

A photograph of a dolphin leaping from the water, creating a splash. The dolphin is captured mid-air, with its body arched and its tail still in the water. The water is a vibrant turquoise color with visible ripples and small waves. The dolphin's skin is a light greyish-blue, and its eye is visible. The overall scene is bright and dynamic.

Writing Blitz

March 20, 2019

Writing Test:

- April 2, 2019
- Total Time = 120 minutes or 2 hours
- **Use Your Time Wisely**
- **Remember to leave enough time to write!!**



Points to Remember

- Begin by reading the prompt **BEFORE** reading the passage set to understand the purpose for reading and responding.
- Read Prompt **two** or **three** times and underline important words in the prompt as you read it.



Argumentative Prompt

Change seems to be the norm for education as of late. One issue presently the topic of much discussion and debate is the role of technology in education. With this in mind, you are to read the passages and then write an essay that answers the question of whether tablets should replace textbooks.

Thesis/ Claim Statement (the answer to prompt): Tablets have their place, but it's not in the classroom. Tablets are distracting, expensive, and can lead to health problems.

Informative/ Explanatory Prompt

- Read all three sources about research and medical advice on the impact of sleep on our health. How many hours of sleep is enough? What is too much sleep? What is too little sleep? How do naps fit into sleep cycles?
- Write an explanatory essay about the importance of sleep and napping. **Your essay must be based on how the information in the chart in source #1 supports information provided in the two other sources. Cite evidence and identify the source of each piece of information by title or source number.**

Points to Remember

After understanding what the prompt is asking,

- Read the passages **COMPLETELY**. You have the time! Get a **GRIP** of that first paragraph by getting a picture in your head. Read the first paragraph twice or more if you need to.
- The students who read the passages carefully, have a plan for writing and write



Planning

“ You need to plan, man!”

- Mr. Greenberg

- Write down your response to the prompt on the planning sheet in the introduction box.
- Write down the reasons or points you want to make.

Example: If the prompt asks, According to the texts, what effect did the Great Depression have on the people who lived through it?

Write an exact answer: The Great Depression had a serious affect on the people who lived through it. They couldn't find jobs, had to live with very little, and they had to learn to be resourceful.

Sample Planning Sheet: Argumentative Essay

Page 1 of 1

Intro:

Tablets should NOT replace textbooks!

Reason

#1 Distracting

- too many other apps to open
- email/texting friends is tempting
- everyone around me is doing something else: twitter, instagram, games, etc.
- Passage states 87% of teachers easily distracted

#2 Costly

- buying hardware
 - with infrastructure
 - training teachers
 - cost a lot to replace
- Cost more than textbooks

Counter Claim: Easy to access information

my response: Kids can access TOO Much of the wrong information

Health Problems - eye strain, blurred vision, text neck.

Conclusion -

Sample Planning Sheet: Informational/ Expository Essay

Intro:

Great Depression affected people in that they couldn't find jobs so they had to learn to use less and be resourceful, but there was hope and New Deal helped those suffering.

1st point: Jobs were scarce

- people had to take what they could any job
- many small jobs
- work for government building roads

2nd point: People used everything they had - resourceful

- people used catalogues for toilet paper
- baking soda for toothpaste
- reused a lot
- cut back on electricity water

3rd: New Deal - FDR put policies in place to get people working, regulate banks

Conclusion: Restate Thesis

• General Info

• Strong Statement

Try to tie it all together

Basic Essay Format

Students work together to identify parts of essays.

(Essays in packet)

Directions: Students find elements of a Great Essay

Introduction:

- **Background Information** - Write about the **history** of the topic, **define** the topic, **connect** the reader to the topic. by describing the situation, or use a combination of these. Explain the controversy about the topic.
- **Thesis statement/ claim** (answer to the prompt -tells reader focus of essay).

Body Paragraphs: T. Q. C. E. E. The Queen Celebrates Eating Events

Topic Sentence (sentence that says what paragraph is about)

Quote or paraphrase from text

your Cite - Put the title of the source or author's name in parentheses after quote. (Tomlinson) *or* (Source 1) *or* ("Middle School Rules")

Explain WHAT the quote means in your own words. This means...

