



CommonCoreWritingPrep.com

The Power of Three

High School Bundle

Grades 9-12



Sharon Spencer

Chapter I – About Our Modules

THE POWER OF THREE

The inspiration for this series began percolating more than 20 years ago. At that time, schools were mainly interested in professional development focused on narrative writing techniques since most state-developed writing assessments focused on narrative prompts.

Of course, I appreciated the opportunity to help educators teach the writing process. Yet, I strongly felt we were developing a very narrow view about the process of writing. Just ask most business leaders about the writing their industry requires. The ability to communicate clearly and effectively in business involves informational writing. This ability directly connects to thinking, reasoning, presenting, and justifying our ideas and opinions. Informational writing involves our organizational skills and connecting ideas into some logical or sequential patterns.

Our definition of writing needs to change. We need to embrace writing techniques in all subject areas. Writing across the curriculum requires a different set of skills. The good news is informational writing can be exciting. The real world and our vast technological resources offer so many wonderful opportunities for students to explore, observe, and understand everything that happens in this vast universe. We must connect informational writing techniques with all that we read, view, hear, and observe. Furthermore, we must provide strategies and techniques that will build confident writers for a wide variety of purposes and audiences.

My own definition of writing has certainly evolved. I write teacher manuals. The manuals I create are about procedures, techniques, and strategies. They involve breaking complex writing tasks into what I call “doable chunks.” They are my attempt to translate what is often abstract theory into practical structure.

We also have much to learn from The National Assessment of Educational Progress (NAEP) NAEP assessments have been conducted in reading, mathematics, science, writing and other subjects since 1969. A new computer-based writing assessment was administered with eighth and twelfth graders in 2011. This new test reflected the need to integrate communication technologies into the ways students compose their writing. In fact, the major components of this new test revolve around a new definition of writing set forth under a new frame work:

Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a wide variety of language and technological tools.

Much of what is set forth in Common Core State Standards for Reading, Writing, and Language relates to this new definition. The tasks set forth in this new assessment were designed to measure three communicative purposes

- To persuade
- To explain
- To convey experience (real or imagined)

These three communicative purposes became the framework for the three divisions spelled out in the Common Core State Standards for Reading and Writing. While most writing programs place a significant priority on helping students convey real or imagined experience (narrative writing), we have deliberately chosen to focus on the first two purposes. The Power of Three is designed to provide students with explicit strategies and techniques that will help them develop confidence in their ability to present a wide variety of information clearly and effectively.

For shorter responses, precision is the key. Precise nouns and powerful verbs are the engines of shorter responses. Brevity and clarity can be modeled. Even the shortest responses can showcase higher level critical thinking.

Longer more detailed writing often involves more sophisticated patterns. Students must be taught how to use graphic organizers to support different organizational patterns. Students must be taught very specific techniques for converting the information on the graphic organizers into well-crafted paragraphs, essays, reports, and texts. Techniques for revising and editing all the patterns we teach must be introduced. Careful attention must be paid to powerful word choices, including transitional phrases that support the basic organizational patterns.

The greatest gift we can offer our students is a way to make sense of structure. There indeed is a basic pattern to most informational writing. I call this pattern “The Power of Three.” Three facts, three details, or three arguments become the foundation for all informational and argumentative writing. These three facts, details or arguments form the body of a short constructed response, a structured paragraph, and a formal essay or report. This concept is fully developed in Our Three Modules.

Module One: BluePrints for Short Constructed Responses and Note-taking Techniques

Module Two: BluePrints for Paragraphs

Module Three: BluePrints for Compelling Informative and Argumentative Writing

We offer a very practical approach for every type of written response. We often move too quickly to longer pieces of writing before we have mastered the basics. In other words, students need to master the sentence before they can construct a paragraph. When students can develop well organized paragraphs, they are then prepared to produce more complex writing such as essays and reports.

Moreover, we can deliver writing instruction with enthusiasm and excitement. We must provide direct instruction in all phases of the writing process. We can use color-coding techniques to create engaging word walls in all subjects. We can integrate cooperative learning into every stage of writing, from brainstorming to revising and editing.

Most importantly, while many writing programs may be aligned to Common Core Standards, our program is custom-created to offer a more step-by-step approach for integrating Common Core Reading, Writing, Language, and Literacy Standards into everyday practice. We specialize in the “how-to” of writing instruction. While many popular writing programs focus primarily on techniques for Narrative Writing, we chose to focus on Informative and Argumentative Writing. We certainly agree with the strong emphasis that the Common Core Standards place in these two areas.

It is our hope that educators will find these manuals useful and practical. Everything presented has been used in real classrooms with real teachers and students. The districts that use our professional development services and materials have often made significant gains in state-developed and in district-developed writing assessments. We also help students succeed on national tests. For example, we have helped many high school students master the persuasive essay on the current ACT Exam. But most importantly, the techniques we offer prepare students for the real world. Our ability to communicate effectively is a key element to business and personal success.

