: EXPOSITORY RESPONSE ESSAY

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Structure

LESSON 53: EXPOSITORY RESPONSE ESSAY

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LESSON 56: ARGUMENTATIVE ESSAY

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LESSON 57: ARGUMENTATIVE ESSAY

Lesson 57 Day 1 – Organize and Draft Body Paragraph #1

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Lesson 59 Day 1 – Organize and Draft Body Paragraph #3

LESSON 60: ARGUMENTATIVE ESSAY

Lesson 60 Day 1 – Organize and Draft Opening and Closing Paragraphs

LESSON 61: ARGUMENTATIVE ESSAY

Lesson 61 Day 1 – Revise for Content

LESSON 62: ARGUMENTATIVE ESSAY

Lesson 62 Day 1 – Revise for Word Choice and Sentence Structure

LESSON 63: ARGUMENTATIVE ESSAY

Lesson 62 Day 1 – Input Citations

LESSON 64: ARGUMENTATIVE ESSAY

Lesson 64 Day 1 – Finalize

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Lesson 66 Day 1 – Brainstorm and Organize

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Lesson 68 Day 1 – Organize and Draft Body Paragraph #2

LESSON 69: COMPARE/CONTRAST PERSUASIVE ESSAY

Lesson 69 Day 1 – Organize and Draft Body Paragraph #3

LESSON 70: COMPARE/CONTRAST PERSUASIVE ESSAY

Lesson 70 Day 1 – Organize and Draft Opening and Closing Paragraphs

LESSON 71: COMPARE/CONTRAST PERSUASIVE ESSAY

Lesson 71 Day 1 – Revise for Content

LESSON 72: COMPARE/CONTRAST PERSUASIVE ESSAY

Lesson 72 Day 1 – Revise for Word Choice and Sentence Structure

LESSON 73: COMPARE/CONTRAST PERSUASIVE ESSAY

Lesson 73 Day 1 – Input Citations

LESSON 74: COMPARE/CONTRAST PERSUASIVE ESSAY

Lesson 74 Day 1 – Finalize

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Lesson 75 Day 1 – Research Paper

LESSON 76: RESEARCH PAPER

Lesson 76 Day 1 – Brainstorm and Research Questions

LESSON 77: RESEARCH PAPER

Lesson 77 Day 1 – Quality Sources and Source Cards

LESSON 78: RESEARCH PAPER

Lesson 78 Day 1 – Notecards

LESSON 79: RESEARCH PAPER

Lesson 79 Days 1-5 – Research

LESSON 80: RESEARCH PAPER

Lesson 80 Day 1 – Organize Notecards and Create Thesis Statement

LESSON 81: RESEARCH PAPER

Lesson 81 Day 1 – Using External Information and In-Text Citations

LESSON 82: RESEARCH PAPER

Lesson 82 Days 1-3 – Draft Body Paragraphs

LESSON 83: RESEARCH PAPER

Lesson 83 Day 1 – Organize and Draft Opening and Closing Paragraphs

LESSON 84: RESEARCH PAPER

Lesson 84 Day 1 – Revise for Content

LESSON 85: RESEARCH PAPER

Lesson 85 Day 1 – Revise for Word Choice and Sentence Structure

LESSON 86: RESEARCH PAPER

Lesson 86 Day 1 – Citations Check

LESSON 87: RESEARCH PAPER

Lesson 87 Day 1 – Finalize

LESSON 88: GIVING A SPEECH

Lesson 88 Day 1 – Giving a Speech

LESSON 89: GIVING A SPEECH

Lesson 89 Day 1 – Organize Your Speech

LESSON 90: GIVING A SPEECH

Lesson 90 Day 1 – Practice and Present Your Speech

***UNIT TWO COMPREHENSIVE ASSESSMENT
(Lessons 24-74)**

LESSON 91: FINAL LESSON

Lesson 91 – Comparing Compositions

SAMPLE

CONTENT

Unit One: Grammar and Other Topics

All lessons within this unit teach students how to use quality word choice and effective sentence structure, as well as how to address common problems.

Tools for Effective Communication

- A. Quality Word Choice
- B. Effective Sentence Structure
- C. Common Problems

Unit Two: Composition

In this unit, students explore many different types of compositions, focusing on the parts of compositions, the writing process, and applying effective writing tools.

Students write *with* Mr. Stephens in a ***step-by-step/modeled*** approach to composition. During the video lessons, Mr. Stephens teaches students information and techniques, and ***models*** how to perform each step of the writing process for individual compositions. Students apply what they learn from the video lesson and information presented in the student book.

Step-by-Step/Model: Through a step-by-step, repetitive process, students internalize the writing process and learn how to perform each step. Additionally, Mr. Stephens models the steps of each composition, showing students “how” to complete them.

Immediate Application: By focusing on each step of the writing process through short, modeled lessons with immediate application, students apply what they learn immediately without becoming overwhelmed by other steps and/or forgetting previous steps. This method increases retention.

