6th ELA LEAP Practice
Week 3

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2020</td>
<td>The Three Little Pigs</td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
</tr>
</tbody>
</table>


Week 3 Day 1
Evidence
Once an author states his opinion, he must prove it by providing evidence that will make his opinion believable. Evidence is the proof an author uses to support his claim. The author has to think about the topic and audience to decide the best kind of evidence to use. For example, a person writing a letter to a newspaper about bad road conditions in a certain part of town might include eyewitness accounts of what is going on there. A doctor might write a magazine article about ways children can keep active and healthy.

Weak evidence does not support the author’s claim. Weak evidence occurs when an author’s claim is vague (not clear) or cannot be confirmed as being true. Strong evidence must be relevant and sufficient to support an author’s claim. This means that authors must offer proof that their claims are valid.

As a reader, you need to be able to trace an author’s argument and the claims that are made. You also must distinguish between claims that are well supported and those that aren’t. To make sure their claims are valid, authors use the following types of evidence.

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anecdotes:</strong> Interviews with family members, witnesses, friends, or neighbors</td>
<td>These are short stories about something that is interesting, funny, or strange that authors can use to make a point.</td>
</tr>
<tr>
<td><strong>Examples:</strong> Something which shows that what is being claimed is true</td>
<td>This is something that is typical of a group of which it is a member.</td>
</tr>
<tr>
<td><strong>Descriptions:</strong> Words that help readers visualize people or events</td>
<td>These are words that describe a person, place object, or topic, using the five senses: sight, sound, smell, taste, and touch.</td>
</tr>
<tr>
<td><strong>Facts:</strong> Who, what, where, when, why, how</td>
<td>These are statements that can be proven to be true and difficult to oppose.</td>
</tr>
<tr>
<td><strong>Statistics:</strong> Percentages, dollar amounts, proportions, ratios</td>
<td>These are facts represented in the form of numbers and also difficult to oppose.</td>
</tr>
<tr>
<td><strong>Direct Quotes from Authorities:</strong> Police, lawyers, judges, field experts</td>
<td>These are direct statements from leading experts on a certain topic or a reference to another expert’s statements.</td>
</tr>
<tr>
<td><strong>Expert Testimony</strong> Scientists, environmentalists, medical professionals, historians, FBI/CIA agents</td>
<td>This is the witnessing, observation, or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience.</td>
</tr>
</tbody>
</table>
## Weak Evidence

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>No examples to support a claim:</td>
<td>A situation in which a claim is made without any examples to support the claim. An example would be if a person said George Washington was a great leader without giving specific examples of what made him a great leader.</td>
</tr>
<tr>
<td>Vague claims:</td>
<td>Claims that are not clearly expressed, not clearly defined, or are without a precise meaning. An example is if a company was promoting a new over-the-counter allergy medicine and the spokesperson said, “All kinds of people say No More Sneeze is amazing and stopped their allergies within 24 hours.” This is a vague claim because who are these people saying No More Sneeze is so amazing?</td>
</tr>
<tr>
<td>Generalizations:</td>
<td>These are statements not supported by evidence. When you make a statement about all, everyone, or most people, you are making a generalization. An example would be to say all girls like playing with dolls, or everyone enjoys cooking.</td>
</tr>
<tr>
<td>Personal opinion:</td>
<td>This is a belief or judgment about someone or something that is not based on facts and cannot be proven to be true. An example would be to say, “I think Batman is a better comic book hero than Spiderman.”</td>
</tr>
</tbody>
</table>

### Practice 3: Author’s Claim and Evidence

#### Dog Fostering

1. I have always wanted a dog. Unfortunately, my dad’s career requires him—and our whole family—to relocate at least once every five years. When my family moves, we often change lifestyles. Right now, we live in a spacious house with a big fenced yard. However, our next move might be to a small high-rise apartment. A dog that would be happy and healthy in a home with lots of space to run may not thrive in a small, enclosed space. Additionally, our next home could be in a different country. A dog would have to be quarantined for an extended period of time before it could join us in our new home. Both of these situations would be terribly unfair to a dog, so I assumed I would never have a dog.