BASIC ORGANIZATIONAL PATTERNS

- Sequential/enumerative
- Descriptive
- Definition
- Illustration
- Classification
- Question/answer
- Problem/solution
- Compare/contrast
- Cause/effect
- Persuasive/argumentative

These are the basic organizational patterns found in most informational material. Textbooks, technical manuals, procedural explanations follow these basic patterns. We need to understand them, recognize them, and use them to produce informational writing.

These patterns can guide us as we write:

- Short constructed responses
- Effective paragraphs
- Essays
- Reports
- Research

CONNECTING READING AND WRITING

Basic Informational Structures and Features:

- Titles
- Headings
- Photographs
- Models
- Illustrations
- Charts
- Graphs
- Timelines
- Maps

Features:

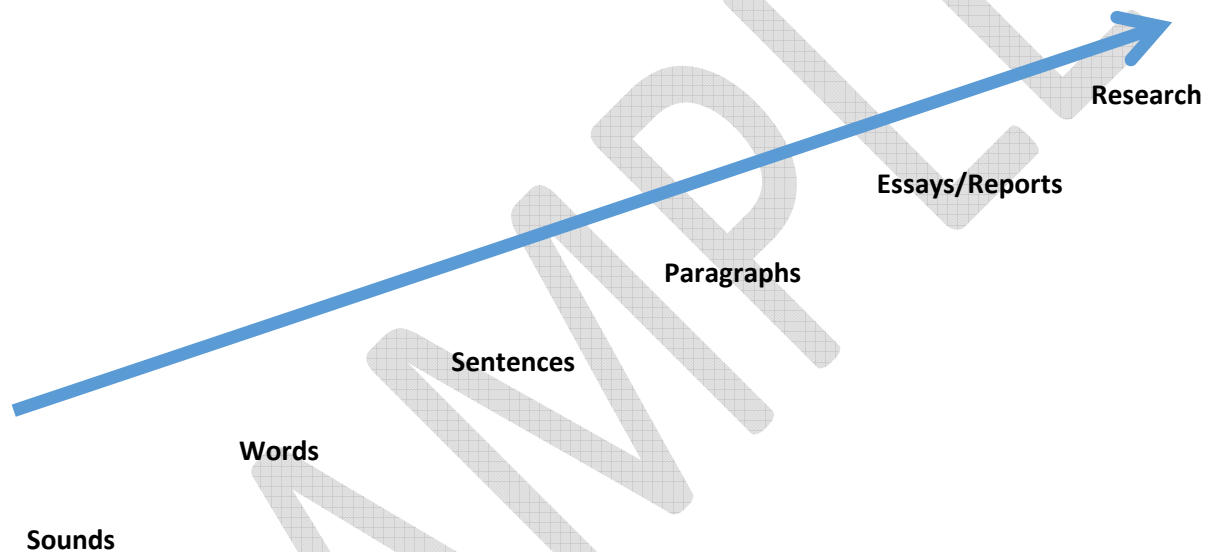
- Footnotes
- Bibliographies
- Introductions
- Summaries
- Conclusions

Appendices

NONFICTION WRITING PRINCIPLES

- Reading and writing are connected.
- Nonfiction reading and writing shapes our knowledge base in all subject areas.
- We can demonstrate our knowledge without writing skills.
- Nonfiction writing is clear and precise.
- Nonfiction writing can be exciting and creative.
- Informational writing prepares us for life.

OUR LIVING LANGUAGE IS A PROGRESSION



THE POWER OF THREE – THE FOUNDATION FOR ALL INFORMATIONAL WRITING

- Three facts
- Three details
- Three specific examples
- Three recommendations
- Three suggestions

The Power of Three will help students develop all kinds of writing including:

- Powerful short constructed responses
- A wide variety of paragraphs (sequential, descriptive, cause and effect, comparative, and persuasive)
- Compelling longer texts (reports, essays, research)

THE BLUEPRINT BASICS

Writing Chants

- Writing is not a subject. Writing is a way of thinking.
- We read, write, speak, and listen in every subject.
- Writing is talk written down.
- If I can talk a lot, I can write a lot!
- We can demonstrate our knowledge in all subjects with our written responses.
- Writing in the content areas prepares us for the writing that the world of work requires.

WRITING TERMS

Constructed Responses

- Short, clear, concise
- Require a few sentences

Extended Responses

- Somewhat longer
- Require more detail
- Options include
 - Three to four sentences
 - A paragraph
 - A bullet list
 - Multiple paragraphs

T
I
P

Use Power Verbs!

Practice the Power of Three!

SECTION I - CHARTS, TABLES, GRAPHS AND MAPS RUBRICS AND CHECKLISTS

The ability to understand and evaluate information presented in charts, tables, graphs, and maps is essential in all subjects. In this section we have provided our basic plan for writing effective short constructed responses. Our BluePrint demonstration sentence becomes the foundation for composing short written responses.

Precise nouns and powerful verbs guide this process. In order to add color to this process, we highly recommend designing word walls that display nouns with the color purple and verbs in green. These same colors can be used on index cards or construction paper to support clear writing.

We have also included some charts, tables, graphs, and maps to begin this process. We strongly encourage every teacher to customize this section with maps, charts and graphs that reflect the rich informational content delivered in all subjects.

