Reading and Writing Guides

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ABE 30/40 Intermediate, Advanced Reading
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Active Reading

Fill in the organizer as you read to help you understand the text better.

Ask Questions

Predict

Visualize

Connect

Respond
Comprehension

Before I read:
Think: What do I already know?
Predict: What do I think will happen?

As I read:
Ask:
Did I understand what I just read?
Were there any words I didn’t understand?
Was anything confusing?
Can I retell in my own words what I just read?

After I read:
Summarize

THINGS I CAN DO TO HELP ME UNDERSTAND WHAT I READ.

1. Sound out an unknown word.
2. Go back and reread the passage.
3. Look up the meaning of an unknown word.
4. Read ahead and see if it makes sense.
5. Ask a question and try to find the answer.
6. Slow down as I read.
7. Do one or more of these things, or something that I’ve learned to understand what I read.
Finding the Main Idea:

The main idea is the most important point the author wants you to understand in the paragraph. Why is this so valuable and how does it benefit you as a reader? How do you find the main idea?

The main idea is also known as the topic sentence. The main idea is the one central idea which the author wants you to understand about the subject matter. Once you identify the main idea what you are reading will become clearer.

Selecting the Main Idea Benefits you in four ways:

1. By actively searching for the main idea you will focus your concentration on what you are reading.
2. The main idea is the “glue” that holds the details of the paragraph together, helping you to recall many more the details explaining it.
3. Identifying the main idea is an aid to studying.
4. Knowing the main ideas of separate paragraphs will allow you to create effective summaries of longer selections.

To find the main idea:

1. Read the paragraph carefully.
2. Determine the subject matter of the paragraph by asking WHO or WHAT is the passage about?
3. Answer – What is it that the author wants me to understand about the subject?

Find a single sentence in the paragraph that answers that question. That sentence is the main idea of the paragraph.

Often, the first sentence of the paragraph states the main idea. Sometimes, the last sentence in the paragraph states the main idea. Occasionally, the main idea is neither the first or the last but one of the other sentences in the paragraph. If a passage is difficult it may be tempting to select a sentence just because it contains familiar or interesting information. Always remember to select the sentence which answers the questions “What does the author want me to understand about the subject matter?”

When you read, locate the main idea by asking these questions in this order:

1. What is the subject matter? Or Who or what is the passage about?
2. What does the author want me to understand about the subject?
   (Remember the answer is the main idea)
3. Does the first or last sentence of the paragraph answer the question, What does the author want me to understand about the subject?
4. If the above answer is no, then look within the body of the paragraph for a sentence that states the main idea.

Check again to be sure the main idea says something about the subject matter and the sentence you selected covers all the important information in the paragraph.
Name:_________________    Title:_________________

Main Idea Organizer

Topic:

Main Idea Number 1:  
Supporting Information

Main Idea Number 2:  
Supporting Information

Main Idea Number 3:  
Supporting Information

Main Idea Number 4:  
Supporting Information

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Summarizing Reading Response

Book Title: 
Date: 

Author: 

Minutes Read: 
Pages Read: 

While I was Reading

I wondered, thought or connected to...

My Summary

In your own words, tell what happened while you read today.

Include the most important events in sequential order

Teacher's Comments:
<table>
<thead>
<tr>
<th>Thin Question Starters</th>
<th>Thin Question Starters</th>
<th>Thin Question Starters</th>
</tr>
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<tbody>
<tr>
<td>Who</td>
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<td>Where</td>
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<td>How</td>
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<table>
<thead>
<tr>
<th>Thick Questions</th>
<th>Thick Questions</th>
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<tr>
<td>What if</td>
<td>What if</td>
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<tr>
<td>How did you know</td>
<td>How did you know</td>
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<td>Why did</td>
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<td>What would happen if</td>
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<td>What might</td>
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<td>How would you feel if</td>
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<td>What do you think</td>
<td>What do you think</td>
<td>What do you think</td>
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<td>What character traits describe</td>
<td>What character traits describe</td>
<td>What character traits describe</td>
</tr>
<tr>
<td>What caused</td>
<td>What caused</td>
<td>What caused</td>
</tr>
</tbody>
</table>
Reading Between the Lines to Infer Meaning

Explain what you think might be happening in the following situations:

1. A young man brings a bouquet of flowers to the home of a girl who goes to his school.

2. A truck is parked in a Canadian Tire parking lot. No one is inside, the headlights are on and the driver’s door is open.