2. Those of you who know me know that this is not the case. My dog, Sparky, loves to go wherever I go. The fact is, though, Sparky is not mine to keep. Sparky is a foster dog that is living with my family until a permanent home becomes available. As its foster family, we are responsible for Sparky’s care and training. Sparky’s daily care involves feeding, grooming, exercise, petting time, and playtime. Also, every Saturday, I take Sparky to dog obedience training school at the animal shelter. I work with him during the week to make certain he remains a well-mannered dog. My family makes sure Sparky gets his shots on time and any other medical care he needs. This care and training routine will make Sparky a more desirable pet when the right permanent family comes along.

3. I assure you that Sparky isn’t the only one benefiting from this arrangement. This is a chance of a lifetime for me to experience having a dog in the family. I know that lots of kids complain if they have to walk or feed their dogs, but I love it. I love playing with my dog and having him sit by my side. Sparky always seems to sense when I’ve had a bad day and does his best to cheer me up.
Although I was the one who really wanted a dog, my entire family is grateful for the time that Sparky spends with us. He truly seems like a member of our family.

4 The family who eventually adopts Sparky will also benefit from this arrangement. They will know they are getting a dog that is accustomed to the noise and activity of a family. They know that the dog is already housebroken and leash trained. Perhaps most importantly, the adoptive family knows the dog is coming from a loving, nurturing environment. Some shelter dogs come from homes where they have been abused or neglected. The most common reason dogs are sent to shelters is due to behavior problems. Foster families need be prepared for dogs who are nervous, fearful, unruly, and even aggressive. Foster families will need lots patience and, sometimes, special training is needed for some shelter dogs to overcome their behavior issues.

5 Dog fostering is a wonderful way for people who cannot have a dog on a long term basis to be able to love, nurture, and help find loving homes for unwanted dogs. There are so many dogs that need loving homes. So please, hurry down to your local animal shelter and register to become a dog foster parent. You will be glad you did, and the best reward is that you will be helping to save a dog's life.

1. What is the author's main claim?
   A. People who move a lot should not own dogs.
   B. Foster dogs should be housebroken and leash trained.
   C. Dog fostering is a good solution for people who can't have a dog for a long period of time.
   D. People should only adopt dogs from dog fostering families.

2. **Part A**
   Select the two types of care the author states in paragraph 2 that foster families are responsible for.
   A. caring for the shelter dogs
   B. finding the dogs a permanent home
   C. training the shelter dogs
   D. taking dog fostering classes

   **Part B**
   What main type of evidence is used in this passage to support the answer to Part A?
   A. anecdotes
   B. examples
   C. descriptions
   D. quotes from authorities

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Chapter 5 Analyzing Informational Text

3. In paragraph 4, what does the author say is the most common reason many dogs end up in shelters?

4. How does the author support his claim that foster dogs make good pets? Select all that apply.
   A. Foster dogs are housebroken.
   B. Foster dogs are leash trained.
   C. Foster dogs go through obedience training.
   D. Foster dogs are never aggressive or fearful.

Are you in middle school? Do you want to be cool and popular? If so, you need to ask your parents to buy you a pair of Kool Kidz jeans. Yes, for only $99.99, you can become one of the "cool kids." Research has shown that middle school students who wore Kool Kidz jeans had more friends than students who wore other jean brands. Another benefit is that Kool Kidz jeans make students smarter and more confident. Kool Kidz jeans come in several cool colors and sizes, so hop on the Internet to see where Kool Kidz jeans are sold.

5. What is the author's claim?

6. Does the author provide strong evidence to support his claim? Why or why not?

7. This statement is an example of a(n)
   A. personal opinion.
   B. anecdote.
   C. description.
   D. generalization.
Drivers behind the wheel have been caught writing notes, reading newspapers, and even applying their make-up or brushing their teeth. Some people believe they can easily eat, talk on the phone, or do other things while driving. But federal transportation studies show that drivers not paying attention while driving are far more likely to cause an accident than those who concentrate on the road. According to the National Highway Traffic Safety Administration, 80 percent of automobile accidents and 65 percent of near-accidents involve at least some form of driver distraction within three seconds of the crash or near-miss.