SAMPLE

SHORT CONSTRUCTED RESPONSES

Nouns - purple

map	statistics
chart	chapter
graph	book
bar graph	magazine
picture graph	web page
line graph	email
scatter plot	text message
illustration	memo
diagram	notice
picture	bulletin
photograph	forecast
mural	news
histograph	selection
survey	prediction
data	warning
percentage	

Our Top 12 Power Verbs (green)

explain	point out
demonstrate	compare
illustrate	contrast
describe	justify
identify	organize
represent	prove

The BluePrint Demonstration Sentence

Step One

This (map, picture, bar graph, pie chart, table) about _____

_____ (provide title) _____

(choose a power verb) _____

Step Two

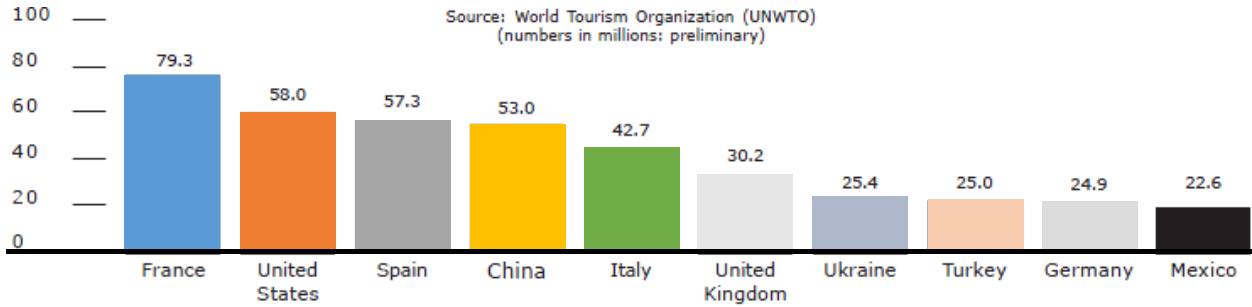
Provide more details, integrate or interpret data

Step Three

Draw a conclusion, make an inference, and make a prediction

explain	show	construct
justify	clarify	report
demonstrate	point out	formulate
compare	present	identify
contrast	illustrate	generalize
describe	observe	represent
gather	interpret	collect
solve	analyze	explore
count	summarize	design
add	conclude	infer
multiply	limit	deduct
subtract divide	measure	
calculate	list	
change	draw	
examine	inform	

World’s Top 10 Tourist Destinations in 2008



From Snapshot: The Visual Almanac of Our World Today

Step One - Use a precise noun and power verb to explain the purpose of the information.

This bar graph identifies the ten top tourist destinations in 2008.

Step Two - Provide more details, integrate or interpret data. Information must be accurate.

According to this bar graph 79.3 million people made France the leading country for tourists.

Step Three - Draw a conclusion, make an inference, and make a prediction.

Many landmarks like the Eifel Tower and museums like the Louvre will most likely continue to attract millions of tourists every year.

Largest Population Today			Largest Populations in 2050		
China	1	1,331,400,000	India	1	1,592,700,000
India	2	1,135,600,000	China	2	1,392,300,000
USA	3	303,900,000	USA	3	395,000,000
Indonesia	4	228,100,000	Pakistan	4	304,700,000
Brazil	5	191,300,000	Indonesia	5	284,600,000
Pakistan	6	164,600,000	Nigeria	6	258,100,000
Bangladesh	7	147,100,000	Brazil	7	253,100,000
Russia	8	141,900,000	Bangladesh	8	242,900,000
Nigeria	9	137,200,000	Congo Dom Rep	9	177,300,000
Japan	10	128,300,000	Ethiopia	10	170,200,000

From Snapshot: The Visual Almanac of Our World Today

PRACTICAL TIPS FOR GETTING STARTED

All the techniques described in this section are designed to give students many opportunities to experience success in the beginning stages of writing. There is no strategy that works for everyone. It is the job of the teacher to provide direct instruction in as many of these techniques as possible. Students will then be able to discover which techniques are the most helpful.

We also stress the importance of connecting reading, writing, speaking, listening and thinking skills. We must actively encourage students to use these writing techniques everywhere learning takes place. As students engage in the learning that naturally occurs in every content area, they need to understand how writing about what they learn helps them organize their thinking. Writing should not be taught as a class or subject, writing is the vehicle we use to express our ideas in all kinds of activities. The graphic organizers in this section can be used to help students identify key words, details, and ideas that will help them write about what they hear, read, and view.

We HIGHLY RECOMMEND that students work together in the early stages of the writing process. The principles of collaborative learning can help eliminate the fear of writing for many students. Working in small groups of three or four students or working as a partner helps students understand how collaboration can enhance their ability to write effectively. In simple terms, brainstorming is easier when more than one brain contributes to the process. This type of collaboration also provides a model for success in the workplace.

ALL ABOUT SECTION I - PARAGRAPH STRUCTURE MADE SIMPLE FOR STUDENTS

This program is designed to give all of us (including educators who have not been trained in the writing process) a simple and practical way to teach paragraph structure in all subject areas. We introduce students to paragraph structure with simple and practical definitions of ten different types of paragraphs. Our process provides students with many opportunities to practice their writing skills in all content areas.