3. A man arrives at the home of a woman with red roses and a diamond ring.

4. Your neighbour, married about a year ago, is shopping for diapers and baby formula.

5. A car containing two men has been parked in front of your neighbour’s home every day for a week.

6. A car stops at a gas station in the middle of the night and a woman rushes in asking to use the telephone.

7. A friend of yours suddenly begins buying everything in sight – fancy food, expensive clothes, a big-screen TV, a dishwasher, and a new car.

8. Two of your friends were rushed to the hospital together one evening. When you see them the next day, they look fine, but seem embarrassed when you ask what happened.

9. You see your neighbours’ new truck in front of their house in the morning. All four tires are flat.
Implied Main Ideas

The word “imply” means to suggest — the idea is not stated clearly.

When the main idea is not stated clearly, the reader must figure out the main idea by considering the supporting details.

Implied Main Ideas

First, find the topic. Ask: Who or what is the selection about?

After finding the topic, ask: What is the author’s main point about the topic? (This means to infer, or figure out on your own, the author’s unstated main idea.)

Finding the Implied Main Idea

Next, test your inference. Ask: Does all or most of the material in the paragraph support this idea? If your answer is “no,” then make other inferences, testing each until you find what inference most of the material in the paragraph supports.

Finally, write the implied main idea in your own words.

Helpful Hint

Finding the implied main idea is easier if you think of the passage as a box. Inside the box, is a random group of stuff (the details of the passage). Pull each item from the box and try to figure out what they each have in common. Once you've figured out what the common bond is among each of the items, you'll be able to summarize the implied main idea in a snap.
Use this graphic organizer to help you organize your thoughts before you write your report. Complete the form using fragmented sentences and notes.
Biography Organizer

Write the name of the person you’re writing about in the middle of the organizer. Then write notes on facts about the person in each of the sections below.

Personal information
- 
- 
- 
- 
- 

An important experience in his or her early life
- 

An important experience in his or her later life
- 

This person’s accomplishments
- 
- 
- 
- 

Why this person is important
- 
- 
- 
- 

Person:
Flexible Writing Worksheet

Name: ____________________________ Date: _________________

Directions: Write a paragraph or more about a topic that you are interested in. Use this form as a guide to help you organize your writing.

Type of writing to do:
- [ ] How-To (Steps to Take)
- [ ] Telling (Descriptive)
- [ ] Comparing (Compare and Contrast)
- [ ] Persuasive (Convince Someone)

Title: ___________________________________

<table>
<thead>
<tr>
<th>Opening (Introduction)</th>
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<th>Body - 1</th>
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<th>Body - 2</th>
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<th>Body - 3</th>
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<tr>
<th>Closing (Conclusion)</th>
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The Writing Process

1. Prewriting

Methods
- brainstorming
- mapping/clustering
- free writing
- journals
- graphic organizers
- lists

Ideas
- experiences
- movies
- music
- books
- pictures
- dreams
- memories
- discussion
- imagination
- personal interests
- visualizing
- news
- important topics
- children
- family

2. Writing

Writing. . . Rough Draft . . . Rough Copy
Whatever you call it, it is still the same thing. Get a working copy of your paragraph or paper so that you have something to work with.

Suggestions
- Write your name, and date on top right hand corner of all pages
- Write the title on the first line of the paper, in the center of the page
- Number all your pages
- Double space – leave a space between each line when you write.

TIPS WHEN GOING FROM PREWRITING TO WRITING

- Be selective in the ideas that you include. You don't have to include everything that was in your prewriting! Pick your best ideas. Make sure they relate to each other and your topic.

- WRITE! WRITE! WRITE! Don't stop once you start writing. Revising and editing come later. Let the ideas flow.

- Don't count words, ask your teacher how long it should be or when it is done. When YOU feel that you have completed your ideas, you are then ready to go to the next stage.

- HOLD IT! Before going to the next stage, make sure you have enough content to work with. If you feel that you are lacking content, go back to your prewriting for more ideas and details.
The Writing Process

3. Revising

WHAT IS REVISING?

Revising is . . .