ASSESSMENTS

A separate *Assessment/Resource Booklet* is available for purchase. The booklet contains:

- 8 assessments
- 2 comprehensive unit assessments
- Additional composition organizers and checklists

Assessments provide students opportunities to practice and put to test what they have learned in the lessons, if the parent/teacher believes the student will benefit from it. However, taking the assessments is not required. Students may reference their workbook at all times.

ACTIVITIES AND ICONS



Separate Page – Throughout the student book, if this icon is present beside an activity, students will either have the option to or be required to complete the activity on a separate piece of paper. Students may use a piece of lined paper or use a word processor on a computer to complete the activity.

In Unit One, students learn to identify and apply quality word choice and sentence structure.



Identify activities help students learn to identify grammatical elements, quality word choice, and effective sentence structure in written language.



Apply activities help students apply the concepts they learn to their own writing abilities. This provides students with tools they will use when writing in Unit Two.



Common Problems – In Unit One, the common problems icon will be present in activities that focus on topics with which students frequently struggle regarding both grammatical and composition topics.



Tools for Effective Communication – In Unit One, the tool icon will be present to serve as a reminder that the skills practiced on the page are tools to help them communicate effectively in writing. In Unit Two, the tool icon reminds students, when revising compositions, to use their writing “tools” to improve communication.



Transitions – In Unit Two, the transitions icon will remind students to add or evaluate the use of transition words or phrases in their compositions to improve their communication.

In Unit Two, students will create compositions by following the writing process.

The Writing Process – The icons remind students which step of the writing process they are completing.



BRAINSTORM



ORGANIZE



DRAFT



REVISE



FINAL DRAFT

SCORING ACTIVITIES

Homeschool parents/teachers are free to use their own scoring system, but if you prefer, you are welcome to use the point values we assign to each activity. Total available points for each activity can be found beside each set of instructions on the activity pages. In general, Identify activities are worth 1 point each, Apply activities are worth 2 points each, revision activities are worth 10 points each, and original composition activities are worth 15 points each. Any activities that are to be scored only on a Completion grade will be noted. If parents/teachers wish to assign point values to Completion grades, we recommend assigning 5 points per Completion grade.

SCORING COMPOSITIONS

Scoring written compositions can be challenging due to their subjective nature. Ultimately, we encourage you to do what works for you, your student, and/or your schooling situation. If you already use a method to score written compositions, stick with it. Along the way, try new methods.

We provide **Scoring Rubrics** for each composition if you wish to use those to evaluate your student's work. These rubrics display our recommended balance and available point values. To use these rubrics, evaluate the compositions according to each category and criteria, determine point values for each category, and then add up all awarded points for a final score.

We also provide **checklists** for each composition that can be used either by the student as they finish compositions or by the parent as they evaluate compositions. If you use the checklists to evaluate compositions, focus primarily on completion and conversation. Use the checklist as a guide to discuss how effective or ineffective a composition is as a whole and strengths and weaknesses evident in the composition.

There are several different ways to utilize the rubrics and checklists and to hold discussions:

1. Student completes the checklist before turning in the assignment, and the teacher uses the suggested Scoring Rubric to calculate a grade. The teacher spot-checks a few items and asks the student to point to different items on the checklist evident in the composition and explain why the item was checked. Then, the teacher fills out the Scoring Rubric.

*Teacher: "I see you marked that your narrative contains transitions. Show me your transitions."
Student points to the transitions, and the teacher assigns points to the appropriate category of the Scoring Rubric.*

2. Teacher checks each item on the checklist and assigns a grade. This works well when time is limited. Assign a letter grade based on the overall composition using the sample composition provided in the answer key as a guide. Discuss one or more areas that may or may not include suggestions or requested revision.

After completing the checklist, the teacher might say and ask something like:

"I noticed that your hook for your opening paragraph of the expository essay is weak. I think it is weak because you didn't grab my attention. What do you think you could add or change that might help grab my attention?"

3. Teacher assigns a completion grade. Use the checklist as a guide to make sure the assignment is complete. Assign any letter grade based on the fact that the student followed each step of the writing process, and that the composition contains all parts indicated in the checklist. This option works well when time is limited and the teacher and student want to move on to the next composition.

*Scoring Services are available for purchase for levels 6-12. Running from September to June each school year, a certified member of our Essentials in Writing team will score written compositions for any or all assignments presented in each level purchased. For more information as well as **formatting instructions**, visit essentialsinwriting.com/scoring-service/*

Compositions that can be submitted to the Scoring Service are indicated with the Gradient icon:



HOW TO USE

1. View the video lesson.
2. Read the text for today's lesson.
3. Complete the assignment.
4. Verbally describe today's lesson and preview the next lesson.

How long should my student spend on one lesson?

Depending on the topic and the student, there are many different variables to consider in such a question. Typically, a good rule to follow is: Do not complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. Students may need to watch the video more than once. After an understanding of the new concept is evident, students will complete the activity.

Student Book Format

Video lessons and student book lessons correspond by title and number.



Lesson numbers indicate individual days unless the calendar icon is shown. See example below.

Lesson 7 Day 1 (no calendar shown because this lesson has only one written activity)

1. Preview Lesson 7 in the student book.
2. Watch Video Lesson 7.
3. Complete Lesson 7 written work.
4. Explain what you learned and preview next activity (Lesson 8 Day 1).