Our Design

In order to teach students to become effective writers, we must give them lots of practice in developing good writing skills in all subject areas. For far too long, teaching the writing process took place solely in the Language Arts or English classroom. Much instructional time is wasted by engaging students in filling in fragments on worksheets. Good writing skills cannot be developed in a fragmented approach. ALL teachers must encourage students to express their thoughts in complete sentences and to use complete sentences as they compose short-constructed responses and paragraphs. Module Two is designed to introduce paragraph structure and to provide many opportunities for students to use paragraph structure effectively.

STAGE ONE: WHOLE GROUP INSTRUCTION

In our paragraph program Whole Group Instruction centers on our paragraph games. We introduce each organizational pattern with a game. Forms to create the games are included in this section.

About Our Paragraph Games

In order to make paragraph writing more effective, we have created games that will teach students how to put paragraphs together. By making paragraph structure a hands-on collaborative activity, students will understand in a physical way how paragraphs are formed. By manipulating the sentences and putting them in order with the members of their group they will begin to truly see and feel how a paragraph is constructed. While students are engaged with our games, they will have many opportunities to take an active part in forming and ordering paragraphs. This also provides a framework for developing the speaking and listening skills that are so important in career and college success.

Preparing for the Game

There are two different options for preparing the games for Stage One:

Option One

Duplicate each sentence provided on a different sheet of colored paper. We have included color suggestions on each page. It is very important that the colors used follow exactly the same pattern in each set. Using the same colors for each set provides opportunities to connect the color used on each sentence strip with the key elements of paragraph structure. For example, the topic sentence can be found on the purple paper or the concluding sentence is displayed on the orange paper.

Option Two

Instead of using colored paper, duplicate each sentence on white paper, but refer to the color suggestions on each paper to help students put the sentences in order.

Playing the Games

1. Students should be arranged in groups of four to six students. A set will be available at each table. The students are then instructed to arrange the papers in a logical order. Once the task is completed, the teacher will call on students from each group to model the process in front of the class. Our “paragraph models” play an important role in this process. As each sentence is presented by our models, we also encourage students to repeat the sentence aloud. We are often so busy delivering content in our classrooms that we do not take time to require students to speak in complete sentences. This activity forces us to take make the time to make that possible. This activity integrates speaking and listening skills into classroom practice. It also helps students develop a comfort level with speaking in front of a group. We highly recommend that the teacher selects the more struggling students to become paragraph models. Our job is to

- provide opportunities for all students to succeed; there is no failure. For example, if a paragraph model places his sentence in an incorrect position, the teacher makes the adjustment gently.
2. The teacher takes the time to reinforce the elements of a well-crafted paragraphs including:
 - Topic sentence
 - Supporting details
 - Transitional phrases
 - Concluding sentence
 - Indenting first sentence
 3. Students copy the correctly arranged paragraph on:
 - Lined paper
 - In a notebook
 - On a computer or tablet
 4. Students exchange their paragraphs with a partner. The partner checks for minor errors including:
 - Style and formatting
 - Mechanics and grammar (capitalization, spelling, punctuation, verb endings, plurals)
 - Missing and misused words
 5. Students make corrections if needed. Students place the completed paragraph in a writing folder, a notebook, or a computer file. They can also refer back to this model in the future.
 6. Students complete the Activities Page to reinforce the concepts taught. Teachers might consider using this activity for a classroom grade.

STAGE TWO: SMALL GROUP WRITING

This stage involves allowing students to work together in small groups of three students to produce a collaborative paragraph.

1. Teacher distributes the definition page for the organizational pattern to the group. The teacher assigns the same paragraph topic to each group. Students should be encouraged to refer to the recorded paragraph from Stage One to provide a model for the process.
2. Students compose a group paragraph (rough draft) with the following responsibilities:
 - a recorder responsible for writing the paragraph
 - an editor that will proofread the rough draft
 - a public speaker who will share the rough draft with his/her classmates
3. Each public speaker is given time to share group paragraph with his/her classmates.

In this way, the whole class benefits from hearing a wide variety of models. This also eliminates some the need for individual writing conferences. In this way, all students benefit from hearing and understanding that there are several methods that can be used to develop the same topic.

4. Students use Revising and Editing Checklist and Peer Review Forms to revise and edit the rough draft.

5. The group produces a final copy. Copies of the group paragraph are available to each group member. The papers are placed in a designated writing folder or file for future reference. Copies may be entered on a computer file. The Common Core Tests are computer-based assessments. Students should be given many opportunities to produce short constructed responses, paragraphs, and longer texts on computers. Teachers may choose to grade or assign points for the completion of the Revising and Editing Checklist, Peer Review Form, and Final Copy.