• making decisions about how you want to improve your writing
• looking at your writing from a different point of view
• choosing places where your writing could be clearer, more interesting, more informative, and more convincing.

METHODS

✓ Adding
  What else does the reader need to know?

✓ Rearranging
  Is the information in the most logical and most effective order?

✓ Removing
  What extra details or unnecessary bits of information are in this piece of writing?

✓ Replacing
  What words or details could be replaced by clearer or stronger expressions?

REVISING TIPS - Ask yourself these questions . . .

• Can you read it out loud without stumbling?
• Is the series of events logical? Do they relate?
• Is it clear what your goal is throughout the piece of writing?
• Are descriptive words used to describe characters and/or events?
• Is your train of thought clear? Do you go off topic?
• Do you use a variety of verbs throughout the piece? (Something instead of "SAID")
• Are you using the same words and phrases over and over again?
• Is there a catchy introduction? Does the conclusion tie things together?
• Do supporting details support only the topic sentence of that paragraph?
• Are transitional words used to go from one paragraph to another?
• Are all sentences complete or are there sentence fragments?
• Is a mental picture created in the reader's mind?
• Have you completed sentence expansion where necessary? (NO "HE RAN!")
• Did you use a thesaurus?
The Writing Process

4. Editing

Editing is checking for correct:

- √ spelling
- √ capitalization
- √ punctuation
- √ grammar
- √ sentence structure
- √ subject/verb agreement
- √ consistent verb tense
- √ word usage

METHODS

Self Edit

- Read your own work backwards.
- Read the last sentence, then the second last sentence, etc.
- Does each sentence make sense when you read it on its own?
- Do you see or hear any errors in the sentence?

Peer Edit

TIPS

- Be sure that every sentence has two parts:
  - o subject (who or what)
  - o predicate (what's happening)
- Use sentence combining words:
  - o and, but, or, yet, so
  - o who, whom, which, that, whose
  - o because, although, when, if, where
- Use periods and commas where necessary but do not overuse.
- Do not overuse the exclamation mark!
- Use a dictionary to check spelling.

5. Publishing

- Blue or black ink pen or word processed
- Title on top line with a line space that follows
- Name, class and date in top right hand corner
- Indent and/or leave a line space for paragraphs
- Hand in all stages of the writing process including:
  - good copy
  - rough copy
  - prewriting
What is Editing?
Editing is when you check your paragraph for mistakes and correct them.

Grammar and Spelling

1. Are words spelled correctly? Remember to spell longer words syllable by syllable. If you aren't sure or the word doesn’t look right, look it up in the dictionary included with MS Word, your phone, or a class copy.

2. Read your paragraph again. Does it make sense? If not, try to rewrite the sentence that is confusing. Ask for help if you get stuck.

3. Does each sentence have a subject and a verb. A subject is either a noun or a pronoun. A verb is a word that shows action.

4. Do all sentences begin with a capital letter and end with a period, question mark, or exclamation point?

5. If the answer is "no" to any of the above questions, go back and correct your paper.

Style and Organization

1. Does your paragraph have a topic sentence and supporting details?

2. Does your paragraph have a closing sentence? A closing sentence restates the main idea of your paragraph using different words.

3. Is your paragraph interesting? If not, what can you add to make it more interesting? A detail? An interesting fact? A quote from the passage?

4. Does the paper have a wide variety of word choices? If not, try to use a Thesaurus to find synonyms instead. A synonym is a word that means the same or almost the same.

5. If the answer is "no" to any of the above questions, go back and correct your paper.

Read the paper out loud with a partner.

Name of person who wrote the paper______________________________

Name of person(s) who helped proofread paper_____________________
Strategy 1: Know the Parts of Speech

Grammar groups words by eight parts of speech. Each part of speech explains how the word is used in a sentence. In this section, you will learn about the eight parts of speech.