What this is really saying is... *or* In other words... *or* For example...

Elaborate - WHY the information matters, how it supports your point.
You might start with This supports... *or* This demonstrates... *or* This proves... *or* This indicates...

Concluding sentence

Conclusion: Restates Thesis Statement (answer to prompt), strong statement,
Lesson about life learned. ~~I learned that~~_____.

Relocating to a strange country can be tough to handle. Billy, from "The Return of the Seagull," by Austin Shane, goes through this experience. Although at first it was very difficult for him, the experience proves to Billy that he is stronger than he thought.



The conclusion is similar but in reverse.



Specific: Thesis



Moving to Japan was hard, but Billy learns that he is strong and can face problems without falling apart. Although

More General:

Summary



Moving was difficult for many reasons, Billy benefits from the experience, because he learns about himself during the process.

General:

Facing challenges can lead to important

Sample Essay Informative/ Explanatory

Great Depression Informative Essay

Imagine, having to use a Macy's catalog as toilet paper. The Great Depression was a tragic event which caused much suffering, and it lasted for 10 years. It left a scar in everyone who lived through it and they would never forget it. People couldn't keep steady jobs, they had to be resourceful, and they had to cut back on everything.

If you had a job in the Great Depression was like the expression "Master of none, jack of all trades." Everyone had many jobs to get money and no profession. Keeping a job in this time was a challenge. Many places where people worked went bankrupt hence a lot of little jobs. In the story "Digging In," the narrator says, "We weathered the storm because of dad's willingness to take any job..... It was not so much a matter of finding a job as of filling in with odd jobs wherever and whenever you could, and most of the time those jobs were those people made for themselves." Thankfully for president Roosevelt, some people were fortunate enough to have jobs. The story, "The New Deal," says, "The Civil Conservation Corps was one of the New Deal's most successful programs. Living in camps, men dug ditches, built reservoirs, and planted trees." The job situation was bad, but it could have been worse.

When you think of the phrase "Reduce, reuse, and recycle," you probably don't think of making clothing from sacks of potatoes, do you? Well the people in the Great Depression did. They were very resourceful. Almost nothing went to waste. In the story "Digging In," the

narrator says "We took care of what we had. The cotton bags from flour, salt, and cracked chicken feed were washed, bleached, and cut into dish cloths and towels. Some neighbors made curtains, or even dresses from feed sacks." Talk about being eco-friendly.

Imagine having your telephone line cut. Today, that's a big deal! People in the Great Depression had to cut back on EVERYTHING! It was all to save money. There was no stable income, so people let up on many things they previously had. People stopped the newspapers, water, ice, milk and sold their cars. (Hastings). They basically had to give up on necessities for life!

During the Great Depression, hard working people couldn't keep steady jobs, so they had to be extremely careful with every penny they spent. The people who lived through this economic crisis will never forget the impact it made on their lives.

Evidence Based Terminology

When using information from the passages for support, these phrases are essential:

- **According to the passage,** “ Write name of article, poem, or passage in quotation marks” ...

Ex. **According to the article,** “Arctic Sea Creatures,” Radiolarians are single celled creatures that look like little snowflakes. **This proves** that life can exist in cold glacial waters.

- **The passage explains,** “Penicillin went on to save hundreds of thousands of lives during World War II.” (“Not So Dumb Luck”) **This shows** that ...
- **The author states,** “Abe Lincoln was always reading and studied past midnight on most nights.” (Source 1). **One can infer** that Mr. Linclon worked harder than most and valued education.
- **Based on the information** in Captain Scott’s diary, readers learn that bad weather impeded his attempt to reach the south pole.