Lesson 8 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 8 Day 1 in the student book.
2. Watch Video Lesson 8.
3. Complete Lesson 8 written work for all days with the Day 1 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 8 Day 2).

Lesson 8 Day 2 (“Day 2” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 8 Day 2 in the student book.
2. Watch Video Lesson 8 again (*optional*).
3. Complete Lesson 8 written work for all days with the Day 2 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 9 Day 1).

Lesson 9 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 9 Day 1 in the student book.
2. Watch Video Lesson 9.
3. Complete Lesson 9 written work for all days with the Day 1 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 9 Day 2).

Answer Key

Answers to the workbook activities are at the back of this Teacher Handbook. Because some activities require students to compose sentences, paragraphs, and essays, “*Answers may vary*” precedes such sample answers. No “answer keys” are provided for the compositions of Unit Two. Instead, in-text examples of an effective composition and an ineffective composition are provided for comparison to the student's own work.

How do I access my videos?

At *essentialsinwriting.com*, click User Login at the top of the page. Your login credentials have been sent to the email address you provided during checkout.

Verbs and Adverbs

DAY

1

Remember, choosing quality words is essential in order to achieve quality writing. This applies to your choice of verbs and adverbs.

Verbs

Using quality verbs is not only about avoiding bland word choice, although that is important! Be wary of using overused or vague words; use engaging, specific verbs instead!

verb: a word that describes an action or state of being

Also keep in mind what kind of energy your verb choice brings to your writing. **Action verbs** describe an action while **stative verbs** describe a state of being. A few examples are below:

Action Verbs

He ran to the store.
The wolf snapped at its prey.
She envisioned the project.
The officer perjured himself.

Stative Verbs

She has a large family.
The photo is of my grandfather.
He thinks the moon is fake.
The cat likes warm sunshine.

Action verbs bring an active energy to a piece of writing while stative verbs convey a static energy. While both action and stative verbs are necessary in order to communicate well, using action verbs is typically more engaging than stative verbs because the reader is prompted to imagine something being done--rather than just something *being*. Look at how the following passage is improved by relying more on action verbs than stative verbs:

*Moving can **feel** both exciting and anxious. You might **feel** nervous at first because you **are** in a new location. After a while, you will **become** used to the new environment and new neighbors. Exploring and making friends will make you **feel** more settled, and you will **like** the opportunities of living in a new place.*

Moving **sparks** both excitement and anxiety. At first you might **explore** the location nervously, but after a while, you will **adapt** to your new environment and new neighbors. You will **settle in** as you **discover** new things and **make** new friends, and eventually you will **embrace** the opportunities of living in a new place.

Adverbs

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Most adverbs end with the suffix **-ly**, but some adverbs do not, such as the words *so*, *almost*, and *too*.

adverb: a word that modifies a verb, an adjective, another adverb, or a sentence

Adverbs can...

- ▶ ...describe how an action is taken when attached to a **verb**
Daisy quickly finished her homework.
The suspect repeatedly attacked mailboxes during the night.
- ▶ ...qualify a description when attached to an **adjective**
The celebrity's outfit was garishly purple and covered in sequins.
Det. Wallace stopped on the porch of the disturbingly quiet house.
- ▶ ...specify the extent to which a modifier is effective when attached to an **adverb**
My group worked very dilligently on this research project.
The driver made the turns too slowly to win the race.
- ▶ ...modify an entire sentence
Astonishingly, the incumbent did not win the election.
Unfortunately, the rare collection of stuffed animals was lost to the fire.

Adverbs can enrich your writing, or they can clutter it. Too many adverbs makes reading a text difficult, so use them only when necessary. Most of the time, using a better quality or more specific adjective or verb removes the need for an adverb altogether.

I positively love collecting trading cards. It is just so wonderfully cool to find an exceedingly rare, astonishingly valuable card that my heart starts beating wildly. Collecting trading cards is undeniably my most cherished hobby, and I enthusiastically tell everyone to try this super addictive but immensely fun pastime!



I adore collecting trading cards. It is so thrilling to find an exceedingly rare and valuable card that my heart starts racing. Collecting trading cards is undeniably my most cherished hobby, and I encourage everyone to try this super addictive but rewarding pastime!

Avoid writing with bland or overused verbs as well as unnecessary adverbs. Use a thesaurus to locate better word choices. Remember, however, to seek to communicate clearly at all times. Use interesting verbs, but make sure they are not also confusing or awkward. Clarity is key when writing well!



The passages below contain boring, repetitious, and/or ineffective word choice. Revise them to include more quality verbs and only necessary, quality adverbs. Use a thesaurus as needed. Remember: not every word needs to be replaced.

1. My garage band goes hard every weeknight, but the neighbors have been really nice about it. We practice hard because we really want to make it big in the industry. I really think we have got what it takes to make it big if we keep practicing and getting better.

2. Amelia Earhart is a really interesting pilot from history. She bravely went on solo missions as well as courageously challenged prejudice against women in the field of aviation. Although she was mysteriously lost in 1937, her stories and adventures are still extremely inspirational.