8. **Part A**
   
   What is the author’s claim?
   
   A. People can safely eat or read while driving.
   
   B. People need to pay attention while driving.
   
   C. Many people have unsafe driving habits.
   
   D. People should not talk on the phone and drive.

   **Part B**
   
   What evidence does the author use to support his claim? Select **all** that apply.
   
   A. examples
   
   B. direct quotes
   
   C. statistics
   
   D. personal opinion
   
   E. expert testimony

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**Chapter 5 Key Term Activity**

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>evidence</td>
</tr>
<tr>
<td>analyzing</td>
</tr>
<tr>
<td>media</td>
</tr>
</tbody>
</table>

In this chapter, you learned that a(n) (1) _____________ occurs when an author writes to persuade or wants to influence or convince readers about something. A(n) (2) _____________ is a belief or judgment about someone or something that is not based on facts and cannot be proven to be true. (3) _____________ involves taking things apart and examining each part individually. The proof an author uses to support his or her claim is called (4) _____________. Print, online, visual, or audio are different types of (5) _____________. A(n) (6) _____________ is a personal viewpoint that an author feels is correct or better than other opinions.

See the Teacher Guide for the Chapter 5 Review and the Unit Review 2.

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Week 3 Day 2
Chapter 8

The Essay Writing Process

This chapter covers the following standards: W.4, W.5, W.6

At some point, you will need to write an essay in response to a writing prompt. You might write essays that are narrative, informative, or argumentative. You will also review ways to write an effective essay and practice writing on your own. However, before you learn the different steps of the writing process, let’s review the basics of writing a paragraph.

**Paragraph Structure**

A paragraph is a group of closely related sentences that develop a central idea. Paragraphs are usually five to six sentences long, but your teacher will let you know how many sentences to write for your paragraphs. A paragraph has three parts as shown below:

- **Topic Sentence (Introduction)**
- **Supporting Sentences (examples, reasons, testimony, observations)**
- **Concluding Sentence (Summary)**

The topic sentence is the first sentence of the paragraph. The **topic sentence** introduces the topic (central idea) of the paragraph. The next three sentences are the supporting sentences. **Supporting sentences** provide details for the paragraph. The **concluding sentence** sums up the content of the paragraph.

Look at these sentences about Panama City, Florida.

**Topicsentence:** Panama City, Florida, is the ideal place to go for a winter vacation.

**Supporting sentence 1:** Last year, our family spent our annual vacation on the white beaches of Panama City.

**Supporting sentence 2:** During the day, we snorkeled, swam, and water skied in the clear, warm waters of the Gulf of Mexico.

**Supporting sentence 3:** This sentence gives another specific detail relating to the central idea.

**Supporting sentence 4:** This sentence gives more specific detail relating to the central idea.

**Concluding Sentence:** This sentence refers to the topic sentence and sums up the central idea of the paragraph.
Supporting sentence 3: In the evenings, we enjoyed fresh seafood at the small local restaurants.

Supporting sentence 4: At night, we joined other vacationers from around the world in various festivities sponsored by our hotel.

Concluding sentence: Every year we travel to a new vacation spot, but the beauty and excitement of Florida will bring us back next year.

Now, look at how the sentences form a paragraph when they are all put together.

Panama City, Florida, is the ideal place to go for a winter vacation. Last year, our family spent our annual vacation on the white beaches of Panama City. During the day, we snorkeled, swam, and water skied in the clear, warm waters of the Gulf of Mexico. In the evenings, we enjoyed fresh seafood at the small local restaurants. At night, we joined other vacationers from around the world in various festivities sponsored by our hotel. Every year we travel to a new vacation spot, but the beauty and excitement of Florida will bring us back next year.

Practice 1: Paragraphs

1. Read this writing topic. Then, write a topic sentence, three supporting (detail/reason) sentences, and a concluding sentence.