Body Paragraph Frame

- Topic Sentence
 - “Quote”
 - Elaborate
 - (Paraphrase) Pie
 - Elaborate
 - Conclusion sentence
- The
Queen
Eats
Every
Christmas



Body Paragraph:

- Should be larger than the introduction
- Give Your **R**eason or make your **P**oint
- Provide **E**vidence (Quote, Facts, etc)
- Explain the evidence/**E**laborate/**E**xamples

- **PEEPEE**



“Quotes”

Use quotation marks if you write the exact words

- According to Jonathan Clarke, "Professional diplomats often say that trying to think diplomatically about foreign policy is a waste of time." (The Dark Side of Diplomacy)
- Will Durant wrote, "Their economy remained local in structure even while their fleets and products reached out to distant ports." (The Benefits of Trade)
- Christine Shaw states that "...political changes brought about in Italy by the intervention of the French were fatal." (Foreign Policy Gone Awry)

If your wording and sentence structure is very similar to the author's, then you must give credit by putting the author's name in parentheses after the paraphrased section.

Some examples of paraphrasing with synonyms:

My car needs gasoline.

- My automobile needs fuel. (Hastings)

The U.S. government has an enormous debt.

- The federal government has an extremely large debt. (Baxter)

Some examples of paraphrasing with definitions:

A college student usually has homework to do.

- A person going to college typically has to study at home. (Shaw)

Student Paraphrase 1	Original	Student Paraphrase 2
<p>Even though Columbus probably brought the cacao beans he took back to Europe, the Spanish king and his court failed to realize their possible worth at first.</p>	<p>From “The Sweet Lure of Chocolate” by Jim Spadaccini</p> <p>While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.</p>	<p>In spite of the fact that Columbus probably brought cacao beans back to Europe, the Spanish King and his court did not seem interested in them.</p>
	<p>From “The Iceberg Was Only Part of It,” <i>The New York Times</i> by William J. Broad</p> <p>On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.</p>	

Transitions

To add information

again
besides
moreover
another
for insurance
together with

and
like wise
as well
furthermore
additionally

along with
also
for example
equally important
further

Conclude or Summarize:

in short
finally
in summary
For the reasons above

consequently
due to
all in all
as a result

accordingly
to sum up
without a doubt
therefore

Contrast two things or show a difference:

but
otherwise
even though
conversely
even so

yet
however
counter to
on the other
hand
as opposed to

in the meantime
on the contrary
nevertheless
still

Emphasize a point:

again
indeed
to repeat

truly
in fact
to emphasize

for this reason
with this in mind

Show similarities:

in the same manner
in the same way
also

likewise
like
both

as
similarly

Final Tips

- Read prompt two, three, four, times. Really know what it is asking you to write about!
- Read passages! Get a good grip on those first paragraphs and you will be on your way.
- If you don't know how to spell something or if you don't know if something is capitalized, look for how the words in the passages are spelled or capitalized. Ex. The Great Depression is capitalized.

You're on your way to success!

- Remember the little things: indent for new paragraphs, capitalize first words of sentences, use ending punctuation- periods, question marks.
- Don't EVER use texting language.
- Gonna and wanna are NOT words. It is going to / want to
- Remember you are smart and have important thoughts about the topic. Write your thoughts and your view of the information and explain in YOUR words- Quote information from the passages, and you can paraphrase but DON'T COPY!
- Relax and find it all interesting.

Remember.....

- 4 or 5 paragraph essay
- 2 to 3 quotes
- **DO NOT USE TEXT LANGUAGE OR SLANG**
- Indent for every paragraph (5 spaces)
- Claim / Counter Claim - (Argumentative)
- Thesis statement - (Informative)
- Remember to capitalize proper nouns.
- Remember to punctuate your sentences.
- Use words from the **prompt** and **sources**.
- Read over your essay, use **higher level vocabulary**.

MOST IMPORTANTLY

- DO YOUR BEST to score a 7, 8, 9, or 10 on the writing test...
- BECAUSE this score is combined with your reading score and can move you up a level!
- REMEMBER TO GO BACK AND READ YOUR ESSAY TO MAKE SURE THAT IT MAKES SENSE!!!!