STAGE THREE: INDEPENDENT WRITING

Once students have mastered Stage One and Stage Two, they should be ready for Independent Writing. Again students should be encouraged to share their paragraphs with their classmates and to use Scoring Checklists, Rubrics, and Peer Review Sheets to facilitate the process. We also recommend that some experiences in Stage Three should honor the principles of writing on demand (Common Core Writing Anchor Standard Ten). Eventually, students should be comfortable producing paragraphs on computers in tightly timed sessions. We recommend that short constructed responses and paragraphs be integrated into classroom assessments regularly.

Note: Only Stage one is presented in this sample.

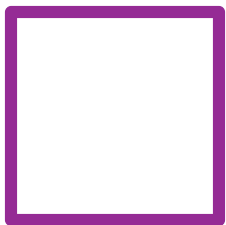
1 Time Order Paragraphs

STEP 1: PLAYING THE GAME

TIPS ABOUT CASHING PAYCHECKS

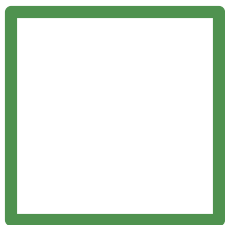
Time order paragraphs arrange ideas in a chronological /sequential order.

There are a few things every new employee needs to know about cashing a paycheck for the first time.



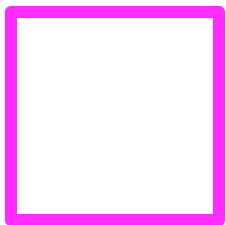
PURPLE

First of all, go to a bank,
a currency exchange, a
supermarket or a store
that cashes paychecks.



GREEN

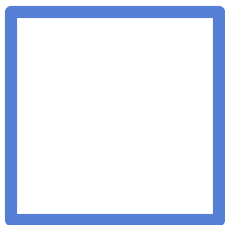
Second, you must show the cashier some identification with your picture.



PINK

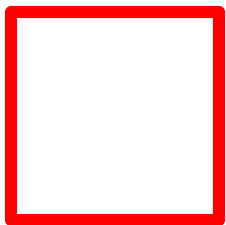
This might be a driver's license, a state ID card, or a passport.

SAMPLE



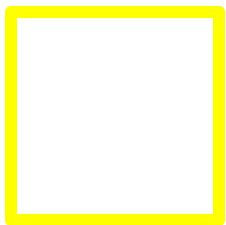
BLUE

Third, and most important of all, do not endorse (sign) your paycheck until the time you cash your check.



RED

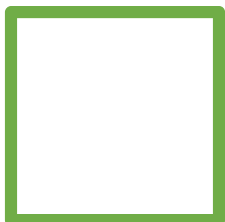
Otherwise you make it possible for a thief to use your own identification and cash a check you already signed.



YELLOW

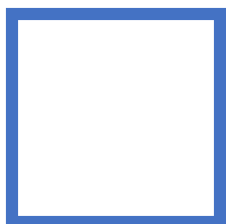
Finally, it's a good idea
not to spend all the
money you earn.

SAMPLE



ORANGE

Depositing a set amount every payday into a savings account is a great habit to develop with your first job.



TEAL

1 Time Order Paragraphs

STEP 2: CREATING A ROUGH DRAFT

Use the following lines to write your time order paragraph. Make sure to indent the first sentence.

Handwriting practice lines for a paragraph. The page contains 18 horizontal lines. A large, light gray watermark reading "SAMPLE" is oriented diagonally across the page, from the bottom-left towards the top-right.

1 Time Order Paragraphs

STEP 3: USING EDITING CHECKLIST

We played and recorded a _____ paragraph (identify organizational pattern)

I exchanged my paragraph with _____ (record partner's name)

Minor Editing

Did my partner indent the first sentence? Yes No

Did my partner misspell any words? Yes No

Did my partner misplace or omit any words or phrases? Yes No

Did my partner make punctuation errors (end punctuation, commas, semi colons, colons) Yes No

Did my partner make minor usage errors? Yes No

Subject/verb agreement (is/are, was/were, have/has, don't, doesn't)

Parallel construction

Noun endings (plural and possessive)

Verb endings (-ed, -ing)

Other Suggestions:

Use this page to write your final copy or enter the paragraph on a computer or tablet. Make sure you have edited your first draft before completing your final copy.

Title: _____

Tips about Cashing Paychecks

There are a few things every new employee needs to know about cashing a paycheck for the first time. First of all, go to a bank, a currency exchange, a supermarket or a store that cashes paychecks. Second, you must show the cashier some identification with your picture. This might be a driver’s license, a state ID card, or a passport. Third, and most important of all, do not endorse (sign) your paycheck until the time you cash your check. Otherwise you make it possible for a thief to use your own identification and cash a check you already signed. Finally, it’s a good idea not to spend all the money you earn. Depositing a set amount every payday into a savings account is a great habit to develop with your first job.

Why is showing identification important when you cash a check?

Why is it a good idea to not sign your check until you are ready to cash it?

Do you think it’s a good idea to open a bank account using your first check as a deposit?

Number the following sentences in a time order format.