   **Paragraph Topic:** My favorite animal is a –

   **Topic Sentence:**

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   **Supporting Sentence 1:**

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   **Supporting Sentence 2:**

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________
Chapter 8 The Essay Writing Process

Supporting Sentence 3:


Concluding Sentence:


Organize for Clarity
Writers choose the best organizational text structure to present information and to make a point. Before authors write informational text, they must decide how the text will be structured. Information can be organized by the following:

<table>
<thead>
<tr>
<th>Organizational Pattern</th>
<th>Example Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order of importance</td>
<td>maintaining a healthy lifestyle</td>
</tr>
<tr>
<td>Sequential order</td>
<td>how to change a tire</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>how a friend has affected your life</td>
</tr>
<tr>
<td>Comparison and contrast</td>
<td>the similarities and differences between the hip-hop and pop music</td>
</tr>
<tr>
<td>Problem and solution</td>
<td>childhood obesity and how to help children get healthy</td>
</tr>
</tbody>
</table>

Transitional Words
How do you move your essay along? You use transitional words and phrases. Transitions help move an essay along in a clear, logical manner. Think about how you tell stories or explain something to your friends. You probably use transitions like first, then, next, later, and finally to help your friends follow your story. You use the same transitions when you write essays.

Here is a list of some common transitional words and phrases used in writing essays.

- first
- second
- immediately
- next
- later
- after
- finally
- last
- since
- now
- suddenly
- during
- meanwhile
- before
- at the present time
- to begin with
- as soon as
- in the meantime
- without delay
- first of all
- all of a sudden
- at this instant
- in time
- prior to
Week 3 Day 3
The Essay Writing Process

Sometimes it can feel overwhelming to try to begin writing. Having a plan can help. Here are the steps of the writing process. You should follow them anytime you write an essay, whether it’s for a short writing assignment during class or a research report that takes several days to complete.

<table>
<thead>
<tr>
<th>Step</th>
<th>What You Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming and Freewriting</td>
<td>This means to come up with ideas and write them down.</td>
</tr>
<tr>
<td>Organizing</td>
<td>This means using graphic organizers to organize ideas.</td>
</tr>
<tr>
<td>Drafting</td>
<td>This means writing a first draft.</td>
</tr>
<tr>
<td>Revising and Editing</td>
<td>This means making sure ideas are clear. Add precise words and details. Fix any errors.</td>
</tr>
<tr>
<td>Publishing</td>
<td>This means typing your essay or report. Print or upload it onto a computer for others to read.</td>
</tr>
</tbody>
</table>

The first step in writing a good response is to read the writing prompt carefully. Make sure you understand what topic you should write about. This is usually clearly stated in the prompt. Now, we will look at some useful strategies for generating ideas: brainstorming, freewriting, and using graphic organizers.

**Brainstorming**

**Brainstorming** means spending a few minutes thinking about your topic or prompt and writing down everything that comes to mind. Even if it sounds silly, write it down anyway. Write down everything that comes to mind, even if you don’t think you will use it. Later, you will decide which ideas are perfect for you to use.

Here is a brainstorming list that a student named Sheila came up with for the prompt below.

**Sheila’s Brainstorming List**

- Doing chores – clean room, make bed, fold clothes, and take out the garbage
- Taking care of pets – walking, feeding, bathing
- Babysit siblings
- Do homework without being told
- Help fix dinner – prepare veggies, set the table, and wash dishes.
- Wash the car

After listing different elements of learning responsibility, Sheila decided she had the most to say about doing household chores, taking care of pets, and helping to fix dinner. Now, Sheila can use other tools to help her brainstorm more about her topic.
Freewriting

Freewriting is another way to write down ideas that you can use for an essay. When you freewrite, you simply start writing and see what happens. Don't worry about grammar and spelling. If you get stuck and don't know what to put next, write "I don't know what to write." Just keep writing, and let the ideas flow. Look at how freewriting helped Sheila get started with her essay about her vacation.

The best way for a kid to learn responsibility is doing different kinds of chores around the house. Even little kids can keep their rooms cleaned up, make their beds, and fold their clothes. Older kids can keep their rooms clean. They can take care of pets to. They can feed pets, walk dogs, and help give pets a bath if they get dirty. Middle school age kids can help their parents fix supper by washing and chopping vegetables, setting the table, and washing the supper dishes.