3. Journaling is a positive practice for many people. Those who journal feel more clarity about their life situations and emotions, which is helpful when they have decisions to make. Keeping a journal is a great way to feel more connected to oneself.

4. Unfortunately, I sat on the couch all weekend and watched a new show. The show was really fun, but I should not have watched so many episodes back to back. Sometimes when I get really into a new show, I suddenly forget about anything else and just focus on the show.

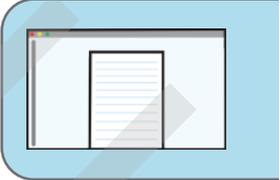
Be careful!



Use adverbs when you need to describe something more specifically in order to communicate. **Do not use adverbs** when what you mean is achieved without the adverb, such as through quality word choice in other areas.



Write a paragraph about a local tradition or event that happens in your community. Use quality verbs and only necessary adverbs in your paragraph. _____ / 15



Handwriting practice lines consisting of 20 horizontal lines.

Generic “You”



Another common speaking trope is the use of the **generic “you”** (sometimes called the **informal “you”**). “You” is a second-person pronoun referring to a particular person, but sometimes we use it to reference the general population. This generic “you” is common and acceptable in informal conversation as well as in informal writing, such as blogs, personal letters, or even published articles written in an informal voice. In formal writing, however, (that is, academic or professional writing) avoid the generic “you.”

To avoid the use of the generic “you,” use the following strategies:

- **Use “one.”** Many older documents and writings use “one” instead of the generic “you.” In modern times, this is seen as extremely formal.

*The new administration wants **you** to believe that they have the moral high ground.*

*The new administration wants **one** to believe that they have the moral high ground.*

- **Use “a person” or “people.”** Another acceptable and less-stiff way to refer to the general population is to use “a person” or “people” instead of “you.”

***You** never know what **you’re** going to find when **you** dumpster dive!*

***A person** never knows what **they’re** going to find when **they** dumpster dive!*

Did you know that it is acceptable to use *they* as a singular pronoun for an antecedent that is not indicated to be either male or female?

- **Rewrite the sentence.** In order to avoid the generic “you,” sometimes one has to rewrite the sentence entirely, often being more specific in their word choice.

*Always ask if **you** should take **your** shoes off when entering someone’s home.*

Asking if shoes should be removed when entering someone’s home is good manners.

Question!



Should you always avoid “you” in formal writing?

No! “You” as a second-person pronoun is acceptable in formal writing when it refers to the reader. For example, formal emails/letters may use “you” to refer to the recipient. Procedure instructions and certain types of persuasive writing can also use “you” to refer to the reader. Avoid the generic “you,” but the standard use of “you” is acceptable.



The sentences below contain the generic “you.” Rewrite the sentences to _____ / 10 avoid this common problem.

1. If you want to live a healthier lifestyle, you should incorporate regular exercise, drink plenty of water, and eat a balanced diet.

2. When you have the right to vote in a country, you have a responsibility to vote informedly.

3. It is so strange but cool when you read a book, and it mentions a place that you have been before.

4. In order to prepare for a job interview, you should present yourself in a professional manner as well as be prepared to answer questions about your previous experience and future interests.

5. When you study classical mythology, you start to see that people’s general perceptions of the mythical god Hades are widely unfounded.



Write a paragraph about the best qualities of your favorite music genres or artists. Do not address the reader, and avoid using the generic “you.”

____ / 15



Lined writing area with horizontal lines for text entry.

Compare/Contrast Paragraph

Brainstorm, Organize, Draft

Compare/contrast writing explores the *similarities* and *differences* between two things or ideas. This type of writing can be found in journal articles, magazine articles, newspapers, reviews, or textbooks.

For this writing type, use words and phrases that imply comparison and contrast to transition smoothly between details and examples. Using these words will help clearly communicate the similarities and differences so the audience can follow along with your writing.

By the way!

Compare/contrast writing describes, informs, or explains how two things are similar and different. Use a neutral, informative tone just like in expository writing.

Comparison Words/Phrases

also, as well, both, comparable, equally, in common with, in comparison to, in the same way, just as, just like, likewise, the same as, similar to, similarly

Contrast Words/Phrases

although, at the same time, as opposed to, but, despite, differ, however, instead, in contrast, on the contrary, on the other hand, rather, unlike, whereas, while, yet

Prompts:

1. Think of two key events that have happened in history. How are these events and their impact alike and dissimilar? Write a paragraph to explain your answer.
2. What are the similarities and differences between taking an online class versus an in-person class? Write a paragraph detailing your answer.
3. Think about your top two favorite music genres. How are these music genres distinct, and where do they overlap? Write a paragraph to expound on your answer.

Brainstorm : Choose a topic and think of several ideas to support/expound on that topic. Record several ideas, then choose the best ones.



Choose a prompt. On a separate sheet of paper, identify the audience and purpose, then brainstorm for your paragraph.

Brainstorm a topic to focus on as well as details that you could write about. Mark the best ideas.

Complete

Draft : Convert the ideas in your plan into a composition, focusing on creating complete and coherent sentences rather than perfect writing.