- ___ Make a list of the opportunities that interest you.
- ___ First, you should have some ideas about the kind of job opportunities you might like to explore.
- ___ Open the daily paper to the classified section and read the general employment section as well as any classified fields for which you qualify.
- ___ Reading the classified section of your newspaper can help you discover after-school employment opportunities.
- ___ Call the worksites and make arrangements to fill out an application.
- ___ Second, buy a current copy of the Sunday Edition of your local newspaper.
- ___ Finally, you will need to prepare for the next important step in your job search - the interview.

①

Sequential Writing

UNDERSTANDING THE DEFINITION

- Places ideas in chronological order
- Moves from present to past or past to present

Transitional words

At first	In the beginning	After a while	Ultimately
Initially	Soon thereafter	Meanwhile	In the end
The first step	Moments later	Eventually	At long last

Suggestions

- program a GPS device or cell phone
- set up a web page/blog
- create a graphic design
- send an attachment on email
- organize a power point presentation
- prepare for a job interview/write a resume
- get ready for severe weather conditions
- fix a flat tire
- describe a historical event
- define the stages in a life cycle of an animal/organisms
- designate the stages in a scientific discovery

**Common Core Connections:
Introducing a Topic**

W.9-10.2a, WHST.9-10.2a,
W.11-12.2a, WHST.11-12.2a



Basic Nouns

steps	ideas	operations	operations
directions	illustrations	regulations	regulations
concepts	demonstrations	rules	rules
methods	models	conditions	conditions
strategies	examples	process	process
stages	recommendations	procedures	procedures
tips	instructions	directions	directions
advantages	recipe	suggestions	suggestions
disadvantages	prescriptions	knowledge	knowledge
		problems	problems

Basic Verbs

follow	concentrate	build	build
use	record	assemble	draw
need	identify	construct	grow
require	include	guide	repair
appear	contribute	create	fix
look	cause	plan	begin
seem	affect	achieve	start
know	design	succeed	continue
adhere	discriminate	notice	create
			direct

Basic Adjectives

easy	primary	substantial	effective
hard	external	various	major
simple	internal	last	minor
difficult	complicated	final	useful
essential	serious	ultimate	successful
basic	quick	practical	realistic
immediate	slow	faster	

Basic Adverbs

first of all	shortly thereafter	the third stage	moreover
initially	meanwhile	finally	furthermore
at the beginning	moreover	at last	as a result
at first	almost	in the end	all in all
after a while	furthermore	ultimately	at long last
the second stage	now	most importantly	
as soon as	later	above all	

Common Core Connections:

Use Precise Language and Domain Specific Vocabulary W.9-10.2d, WHST.9-10.2d, W.11-12.2d, WHST.11-12.2d

Use Appropriate Transitions to Clarify Relationships W.9-10.2c, WHST.9-10.2c, W.11-12.2c, WHST.11-12.2c

Time Order Key Phrases

Beginning Phrases

at first	preparing involves	from the very start
at a first glance	getting started includes	early on
first of all	a beginning thought	in advance of
the first step	the first step	for openers
in the beginning	the initial step	from the onset
initially	an initial look	an introductory consideration
a preliminary look	of primary importance	

Middle Phrases

after a while	upon occasion	presently
before you know it	for a time	thereafter
the next stage	for the time being	shortly thereafter
the middle step	for some time	regularly
meanwhile	throughout	customarily
within the (hour, etc)	the whole _____ through	in the meantime
eventually	all at once	at the same moment
while	over the course of	after which
during	in the span of	whereupon
as soon as	at every turn	subsequently
somewhat later	in that moment	in turn
just when	at this moment	at hand
just about	momentarily	in due course
you might notice	in due course	in the days to come
for the moment	by and by	from that time forward

at this moment	in the midst of	in time
a closer look	now and again	over time
stumbling block	periodically	in a short time
at times	at this point	soon enough
from time to time	at once	for some time
oftentimes	at present	for a spell

Ending Phrases

all in all	now you understand or realize	what is to come
at long last	these steps will ensure success	for a long while
in the end/ at last	all the days of my/our lives	it is inevitable
ultimately	from this time forward	most assuredly
above all	hereafter/ henceforth	most importantly
in the future	forevermore	clearly
now it is known	all things considered	decidedly
these steps should provide	all told	reflecting upon
following these tips will	in future times	as yet
as you can see	in the foreseeable future	at this time
it should be clear	for prosperity	in many respects

Common Core Connections:

Use Appropriate Transitions to Clarify Relationships W.9-10.2c, WHST.9-10.2c, W.11-12.2c, WHST.11-12.2c



Step One – Establishing a Clear Focus

The purpose of this sequential text _____

Possible Topic/Thesis Sentence

There are three fundamental steps _____.

It only takes a _____.

Knowing what to do in _____ could (save your life, is extremely important).

Experts offer some excellent advice for _____.

Step Two – Organizing and Sequencing the Major Points

Use these three lists to arrange the ideas you will present: in a logical order

List 1 (first, the first step)

List 2 (next, the second step)

List 3 (finally, the third step)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Determine the order for your three main details and number them. In most cases the lists for sequential writing are already arranged in a logical sequence (first, next, finally).