Whichever method you use to generate ideas, keep your goal in mind. You want to be able to use whatever notes you made as a road map to follow as you begin to write. Once you have your ideas in a usable list or organizer, it's time to begin planning. As you write, and later revise, you will develop your ideas further by adding details and linking everything together in a logical way.

Practice 2: Brainstorming and Freewriting

Choose one of the following writing prompts and read the directions that follow.

Mr. Newsome, a local city government official, is considering turning unused land into a park. He wants to know what people of all ages would like to have in the park. Write a letter to Mr. Newsome explaining what you would like to have in this park and why these items should be included.

Your guidance counselor has asked you to write about your plans for what to want to do after you graduate from high school or college. Thoroughly explain your answer.

Lions and tigers are both big cats that are similar in some ways, but they are very different big cats. Do some research and compare and contrast these two animals. How are they similar? How are they different?

Directions:
Step 1: After choosing one of the writing prompts, spend 5-10 minutes brainstorming, and write down anything that comes to mind.

Step 2: After you finish brainstorming and writing down some ideas for your writing prompt, begin freewriting your ideas into sentences. Do not worry about spelling or punctuation errors during your freewriting.

Step 3: Save your work for Practice 3.
Planning
Planning is important when writing an essay. Before you can write about a specific topic, you must plan your course of action. This includes making sure you fully understand the writing prompt, developing your ideas, and planning the organization of your essay. Then, you will use these elements to prepare your essay.

Developing Ideas
Once you clearly understand the writing prompt, you can begin generating ideas to use in your response, a process you started when you brainstormed. You may have many good ideas, but they aren't useful until you get them out of your head and onto the paper. Then, you can work with them, organize them, and add examples and evidence that will develop your ideas into useful material for your essay.

Using Graphic Organizers
While you are brainstorming or freewriting, you can think about how you want to organize your essay. It can be helpful to see how your ideas fit together. A graphic organizer is a way to see all your ideas linked together on paper. Graphic organizers can be very helpful. They include diagrams like the Venn diagram, spider map clustering, and T-chart in which you can visually place your ideas.

For example, a Venn diagram is useful when comparing and contrasting ideas. It is a quick visual way to see points that are alike and those that are different. Draw two circles that overlap, labeling both for the items or ideas that you are comparing. Write the points that are unique to each item in its own circle. The overlapping part of the circles contains the similarities between the two. Look at the Venn diagram that compares and contrasts apples and oranges.

For almost any topic, a spider map is helpful for deciding the main points to cover. You write the central idea in the center and write each main point about it on the lines that radiate outward like legs. Supporting details go on the smaller lines off each leg. This graphic organizer also works well to develop ideas for cause and effect. For example, you can write a cause in the center and the effects that happen as a result on the lines. Conversely, the effect can go in the middle, with the causes that lead to it on the lines.
Chapter 8 The Essay Writing Process

Look at the spider map on maintaining a healthy lifestyle.

![Spider Map of Healthy Lifestyle]

Another type of graphic organizer is a **cluster map**. Clustering helps you organize your thoughts. You can see the different parts of the essay and determine what goes together. When you cluster, you write the central idea in a big circle. Supporting ideas come next; you put those ideas in little circles that branch off the central idea. In turn, the examples or details go in their own little circles that branch off the supporting ideas.

Since clustering shows you how the parts of your essay fit together, you can see if you have enough support for the central idea. You can tell if your central idea is too general or too specific. Here is an example of a cluster map.

![Cluster Map of a Hero]

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A **T-chart** is a graphic organizer shaped like a “T” that is used for listing two separate viewpoints of a topic. A T-chart can be used to compare and contrast two things, to list advantages and disadvantages, to separate facts from opinions, etc. Topics can include anything that can be cleanly divided into two opposing views.

The T-chart below shows reasons why young children should and should not be allowed to have a pet.