Check out the example below, which focuses on the prompt: *What are the similarities and differences between taking an online class versus an in-person class? Write a paragraph detailing your answer.*

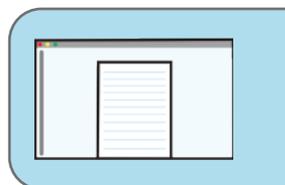
Opening Sentence	<i>Taking an in-person class and an online class is similar and different</i>
Detail #1	<i>Communication</i> <i>Online class communicate online, in-person class communicate in person, both can work together, get help</i>
Detail #2	<i>Structure</i> <i>Online flexible, can do the course anywhere, in-person not flexible, have to go to class in person, both need to study, do homework</i>
Optional Detail #3	
Closing Sentence	<i>Taking an in-person class and an online class is similar and different</i>

Taking an in-person class and an online class is similar and different. One difference is how you communicate with teachers and students. In an online class, you communicate with them online. In an in-person class, you communicate with them in real life. With both, you still can work with other people and get help. Another difference is structure. In an online class, you can do the course anywhere. In an in-person class, you have to go to class in person. With both, you need to study and do homework. Taking an in-person class and an online class is similar and different.



On a separate sheet of paper, draft your paragraph using the information in your plan. Double-space your draft so you can revise later.

Complete



Compare/Contrast Paragraph

Revise, Finalize



Revise : After all your thoughts are put into words on paper, go back and make changes to improve your writing.

When you revise a composition:

- Read your draft out loud to help you identify problems or awkward passages.
- Do not make changes just to make changes; make changes to improve the composition.
- Remember to include transitions between thoughts.



Remember!

Revision involves two focuses:



1. Content

Are your points strong? Is your message clear? Do you need to add or delete anything?

2. Word Choice/Sentence Structure

Is your writing strong? Do you use a variety of sentences? Do you use effective transitions?

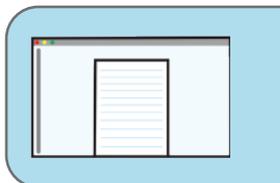
Check out the example below:

Taking in-person classes and taking online classes are similar yet different. One difference is how people communicate. In contrast to an online class where all exchanges occur through the internet, students and teachers in an in-person class communicate verbally in real life. In both types of classes, however, students are still able to work together, and teachers can help students. These types of classes also differ in structure, for online classes are more flexible than in-person classes. Students can access and complete coursework online from anywhere at anytime while in-person classes require students to attend lectures regularly in the classroom. At the same time, in-person and online classes both have students listen to lessons, study, and do homework. Overall, while online classes and in-person classes operate differently, both provide invaluable opportunities for education and self-improvement.



Reread your draft and mark areas that need to be adjusted. Make notes around the composition showing the changes you want to make. Then, revise the draft.

Complete



Finalize : After your composition is at its best, edit for mechanical errors and create a clean, properly formatted copy to submit.

Before finishing your composition, look for and correct any mechanical or formatting errors in order to make the composition as clean as possible. If you are typing your composition, utilize the word processor's *spelling and grammar check*. But watch out! These automatic tools do not always catch every error, and sometimes the corrections they offer are wrong. Use the technology that you have at your disposal, but also edit the composition yourself.

Be sure to check for:

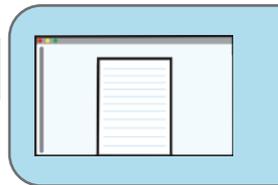
- spelling errors
- homophone errors
- incorrect or missing punctuation
- capitalization mistakes
- spacing problems
- incorrect formatting
- missing citations (if any are needed)

Follow the formatting instructions required by your teacher, or follow the formatting instructions explained on page 140.



On a separate sheet of paper, finalize the composition. Use the checklist on the following page to help you. Edit for errors and format the paper properly.

Complete



Do you need **extra practice** with this type of writing? Follow the steps of the writing process a second time with a new prompt!



Check out pages 170-171 for examples of an effective and an ineffective compare/contrast paragraph!



Compare/Contrast Paragraph Checklist

Opening Sentence

	Do you have an opening sentence that introduces your main topic?
	Is your topic stated clearly?
	Is your opening sentence interesting?

Body Sentences (details and examples)

	Do you include details about your main topic?
	Do you reinforce your details with examples/support?
	Are your details and examples/support strong? Do they explain the similarities and differences?

Closing Sentence

	Does your final sentence bring the paragraph to an effective end?
--	---

Overall

	Do you use appropriate transition words/phrases?
	Do you use vivid language that makes your writing rich and engaging?
	Do you include a variety of sentence structures that give your composition an effective rhythm?
	Do you stay on topic?
	Does the composition fulfill its purpose (to compare and contrast)?

Mechanics

	Do you use proper spelling?
	Do you use capitalization correctly?
	Do you use proper punctuation (particularly commas)?
	Do you follow the formatting guidelines (indent, line spacing, page margins, etc.)?
	Is your name (and any other required information) on the paper?