However, there could be other options including:

- simple to difficult
- strongest to weakest (the most important, the least important)
- most to least predictable
- weakest to strongest (the least important idea building to the most important)

Common Core Connections:

Introducing a Topic W.9-10.2a, WHST.9-10.2a, W.11-12.2a, WHST.11-12.2a

Developing the Topic W.9-10.2b, WHST.9-10.2b, W.11-12.2b, WHST.11-12.2b

Step Three – Converting Major Points into Paragraphs and Sections

Use the three lists in Step Two to complete this section. Creating a focused title for each list will be used to format the body of the text. These titles will become the headings and subtitles within the body of the text.

Title for List One _____

Transitional phrase for topic sentence _____

- use supporting details/examples from List One to craft this section
- ideas for graphics to support text _____
- domain specific vocabulary (definitions my audience may require)

Title for List Two _____

- transitional phrase for topic sentence _____
- use supporting details/examples from List Two to craft this section
- ideas for graphics to support text _____
- domain specific vocabulary (definitions my audience may require)

Title for List Three _____

- transitional phrase for topic sentence _____
- use supporting details/examples from List Three to craft this section
- ideas for graphics to support text _____
- domain specific vocabulary (definitions my audience may require)

T
I
P

Use Powerful Words, Phrases, and Transitions to choose the most appropriate transitional phrases for the body of your writing. Transitional phrases are not limited to the topic sentence; they can be used to connect ideas in section of the body.

Step Four – Powerful Conclusions

A strong conclusion should not introduce new ideas or concepts. It should remind the audience about the basic purpose of the text and perhaps inspire the readers to some kind of action.

The topic sentence of the conclusion should remind readers of the importance of the subject matter. Some examples:

Understanding these basic steps will certainly _____.

Obviously, the advantages /importance of _____.

Following the procedures described will _____.

The last sentence could be concise yet powerful. *Some examples of Powerful last sentences:*

So that is why _____.

Many lives may depend on the action _____.

PHASE II – ASSEMBLING THE ROUGH DRAFT: STYLE AND SUBSTANCE

① Sequential Writing: Applying Style and Substance

Putting the Pieces Together

Paragraph One

Standard Format and Creative Options

- Topic Sentence (Refer to Step One) and Introduce briefly three main points
- Creative Options:
 - Data
 - Anecdote
 - Tough talk
 - Scenario

Paragraph Two

- Heading/subtitle
- Transition
- Topic sentence for List One
- Details/support for List One
- Supporting graphics (maps, charts, tables, diagrams)
-

Paragraph Three

- Heading/subtitle

T
I
P

This is a suggestion for basic structure. The complexity of the topic will always determine the length of the writing. Some lists will require multiple paragraphs or sections.

- Transition
- Topic sentence for List Two
- Details/support for List Two
- Supporting graphics (maps, charts, tables, diagrams)

Paragraph Four

- Heading/subtitle
- Transition
- Topic sentence for List Three
- Details/support for List Three
- Supporting graphics (maps, charts, tables, diagrams)

Paragraph Five/Concluding Paragraph

- Transition
- Topic Sentence
- Concluding sentence

Common Core Connections:

Formal Style – W.9-10.2e, WHST.9-10-2e

Clear Writing – W.9-10.4, WHST.9-10.4, W.11-12.4, WHST.11-12.4

① Sequential Writing: Creative Beginnings

- poses a question
- a surprising fact
- tough talk
- data/statistics/surveys

Make your first sentence creative!

There are some common procedures for _____

It only takes _____.

Knowing what to do in a _____ could...

There are some basic facts that every high school student needs to know about _____.

There are _____ basic ways to avoid negative _____.

_____ % of _____ can be avoided by following _____.

According to a recent survey, _____

Has anyone you know experienced/survived a _____?

Do the members of your community know how to respond to _____?

Add your own creative beginnings in the space below.

Common Core Connections:

Introducing a Topic – W.9-10.2a, WHST.9-10.2a, W.11-12.2a, WHST.11-12.2a

Formal Style – W.9-10.2e, WHST.9-10.2e, W.11-12.2e, WHST.11-12.2e

① Sequential Writing: Mighty Middles

Style

Subtitles/Headings

- students create a title for each list
- these titles are used as subtitles and headings for each point made in an writing



- If the writing is hand written, these titles should be centered.
- If the writing is composed on a computer, the subtitle should be centered and bolded.
- Use graphics to support subtitles and headings.
- Use relevant print and digital resources to support subtitles and headings.

Example #1: A Culinary Delight

Step One: Gathering the Ingredients

Step Two: Preparing the Mixture

Step Three: Enjoying a Tasty Treat

Example #2: – Tornado Safety subtitles could include:

Step One: Observing the Warnings

Step Two: Take Shelter

Step Three: Assessing the Damage

Use the space below to record ideas for subtitles, headings, graphics, and resources:

Common Core Connections:

Developing the Topic – W.9-10.2b, WHST.9-10-2b, W.11-12.2b, WHST.11-12.2b

Formal Style – W.9-10.2e, WHST.9-10-2e, W.11-12.2e, WHST.11-12.2e

Use Technology – W.9-10.5, WHST.9-10.6, W.11-12.6, WHST.11-12.6

Research – W.9-10.7, WHST.9-10.7, W.11-12.7, WHST.11-12.7, RH.9-10.7, RH.11-12.7, RST.9-10.7, RST.11-12.7

Relevant Information – W.9-10.8, WHST.9-10.8, W.11-12.8, WHST.11-12.8

Integrate Information – RH.11-12.9

① **Sequential Writing: Strong Endings**

T

I

P

Endings, like beginnings, should be short and sweet. The last paragraph of a sequential writing should not introduce any new information. It should serve as a brief wrap-up of the major points presented. It should also call forth some action.