The table below shows you the different parts of speech.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>When We Use It</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Noun</td>
<td>A word that is a person, place, thing or idea.</td>
<td>John, woman, St. Lawrence River, dog, friendship</td>
</tr>
<tr>
<td>2. Pronoun</td>
<td>A word that takes the place of a noun.</td>
<td>I, you, he, this, that, who, which, everyone</td>
</tr>
<tr>
<td>3. Verb</td>
<td>A word for an action or way of being.</td>
<td>eat, run, write, be, seem</td>
</tr>
<tr>
<td>4. Adjective</td>
<td>A word that is used to describe a noun or pronoun.</td>
<td>happy, cute, proud, purple, French, few</td>
</tr>
<tr>
<td>5. Adverb</td>
<td>A word that describes a verb or tells how, where or when something is done.</td>
<td>quickly, very, too, loudly, finally, yesterday, next</td>
</tr>
<tr>
<td>6. Preposition</td>
<td>A word that relates nouns or pronouns to other words.</td>
<td>in, to, with, around, of, within</td>
</tr>
<tr>
<td>7. Conjunction</td>
<td>A word that is used to join words or groups of words.</td>
<td>and, or, but, because, while</td>
</tr>
<tr>
<td>8. Interjection</td>
<td>A word used to express strong emotion.</td>
<td>Wow! Ah! Oh! No!</td>
</tr>
</tbody>
</table>
Some Sentence Basics

Every language has its own rules. The chart below explains some basic sentence rules of the English language.

<table>
<thead>
<tr>
<th>Items to know:</th>
<th>Example</th>
<th>Explanation or Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td>Sara works.</td>
<td>A subject is the doer in the sentence.</td>
</tr>
<tr>
<td></td>
<td>The food is cold.</td>
<td></td>
</tr>
<tr>
<td><strong>Verb</strong></td>
<td>Sara works.</td>
<td>A verb is either:</td>
</tr>
<tr>
<td></td>
<td>The food is cold.</td>
<td>1. the action word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. the word that is doing the describing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TIP:</strong> To find the verb, ask yourself what's going on (or what is being described).</td>
</tr>
<tr>
<td><strong>Longer Sentences</strong></td>
<td>Sara works everyday until 5:00 o’clock.</td>
<td>Many sentences have more than just a subject and a verb.</td>
</tr>
<tr>
<td><strong>Commands</strong></td>
<td>Sit down!</td>
<td>You do not write the subject with commands. The subject is always “you” with commands.</td>
</tr>
<tr>
<td><strong>Different Subjects</strong></td>
<td>Fred and Barney ate lunch.</td>
<td>Subjects can be one word or many words.</td>
</tr>
<tr>
<td></td>
<td>They like lunch.</td>
<td></td>
</tr>
<tr>
<td><strong>Repeating Subjects</strong></td>
<td>Heidi she is funny.</td>
<td>A subject can’t be repeated.</td>
</tr>
<tr>
<td></td>
<td>⊗ Incorrect!</td>
<td></td>
</tr>
</tbody>
</table>
Rules and examples to help you make simple sentences.

To make a sentence you need three things:

1. A sentence is a group of words that makes sense on its own.

Cheese, car, house, table on Tuesday.
This isn't a sentence - it doesn't make sense.

I parked my car next to my house.
This is a sentence. You can understand what it means. It makes sense on its own.

2. When you are writing you need to use the right sentence punctuation.

Using punctuation will show the person who is reading your writing where the sentences begin and end.

- A sentence must begin with a capital letter.
- A sentence must end with a full-stop (.), a question mark (?), or an exclamation mark (!).

BEWARE! Sometimes people confuse the punctuation to use at the end of a sentence. You can use commas (,), colons (:) or semicolons (;) in your writing, but they should never be used instead of a full-stop.

3. A sentence also needs two kinds of words in it:

- A sentence must have a **verb** (a doing word).
  e.g. like, is, cooking, walked, need.
- A sentence must also have a **subject**. This is the person, or the thing, that is doing the verb.
  e.g. I, Beppe, Tuesday, dog, you, table, the weather.

Here are some examples of sentences that show you the **verbs** and the **subjects**:

Last week **Peggy redecorated** the pub.
**Are you** hungry yet?
**Martin, be** quiet.
**Tuesday was** very rainy and cold.

Other things to know about sentences:

Sentences can be very short, or very long. There is no correct number of words that should be in a sentence. The length of the sentence depends on what you want to say and the effect you want to get.

BEWARE! If your sentences go on for many lines, make sure that you haven't really put several sentences together as one sentence.
Strategy 3: Know When to Use Capitalization

Capitalization is the use of capital (or big) letters. In this section, you will learn when to use capitalization.