<table>
<thead>
<tr>
<th>Reasons They Should</th>
<th>Reasons They Should Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>• companionship</td>
<td>• too immature</td>
</tr>
<tr>
<td>• responsibility</td>
<td>• can hurt the animal</td>
</tr>
<tr>
<td>• exercise and play</td>
<td>• allergies</td>
</tr>
<tr>
<td>• reduces stress</td>
<td>• animal can hurt the child</td>
</tr>
</tbody>
</table>

Whichever method you use to generate ideas, keep your goal in mind. You want to be able to use the notes you made as a road map to follow as you begin to write. Once you have your ideas in a usable list or organizer, it’s time to begin planning. As you write, and later revise, you will develop your ideas further by adding details and linking everything together in a logical way.

**Practice 3: Organizational Charts**

**Part A**
Use your brainstorming and freewriting from Practice 2 and choose one of the following organizational charts to help organize your ideas. Save your work for your next activity in Practice 4.

**Part B**
Use the Venn diagram, spider map, or T-chart to develop and organize ideas for your Part A essay writing prompt. You can also brainstorm, freewrite, or cluster your ideas on a piece of paper. Take notes and keep all your brainstorming, freewriting, clustering, and graphic organizational charts for Practice 3.
Week 3 Day 4
Parts of the Essay

Before we discuss the next step in the essay writing process, let’s learn the different parts of an essay. Remember that no matter how you organize them, essays have a basic structure. Some are shorter, and some are longer, but they all need to have a clear beginning, middle, and end. Here are the parts of an essay:

- The **introduction** is the first paragraph of your essay. It gets the reader’s attention and contains the central idea (what the essay is all about).

- The **body** usually consists of three paragraphs. Each of these paragraphs supports and elaborates on the controlling idea. Each paragraph focuses on a different supporting point from the topic.

- The **conclusion** is the last paragraph of your essay. It reinforces the central idea of your essay with a strong summary. It ties everything together and convinces the reader of your position. The conclusion should summarize the points you made but not repeat them word for word.

**Topic Sentence and Introduction Paragraph**

After you have a topic, you will need to write a topic sentence. The topic sentence is usually the first sentence of the first paragraph in an essay. The **topic sentence** expresses the topic and the information about the topic that will be in your essay. The topic sentence helps the writer to focus on what she/he needs to include in the essay.

**Example topic sentences:**

My dog is loyal, funny, and beautiful.
All insects have three main body parts: the head, the thorax, and the abdomen.
The three states of matter are solid, liquid, and gas.
The Cajuns are famous for their unique French dialect, their music, and their spicy cooking.

**Developing the Topic Sentence**

Susan’s 6th grade English teacher gave her this essay topic: **Favorite vacation spot.**

After Susan knows the topic, she needs to decide where her favorite vacation spot is. Then, she needs to decide what she wants readers to know about the topic. She begins by writing down some ideas.

My favorite vacation spot is Pompano Beach, Florida.
Reason 1: It has beautiful beaches.
Reason 2: It has great hotels.
Reason 3: Goodyear Blimp attraction – a great ride
Reason 4: Community Park attraction – great for a picnic
Reason 5: Pompano Beach Pier attraction – good food and good fishing

Susan looks over her list. She decides that she wants readers to know about Pompano Beach’s attractions. Look at Susan’s **topic sentence**.

Pompano Beach, Florida, is my favorite vacation spot because of the Goodyear Blimp, Pompano Community Park, and the Pompano Beach Pier.
Now, look at Susan's introduction paragraph.

Pompano Beach, Florida, is my favorite vacation spot. It has beautiful, sandy beaches. And it has great hotels with views of the ocean. But Pompano Beach is my favorite vacation spot because of the Goodyear Blimp, Pompano Community Park, and the Pompano Beach Pier.

Supporting Body Paragraphs

Supporting paragraphs are called “supporting” because they “support,” or explain, the idea expressed in the topic sentence. All of the supporting paragraphs in an essay must relate to the topic sentence. Most basic essays have at least three to four supporting body paragraphs in them. Of course, your teacher will let you know how many body paragraphs to write for your essays.

Look at Susan's body paragraphs with supporting details and transitional words.