Useful sentence structure (for the topic sentence)

As anyone can see, making a _____

Understanding these basic steps will _____

The advantages of knowing these steps _____

According to _____ (acknowledge a credible source) following these procedures will _____

Powerful endings: (for the last sentence)

That's all it takes.

Now everyone should be prepared _____.

So that's how _____.

Following these steps is truly _____.

Write your strong ending in the space below.

Common Core Connections:

Formal Style – W.9-10.2e, WHST.9-10-2e, W.11-12.2e, WHST.11-12.2e

Concluding Statement/Section – W.9-10.2f, WHST.9-10.2f, W.11-12.2f, WHST.11-12.2f

① Sequential Writing: Review

Creative Beginnings

- Need to hook readers/audience
- Use data, tough talk, questions

Mighty Middles

- Present supporting details in a logical sequence
- Include formatting (maps, charts, diagrams, tables)
- Integrate relevant print and digital resources

Strong Conclusions

- Remind readers about importance of understanding the topic presented
- May include a call for action

Common Core Connections:

Formal Style W. 9-10.2e, WHST.9-10.2e, W.11-12.2e, WHST.11-12.2e

Organization

- The first paragraph/section briefly introduces the purpose of my sequential writing and briefly previews what is to follow.
- A creative technique introduces my sequential topic.
- Every paragraph/section supports my topic and has a clear purpose.
- The paragraphs/sections progress in a logical manner.
- Transitional phrases and clauses connect my ideas.
- Each paragraph/section contains clearly expressed details/examples/definitions.
- Formatting including headings and graphics support my information.
- A strong concluding paragraph briefly summarizes the sequential pattern I have described.
- The last sentence is effective.

Word Choice and Sentence Structure

- Unnecessary details, fragments, run-ons, misplaced modifiers, and redundant phrases are eliminated
- Parallel construction is correct.
- There is variety in sentence structure and sentence length.
- Resources (Thesaurus, Word Walls, and Vocabulary Lists) used to expand word choice
- Domain specific vocabulary words and definitions used to anticipate needs of audience.
- Active verbs used more frequently than passive verbs.

Resources

- Ideas supported with credible information from reliable print and digital sources.
- Bibliography provided for my sources.
- Sources are documented in a standard format.
- Resources (thesaurus, MLA Handbook, Grammar and Usage Guides) used to improve writing.

Common Core Connections:

Strengthen Writing – W.9-10.5, W.11-12.5, WHST.9-10.5, WHST.11-12.5
Use Technology – W. 9-10.6, WHST.9-10.6, W.11-12.6, WHST.11-12.6
Research – W.9-10.7, WHST. 9-10.7, W. 11-12.7, WHST.11-12.7
Relevant Sources – W.9-10.8, WHST.9-10.8, W.11-12.8, WHST.11-12.8
Conventions – L.9-10.1, L.9-10.2, L.9-10.3, L.11-12.1, L.11-12.2, L. 11-12.3

Punctuation

- paragraphs/sections indented
- appropriate end punctuation
- commas
- semicolons
- colons
- parentheses
- dashes
- ellipses
- subtitles and headings centered
- punctuation used for effect
- hyphenation rules are followed (in Grades 11-12)



Use Digital Editing Tools.

Spelling

- dictionaries, glossaries, spell check, frequently misspelled word lists/tools used
- common errors (affect/effect, principle/principal, there/their) are corrected

Proper Usage

Check for the following common usage errors:

Nouns

- singular and plural endings (s, es)
- possessive endings (-'s, -s')
- vague pronouns (it, we, they, them) replaced with nouns

Verbs

- subject verb agreement (with nouns and pronouns) (is/are, was/were, do/does, has/have)
- verb endings (-ed, -ing)
- verb tense is consistent

Formal Language

- most contractions (isn't, wasn't, shouldn't) are eliminated
- slang (crap, dis) is replaced with Standard English
- abbreviations (LOL, OMG, R, BRB, etc.) are removed

Common Core Connections:

Conventions – L.9-10.1, L.9-10.2, L.11-12.1, L.11-12.2

Strengthen Writing – W.9-10.5, W.11-12.5, WHST.9-10.5, WHST.11-12.5

Use Technology – W.9-10.6, WHST.9-10.6, W.11-12.6, WHST.11-12.6

We hope you enjoy using the strategies we present in our sampler. We encourage you to visit our website www.CommonCoreWritingPrep.com to learn more about the professional development and materials we offer. We look forward to hearing from you.