The Rules of Capitalization

1. Capitalize the first letter of the first word of a sentence:
   - The cats are cute.

2. Capitalize days of the week and names of months:
   - I was born on a Monday in January.

3. Capitalize the pronoun “I”:
   - Sam and I walked to the store.

4. Capitalize names of people:
   - Sam Smith and Harry Logan are good friends.

5. Capitalize titles of people:
   - I went to see Doctor Smith last week.

6. Capitalize holidays:
   - My favourite holiday is Canada Day.

7. Capitalize names of companies:
   - I often shop at The Bay.

8. Capitalize languages, religions and nationalities:
   - Do you speak Spanish?
   - Christianity, Buddhism and Islam are some of the world’s religions.
   - My father is Swiss.

9. Capitalize names of places:
   - I was born in Montreal, Quebec.

10. Capitalize the nouns, pronouns and verbs in the title of books, stories and/or articles. The first word of a title is always capitalized:
    - Have you read The Da Vinci Code?
What are homophones?

Homophones are words that sound the same, but have different spellings and meanings, e.g. flower and flour.

You need to learn these words as there are no spelling rules to help you remember them.

Here is a list of common homophones.

<table>
<thead>
<tr>
<th>Homophones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>allowed</td>
<td>You are not <strong>allowed</strong> to smoke until you are 16. She spoke her thoughts <strong>aloud</strong> (to say something so it can be heard).</td>
</tr>
<tr>
<td>aloud</td>
<td></td>
</tr>
<tr>
<td>bear</td>
<td>A <strong>bear</strong> is a large furry animal. She walked on the beach with <strong>bare</strong> feet.</td>
</tr>
<tr>
<td>bare</td>
<td></td>
</tr>
<tr>
<td>bored</td>
<td>To be <strong>bored</strong> is to have lost interest in something. A <strong>board</strong> is a flat piece of wood.</td>
</tr>
<tr>
<td>board</td>
<td></td>
</tr>
<tr>
<td>break</td>
<td>If you <strong>break</strong> something you damage it. When you <strong>brake</strong> the car slows down.</td>
</tr>
<tr>
<td>brake</td>
<td></td>
</tr>
<tr>
<td>caught</td>
<td>He <strong>caught</strong> a large fish. You play tennis on a tennis <strong>court</strong>.</td>
</tr>
<tr>
<td>court</td>
<td></td>
</tr>
<tr>
<td>check</td>
<td>Did you <strong>check</strong> that the door is locked? You can write a <strong>cheque</strong> to pay your bills.</td>
</tr>
<tr>
<td>cheque</td>
<td></td>
</tr>
<tr>
<td>find</td>
<td>I can't <strong>find</strong> my socks. She was <strong>fined</strong> £40 for driving too fast on the motorway.</td>
</tr>
<tr>
<td>fined</td>
<td></td>
</tr>
<tr>
<td>flower</td>
<td>A daffodil or a rose is a <strong>flower</strong>. You need some <strong>flour</strong> to make the birthday cake.</td>
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<tr>
<td>flour</td>
<td></td>
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<tr>
<td>hair</td>
<td>She has really long <strong>hair</strong>. A <strong>hare</strong> is an animal like a rabbit.</td>
</tr>
<tr>
<td>hare</td>
<td></td>
</tr>
<tr>
<td>here</td>
<td>Please come over <strong>here</strong>. Can you <strong>hear</strong> that noise?</td>
</tr>
<tr>
<td>hear</td>
<td></td>
</tr>
<tr>
<td>heal</td>
<td>His leg is broken, but it will <strong>heal</strong> (get better). Your <strong>heel</strong> is at the back of your foot.</td>
</tr>
<tr>
<td>heel</td>
<td></td>
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<tr>
<td>hire</td>
<td>When we go to Spain we'll <strong>hire</strong> a car. The mountain was <strong>higher</strong> than the clouds.</td>
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<tr>
<td>higher</td>
<td></td>
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<tr>
<td>hour</td>
<td>There are 60 minutes in an <strong>hour</strong>. This is <strong>our</strong> house.</td>
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<td>our</td>
<td></td>
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<tr>
<td>maid</td>
<td>The <strong>maid</strong> cleaned all of the 15 rooms.</td>
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<td>New</td>
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<td>They're</td>
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</table>
"What is a sentence?" A sentence consists of 3 things:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>subject</td>
</tr>
<tr>
<td>2</td>
<td>verb</td>
</tr>
<tr>
<td>3</td>
<td>complete idea</td>
</tr>
</tbody>
</table>

Summary
If you put two sentences (or independent clauses) together without a sufficient amount of signals (commas, semicolons, or connecting words), you have created a run-on.