First, Pompano Beach is the home base of the Goodyear Stars and Stripes blimp. Goodyear has had a Goodyear Blimp base in Pompano Beach, Florida, since 1979. The base is located at the Pompano Beach Airport. It is one of four blimp bases in the world. People can tour the base and see what the inside of a blimp looks like. And people can actually take a ride in the blimp.

Next, the largest park in Pompano Beach is Pompano Community Park. This park is spread over 43 acres. It has picnic areas with barbecue grills, a children’s playground, baseball and softball fields, two basketball courts, an aquatic center, a tennis center, volleyball courts, a bike bath, a walking and jogging trail, an exercise course, an amphitheater, and the Municipal Baseball Stadium.

Lastly, Pompano Beach Pier is a popular attraction. People can walk out on the pier and see fish swimming in the ocean and seabirds flying overhead. The pier is good for people watching, fishing, or just taking a relaxing walk. It has a concession stand, and it is a great place to watch people jet skiing, water skiing, and swimming.

Provide a Strong Conclusion

Susan needs a concluding paragraph that will summarize the three main points of the essay. When you’re writing a good conclusion paragraph, you need to think about the main points that you want to get across and be sure they are included. Since Susan wrote an introductory paragraph, she can write a conclusion paragraph with different wording. Look at Susan's concluding paragraph.

Pompano Beach, Florida, is a wonderful place to visit. In addition to great hotels and beaches, Pompano Beach has some great attractions. People can take a ride in the Goodyear Blimp, have a picnic at Pompano Community Park, and take a walk on the Pompano Beach Pier. The hotels, beaches, and attractions are what make Pompano Beach my favorite vacation spot.
As you can see, Susan's concluding paragraph is similar to her introduction paragraph, but the summary is not exactly the same as the introduction paragraph.

Look at Susan's entire essay about Pompano Beach.

**Pompano Beach**

Pompano Beach, Florida, is my favorite vacation spot. It has beautiful, sandy beaches. And it has great hotels with views of the ocean. But Pompano Beach is my favorite vacation spot because of the Goodyear Blimp, Pompano Community Park, and the Pompano Beach Pier.

First, Pompano Beach is the home base of the Goodyear Stars and Stripes blimp. Goodyear has had a Goodyear Blimp base in Pompano Beach, Florida, since 1979. The base is located at the Pompano Beach Airport. It is one of four blimp bases in the world. People can tour the base and see what the inside of a blimp looks like. And people can actually take a ride in the blimp.

Next, the largest park in Pompano Beach is Pompano Community Park. This park is spread over 43 acres. It has picnic areas with barbecue grills, a children’s playground, baseball and softball fields, two basketball courts, an aquatic center, a tennis center, volleyball courts, a bike bath, a walking and jogging trail, an exercise course, an amphitheater, and the Municipal Baseball Stadium.

Lastly, Pompano Beach Pier is a popular attraction. People can walk out on the pier and see fish swimming in the ocean and seagulls flying overhead. The pier is good for people watching, fishing, or just taking a relaxing walk. It has a concession stand, and it is a great place to watch people jet skiing, water skiing, and swimming.

Pompano Beach, Florida, is a wonderful place to visit. In addition to great hotels and beaches, Pompano Beach has some great attractions. People can take a ride in the Goodyear Blimp, have a picnic at Pompano Community Park, and take a walk on the Pompano Beach Pier. The hotels, beaches, and attractions are what make Pompano Beach my favorite vacation spot.

**Drafting**

Now you are ready to start drafting your essay, which means writing a rough draft of your essay. Remember, when you write a draft, it does not have to be perfect on the first try. You will have time to revise and proofread later. As you write, leave wide margins and plenty of space between each line. That way, you will have room to make changes later.

As you practice writing, you will develop your own personal writing process. Some writers begin with the introduction paragraph. Other writers begin with the body paragraphs, write a strong conclusion, and then go back and write an introduction. There are no rules for this part of writing. Find the best way for you to get your ideas on paper. Write your draft on the pages that follow or on your own notebook paper.
Week 3 Day 5
Chapter 8  The Essay Writing Process

Practice 4: Drafting

Go back to your notes and graphic organizer from Practices 2 and 3. Now, write a draft of your essay from your chosen essay writing prompt. Although you are writing your first draft, make sure your essay has an introduction paragraph, at least three body paragraphs, and a concluding paragraph. Also, make sure you use transition words in your essay. Save your work for Practice 5.