Compare/Contrast Paragraph Rubric

Format and Required Information	2 pts Formatted according to instructions with few, if any, mistakes. Name and other required information included.	1 pt Formatted with some mistakes. Name or other required information missing.	0.5 pts Formatted with several mistakes. Name and other required information missing.	____ / 2	
	6 pts Organized effectively (opening sentence, details with examples/support, closing sentence). Appropriate and effective transitions used.	5 pts Organized only generally according to the guidelines. General transitions used.	4 pts Organized vaguely according to the guidelines. Few and vague transitions used.	3 pts Organized poorly according to the guidelines. Transitions are not used.	____ / 6
Content	6 pts Includes at least 2 effective details with excellent examples/support. Word choice and sentence structure are rich and varied.	5 pts Includes at least 2 general details with basic examples/support. Word choice and sentence structure are generally effective and varied.	4 pts Does not include enough supporting details. Examples are missing or lacking in relevancy. Word choice and sentence structure are basic and lacking variety.	3 pts Does not include relevant supporting details or examples. Word choice and sentence structure are simple and vague.	____ / 6
	6 pts An effective example of compare/contrast writing.	5 pts A good example of compare/contrast writing.	4 pts A basic example of compare/contrast writing.	3 pts A poor example of compare/contrast writing.	____ / 6
Mechanics	5 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	4 pts Contains some errors in the conventions of the English language.	3 pts Contains several errors in the conventions of the English language.	____ / 5	

Total : _____ / 25 points

Expository Response Essay

Informative Voice

Response papers are a composition in which you respond to, or share your thoughts about, something else. They are a type of *expository writing* because they serve the purpose of explaining your response. A “response” can be anything but often focuses on:

- explaining what you agree with/support
 - describing what is done well or is reasonable
 - explaining what you disagree with/do not support
 - describing what is done poorly or is unreasonable
- COMPLIMENT
- CRITICIZE

Reviews of books, movies, shows, and games are types of response papers. Critiques (that is, “an analysis of”) academic, social, political, religious, or other ideas are also types of responses. To be able to read, watch, or listen to something and then respond to it with your own thoughts in a reasonable way is an exercise in critical thinking and an important life skill.

Cite what you reference!



When writing a response to something, reference details from the original material. Do not forget to properly cite what you reference, including any other external material that you use to inform your thoughts. Review **Lesson 22**.

Informative Voice

The goal of expository writing is to explain, describe, or inform. Therefore, you must write with an *informative voice*.

Informative voice is...



authoritative
reliable
neutral
fact-oriented

Informative voice is not...



doubtful
flippant
emotional
persuasive

When writing an expository response paper—as opposed to, for example, a persuasive response paper—employ a proper informative voice. Your goal is not to convince others of something, but to present the facts of your own thoughts. While a composition with an informative voice can evaluate information and come to a conclusion, it does not expressly try to influence the reader to agree with that conclusion.

Expository Response Essay

Brainstorm and Organize

For this composition, you will respond to some material with your own thoughts. You will be given the choice to either **select the material yourself** (Prompts #1 and #2) or to **view specific material named in the prompt** (Prompt #3) that you can access online.

Prompts:

1. *Stories in all forms are meant to evoke a response from the audience. Think of a story you were exposed to recently (a book, movie, show, or play). What was your reaction to or thoughts about that story? Write an essay explaining your response. Think about whether or not you agreed with the themes, whether or not the story was done well, if the topics and situations in the story were at all relevant to real life, and other things like that.*

2. *Listen to/read a transcription of a complete speech or address given by an active political figure. What is your response to the information given in the speech? Consider if you agree or disagree with the ideas presented, what the potential effects/results of the ideas are, and whether or not the ideas are logical and reasonable. Detail your response in an essay. (Alternative: Listen to/read a transcription of a speech given by a historical political figure.)*

3. *Watch “Science of Thought | Caroline Leaf” on YouTube, a twenty-minute TEDtalk from 2015 wherein Dr. Leaf, a neuroscientist, describes how changing one’s thinking can change the physical makeup of the brain. Respond to the video in an essay. What are your thoughts about what she shares? Is the information useful or not useful, and how so? Can it be connected to everyday life or not?*

Brainstorm : Choose a topic and think of several ideas to support/expound on that topic. Record several ideas, then choose the best ones.



Choose a prompt. On a separate sheet of paper, identify the audience and purpose, then brainstorm for your essay.

Brainstorm a topic to focus on as well as details that you could write about. Mark the best ideas.

Complete



Organize : Gather your thoughts and arrange them in a reasonable order to prepare for writing the composition.



Use a separate sheet of paper, or the graphic organizer below, to plan your thesis and the main focuses that will form the basis of your body paragraphs.

Complete

Review Lesson 34 to recall how to create a strong thesis statement.

Thesis
SUMMARY OF SOURCE MATERIAL
Point #1
Point #2
<i>Optional Point #3</i>

Your first paragraph will be a summary of what you are responding to.

Expository Response Essay

Organize and Draft Body Paragraph #2



Use a separate sheet of paper, or the graphic organizer below, to plan your second body paragraph.

Complete

Opening Sentence	
Detail #1	
	Example/Support
Detail #2	
	Example/Support
<i>Optional Detail #3</i>	
	<i>Example/Support</i>
Closing Sentence	

Draft : Convert the ideas in your plan into a composition, focusing on creating complete and coherent sentences rather than perfect writing.