How do you fix run-ons?
There are four common ways to fix a run-on. Each method is explained below.

Method #1
Write the two independent clauses as separate sentences using periods.

**INCORRECT** Carmen loved traveling in Italy she felt Rome was too hot.

**CORRECT** Carmen loved traveling in Italy. She felt Rome was too hot.

Method #2
Use a semicolon to separate the two independent clauses.

**INCORRECT** Carmen loved traveling in Italy she felt Rome was too hot.

**CORRECT** Carmen loved traveling in Italy; she felt Rome was too hot.

Method #3
Use a comma and any one of the following connecting words:

*For and nor but or yet so ***when for means because **when so means as a result

**INCORRECT** Carmen loved traveling in Italy she felt Rome was too hot.

**CORRECT** Carmen loved traveling in Italy, but she felt Rome was too hot.

Method #4
Use a semicolon and one of the following words:

therefore, thus, however, consequently,
furthermore, also, nevertheless,

**NOTE:** If you use any of these connecting words with method #4, a comma must follow it.

**INCORRECT** Carmen loved traveling in Italy she felt Rome was too hot.

**CORRECT** Carmen loved traveling in Italy; however, she felt Rome was too hot.

**NOTE:** When using semicolons, the two independent clauses must share a related or common idea. You cannot write the following sentence.

Christine loves iced coffee; I am watching TV. (These two clauses are completely unrelated.)
A PARAGRAPH IS LIKE A HAMBURGER AND SHOULD HAVE

**TOPIC SENTENCE**
states the main idea and what the paragraph is about.

**SUPPORTING SENTENCES**
explain or expand on the main idea in the topic sentence.

**DETAILS and/or EXAMPLES**
are used to explain the facts.

**DETAILS and/or EXAMPLES**
are used to explain the facts.

**A CONCLUDING SENTENCE**
reinforces the main idea in the topic sentence.

A PARAGRAPH IS A SET OF SENTENCES DEVELOPING ONE MAIN IDEA.
# PARAGRAPH

A group of sentences that tell about a single topic or thought

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>A paragraph begins with a main idea sentence that tells the reader what the paragraph is about. A main idea sentence answers questions:</th>
</tr>
</thead>
</table>
| ✓ What is the paragraph about?  
✓ What is the main point I want to make?  
✓ What do I want to say? |

| Body Details | After the main idea sentence is written, body sentences that give supporting details are added. These sentences:  
Are related to the main idea.  
Give more information about the main idea. |
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Body sentences can include:</td>
<td></td>
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<tr>
<td>• Facts</td>
<td>• Reasons</td>
</tr>
<tr>
<td>• Details</td>
<td>• Examples</td>
</tr>
<tr>
<td>• Explanations</td>
<td>• Illustrations</td>
</tr>
</tbody>
</table>

| Ending Sentence | Write a closing sentence to end your paragraph. A sentence that ends a paragraph is either:  
a summary sentence that uses slightly different words to restate your main idea and supporting details  
OR  
a conclusion sentence that makes a judgment based on your main idea and supporting details |
<table>
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</table>

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings</th>
</tr>
</thead>
</table>
| Body Details | Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles."

Some agencies highlight the duty of nurses to assist individuals in performing activities that contribute to health, recovery, or peaceful death, that the patients would perform if they had the strength, will, or knowledge required.

Nurses strive to achieve the best possible quality of life for their patients, regardless of disease or disability. |
| Ending Sentence (Conclusion) | Nurses use clinical judgment to protect, promote, and optimize health, prevent illness and injury, alleviate suffering, and advocate in health care for individuals, families, communities, and populations |
What is Editing?

Editing is when you check your paragraph for mistakes and correct them.

**Grammar and Spelling**

1. Are words spelled correctly? Remember to spell longer words syllable by syllable. If you aren’t sure or the word doesn’t look right, look it up in the dictionary included with MS Word, your phone, or a class copy.