Revising and Editing

Even if you plan your writing well and draft carefully, you will still have room to improve. The next step of the writing process is revising. This is the time to make your essay the best it can be. Sometimes that means making small changes, like changing words to be more precise. Other times it might mean rewriting sections for better organization or to add more details.

There is one other possibility that you should be prepared for. Once in a while, you may need to try a new approach. As you revise, you might see that the changes you have made just don't work. Maybe you discover that using your first plan won't properly address the prompt. When this happens, consider starting over. If you have the time to do so, go back to the planning stage, and try a different way to approach the task.

After revising, you will begin editing your essay. Editing involves checking your writing for flow, rhythm, clarity, and voice. You might need to correct parts that sound awkward or disjointed. Editing is an important step because it will make your writing more polished.

Guidance and Support

The revising and editing stage is a good time to get guidance and support. For example, you can meet with your teacher or a tutor about how to improve your writing. You can also work with other students to review each other's writing; this is called peer-editing.

When you ask others to look at your draft and offer suggestions on how to improve it, be sure to tell them what advice you need. For example, as they read your draft, have them consider the following questions:

- Are the ideas easy to understand?
- Is each paragraph clearly about one idea?
- Does your essay flow logically from beginning to end?
Making Improvements
There are different ways to improve your draft. First, try reading your essay as if you were the audience. When you write your draft, you know what you mean, but you want to be sure it will be clear to your audience. So put yourself in the place of the people who will be reading it, and read it as if you were seeing the essay for the first time.

Another way to improve your draft is by using sentence variety. This means writing sentences of different kinds and lengths and using various types of phrases. Varying sentences makes your writing more interesting. You can do this by combining simple sentences into longer ones or starting a sentence with a phrase or dependent clause. Simple, direct sentences can be the best way to say what you mean. But if you use only simple sentences, your writing becomes repetitive and boring.

Practice 5: Revising and Editing
Take out your first draft that you wrote for Practice 4. You will now revise it. If you can, get guidance and support from a teacher or tutor. You can also work with other students using peer review. Read over your own paper, and make improvements to it. Be sure it is clear, coherent, and descriptive. Save your work. You will work on this essay again in Practice 6.

Proofreading
The final step writing your essay is one of the most important. Proofreading your essay means looking for and correcting errors in spelling, punctuation, and grammar that can bring down your grade. Don't try to proofread as you revise or edit. You will not be able to sort out your ideas, refine word choices, and add details at the same time that you look for spelling and punctuation errors. You will miss more mistakes that way. Take it one step at a time. It makes more sense to look for errors when the essay is completed.

Practice 6: Proofreading
Take out your revised essay from Practice 5. You will now proofread your essay for grammar, spelling, and punctuation errors. Save your work. You will have one final step to take with your essay.

Publishing
When you write essays for class, you might be asked to publish your work. After revising your essay and completing your final draft, you can share it with others. Publishing allows others to view and read what you have written. You might want to print out an edited and revised copy of your essay for your classmates to read. You might also choose to publish digitally by posting your essay to a blog or website using the Internet. However you choose to publish your work, you are allowing others to read and comment about what you have accomplished.
Chapter 8 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>proofreading</td>
</tr>
<tr>
<td>supporting</td>
</tr>
<tr>
<td>organize</td>
</tr>
</tbody>
</table>

In this chapter, you learned that Venn diagrams and T-charts are ways writers can (1) ______________________ their ideas. Writers use (2) ______________________ to help move an essay along in a clear, logical manner. Thinking about a writing topic and writing down everything that comes to mind is called (3) ______________________. (4) ______________________ paragraphs explain the idea expressed in the topic sentence. Writing a complete non-perfect essay for the first time is called (5) ______________________. Finding and correcting all grammar, spelling, and punctuation errors is called (6) ______________________.

See the Teacher Guide for the Chapter 8 Review.