What kind of content can you include in a response paper?

- **Analysis of material**
Pick apart the details of the source and discuss them.
- **Evaluation of ideas**
Criticize or compliment the validity of what the source presents.
- **Application of concepts**
Discuss how the source material might affect other areas or ideas.
- **Refutation of points**
Offer a rebuttal to the source material by presenting better ideas.
- **New thoughts incited by source material**
Explain what train of thought or new ideas the source material sparked in you.

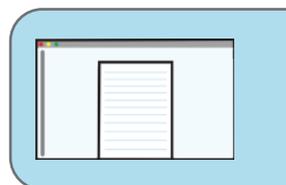
Check out this draft for a body paragraph in an essay responding to *The Sound of Music*. Notice how the paragraph analyzes the details of the source material.

A theme in the movie is the impact of music. At the beginning, the von Trapp house is cold and lifeless. When Maria comes with her music, the von Trapp children become full of life along with the rest of the house. When the Captain tells Maria, "You brought music back into the house," he is essentially saying, "You brought life back into the house." Music also gives strength to different characters. Maria sings herself from fear into confidence, and at the end, many Austrians sing an Austrian song together, showing how they refuse to bow to the Nazis. The movie shows the transformative power of music.



On a separate sheet of paper, draft your second body paragraph using the information in your plan. Double-space your draft so you can revise later.

Complete



Expository Response Essay

Organize and Draft Opening and Closing Paragraphs

The *opening paragraph* of an essay should:

- **Hook** the reader's interest
- Introduce the topic
- Present the *thesis statement*

The *closing paragraph* of an essay should:

- **Restate** your thesis
- Include closing remarks
- Finish with a memorable conclusion

Do not forget!



Include a strong **hook** in your opening paragraph and a memorable **conclusion** to your closing paragraph!

Check out how the example below converts a plan into a closing paragraph:

Thesis Restatement	The Sound of Music <i>has great themes and is well done</i>
Closing Remarks	<i>recalling details of the film; more than a movie</i>
Conclusion	<i>inspire, uplift, and connect with audiences</i>

The Sound of Music *has a great theme about the power of music and is also a very well-done movie. The catchy, classic musical numbers and the story of the von Trapp family is great entertainment, but it is more than a movie. It shows what love and music can do to uplift the human spirit. The Sound of Music can inspire, uplift, and connect with any audiences at any time or place!*



On a separate sheet of paper, draft your opening and closing paragraphs. Include the thesis statement and restatement in the proper places. Double-space your drafts so that you can revise later.

Complete



Expository Response Essay

Revise for Content

Revise : After all your thoughts are put into words on paper, go back and make changes to improve your writing.

Revising for Content

Make sure your essay has quality content. Evaluate your composition by working through the following checklist:

- Are my points strong and my examples/support relevant?
- Is my message clear and worthwhile?
- Do my body paragraphs match my thesis statement in order and content?
- Are my paragraphs well-developed?
- Do I transition effectively between thoughts and paragraphs? 
- Do I need to add or delete anything in order to make the essay more effective?

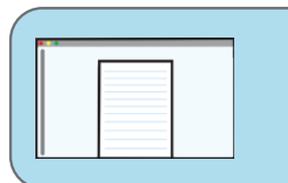
Check out the example below, which is a revision of Body Paragraph #2:

One of the central themes of the film is how music can be a source of joy as well as a rallying point of strength. At the beginning of the story, the von Trapp house is cold and lifeless. When Maria introduces the von Trapp children to melodies in the lively scene with the “Do-Re-Mi” song, they transform from stoic and sad to full of life and liveliness, an atmosphere that quickly spreads to the rest of the house. Even Captain von Trapp himself comes alive again once he hears his children singing their version of “The Sound of Music.” When the Captain tells Maria, “You brought music back into the house,” he is essentially saying, “You brought life back into the house.” Music not only brings joy but also strength to different characters in the film. Maria sings herself from fear into confidence when she first goes to the von Trapp household (“I Have Confidence”), and at the end of the movie, the von Trapp family rallies an auditorium full of Austrians to sing “Edelweiss,” which is a symbol of their refusal to bow to the Nazis that are invading their homeland. The movie shows, in many different ways, the transformative power of music.



Reread your draft and mark areas that need to be adjusted. Make notes around the composition showing the changes you want to make to your content in order to make your essay stronger. Then, revise the draft on a new sheet of paper.

Complete



Expository Response Essay

Finalize

Finalize : After your composition is at its best, edit for mechanical errors and create a clean, properly formatted copy to submit.

Before finishing your personal essay, look for and correct any mechanical or formatting errors in order to make the essay as clean as possible. If you are typing your composition, utilize the word processor's *spelling and grammar check*. But watch out! These automatic tools do not always catch every error, and sometimes the corrections they offer are wrong. Use the technology that you have at your disposal, but also edit the composition yourself.

Be sure to check for:

- spelling errors
- homophone errors
- incorrect or missing punctuation
- capitalization mistakes
- spacing problems
- incorrect formatting
- missing citations (if any are needed)

Follow the formatting instructions required by your teacher, or follow the formatting instructions explained on page 140.



On a separate sheet of paper, finalize the composition. Use the checklist on the following page to help you. Edit for errors and format the paper properly.

Complete



Do you need **extra practice** with this type of writing? Follow the steps of the writing process a second time with a new prompt!



Want an example?

Check out pages 212-217 for examples of an effective and an ineffective expository response essay!



Expository Response Essay Checklist

Opening Paragraph

Do you include an effective hook?
Do you introduce your main topic?
Do you include a thesis statement as the final sentence of the paragraph?
Does your thesis contain your main point and generally reveal what the rest of the essay is about?

Body Paragraph #1/Summary

Do you introduce your summary well, including specifying what you are summarizing?
Do you explain the relevant general points of the source material?
Do you leave out overly specific or superfluous details?
Do you effectively summarize the source material in as succinct a manner as possible?

Body Paragraph #2

Is the paragraph organized with an opening sentence, body sentences, and a closing sentence?
Are your details strong and informative?
Are your examples/supporting points relevant and effective?
Does this paragraph effectively support your thesis and explain an aspect of your essay's main topic?

Body Paragraph #3

Is the paragraph organized with an opening sentence, body sentences, and a closing sentence?
Are your details strong and informative?
Are your examples/supporting points relevant and effective?
Does this paragraph effectively support your thesis and explain an aspect of your essay's main topic?

Closing Paragraph

Do you include a reworded restatement of your thesis as the first sentence of the paragraph?
Does your final paragraph bring the essay to an effective close and include a memorable conclusion?

Overall

Do you use appropriate transitions between thoughts and paragraphs?
Do you use vivid language that makes your writing rich and engaging?
Do you include a variety of sentence structures that give your composition an effective rhythm?
Do you stay on topic?
Does the composition fulfill its purpose (to explain, describe, or inform)?

Mechanics

Do you use proper spelling?
Do you use capitalization correctly?
Do you use proper punctuation (particularly commas)?
Do you follow the formatting guidelines (indent, line spacing, page margins, etc.)?
Is your name (and any other required information) on the paper?

Expository Response Essay Rubric

Format and Required Information	10 pts Formatted according to instructions with few, if any, mistakes. Name and other required information included.	5 pts Formatted with some mistakes. Name or other required information missing.	1 pt Formatted with several mistakes. Name and other required information missing.	_____ / 10		
Opening Paragraph	10 pts Opening paragraph introduces topic excellently. Interesting and effective hook.	7 pts Opening paragraph introduces topic well. Adequate hook.	4 pts Opening paragraph introduces topic poorly. Ineffective hook.	1 pt Opening paragraph is not included.	_____ / 10	
Thesis	10 pts Thesis statement and restatement are included in the proper places. Thesis correctly and clearly represents the content of the essay.	7 pts Thesis statement and restatement are included in the proper places. Thesis incorrectly and/or unclearly represents the content of the essay.	4 pts Thesis statement and/or restatement are incorrectly placed and/or missing. Thesis does not represent the content of the essay.	1 pt Neither thesis nor restatement are effectively included.	_____ / 10	
Summary	5 pts A summary of the material to which the student is responding is included. The summary is clear and informative.	3 pts A summary of the material to which the student is responding included. The summary could be clearer and/or more organized.	1 pt A summary of the material to which the student is responding is not included.	_____ / 5		
Body Paragraphs	15 pts Body paragraphs contain detailed support and examples. Support and examples are presented in an excellent manner.	12 pts Body paragraphs contain general support and examples. Support and examples are presented in a suitable manner.	8 pts Body paragraphs contain adequate support and examples. Support and examples are presented in an average manner.	5 pts Body paragraphs contain poor support and examples. Support and examples are presented in an ineffective manner.	3 pts Body paragraphs do not contain support and examples.	_____ / 15
Closing Paragraph	10 pts Closing paragraph brings essay to a close excellently.	7 pts Closing paragraph brings essay to a close well.	4 pts Closing paragraph brings essay to a close poorly.	1 pt Closing paragraph is not included.	_____ / 10	
Writing Type	10 pts An effective example of an expository essay.	7 pts A good example of an expository essay.	4 pts A basic example of an expository essay.	1 pt A poor example of an expository essay.	_____ / 10	
Transitions	10 pts Appropriate and effective transitions are used between thoughts and paragraphs.	7 pts General transitions are used between thoughts and paragraphs.	4 pts Few and vague transitions are used between thoughts and paragraphs.	1 pt Inappropriate and/or missing transitions between thoughts and paragraphs.	_____ / 10	
Word Choice and Sentence Structure	10 pts Word choice and sentence structure are rich and varied.	8 pts Word choice and sentence structure are well-chosen and somewhat varied.	6 pts Word choice and sentence structure are adequate and somewhat varied.	4 pts Word choice and sentence structure are basic and lack variety.	1 pt Word choice is vague, and sentences are simple and fragmented.	_____ / 10
Mechanics	10 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	5 pts Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	1 pt Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	_____ / 10		

Total : _____ / 100 points