2. Read your paragraph again. Does it make sense? If not, try to rewrite the sentence that is confusing. Ask for help if you get stuck.

3. Does each sentence have a subject and a verb. A subject is either a noun or a pronoun. A verb is a word that shows action.

4. Do all sentences begin with a capital letter and end with a period, question mark, or exclamation point?

5. If the answer is "no" to any of the above questions, go back and correct your paper.

**Style and Organization**

1. Does your paragraph have a topic sentence and supporting details?

2. Does your paragraph have a closing sentence? A closing sentence restates the main idea of your paragraph using different words.

3. Is your paragraph interesting? If not, what can you add to make it more interesting? A detail? An interesting fact? A quote from the passage?

4. Does the paper have a wide variety of word choices? If not, try to use a Thesaurus to find synonyms instead. A synonym is a word that means the same or almost the same.

5. If the answer is "no" to any of the above questions, go back and correct your paper.

Read the paper out loud with a partner.

Name of person who wrote the paper________________________________________

Name of person(s) who helped proofread paper________________________________
WRITING
Reading and writing are very closely related. It's likely that the more you read, the better you will write, and the more you write, the easier it will be for you to read. Here are some tips to improve your writing.

Prompts for Partner Revisions
After writing a draft, good writers start to revise, or review, their work to make it better. Writers often work with other people to revise their work. Ask yourself these questions as you review a partner's work. Then discuss the answers together.

1) What is the best part of the writing?
2) Which parts, if any, are confusing?
3) Which parts could use additional details?
4) Is the introduction interesting?
5) Does the writing follow a logical organization?
6) Is it interesting to read?
7) Does the tone fit the purpose?
8) If the writing is an assignment, did the writer follow the instructions?
9) Are there any sentences that could be combined to make a more complex, more interesting sentence?
10) Does the conclusion leave a good impression on the reader and make the writing seem complete?

Prompts for Partner Edits
Once you've read your partner's work for general revisions, check the grammar, spelling, and usage. Use this list to help you. You can also use this list to check your own work.

1) Circle any words that might be misspelled or don't look right. Look them up.
2) Highlight places where punctuation is needed or should be changed.
3) Make sure all of the subject and verb tenses agree. For example, "they is" should be "they are." Ask your teacher if you are unsure.
4) Make sure all of the verbs are in the correct tense. For example, if the action was in the past, the verbs should also be in the past.
5) Make sure every sentence has a subject, verb, and object.
6) Check to make sure paragraphs are indented.

Ongoing Questions
After you write something new, ask yourself these questions.
• What is the most difficult part of the writing process for you?
• What have you learned about yourself as a writer while writing this?
• How has your partner helped you improve this writing?
• What part of your writing needs work? Why?
• What part of your writing is most satisfying to you?
• Do you feel that you took a risk as a writer or stretched beyond your usual abilities as a writer? How?
The Answer Burger

Helps you answer essay questions.

Bottom Bun: This is your conclusion. Refer to the question for evidence. Provide evidence for your answers. Just as a good burger has lots of yummy toppings, a good essay has lots of supporting details.

Middle: However, for example, for instance, use phrases such as: then, next, therefore, that is why, etc.

Top Bun: Remember the general question as a statement and give the general answer.
The Paragraph

A paragraph is a group of sentences that are joined together by a main point or idea. A good paragraph should have three main parts:

1. A topic sentence.
2. Supporting sentences.
3. A closing sentence.

To write a proper paragraph, here’s what you need to know:

1. The topic sentence is the first sentence. It should present the main idea of the paragraph.

2. The supporting sentences support or give details on the main idea.

3. The closing sentence is the last sentence in a paragraph. It should refer to the main idea in the topic sentence.

Sample Paragraph

My hometown is a great place to live for many reasons. The people are very friendly here and they are always ready to help their neighbours. There are many great parks where you can go for a walk. People can go to Victoria Park to see the beautiful trees and wildlife. Life is also pretty quiet here. It is peaceful and beautiful. All of these things make my hometown a wonderful place to live.
Tips and Strategies: Writing Strong Paragraphs

An essay may have more than adequate information, but if the ideas within it are not arranged in clear, logical groupings, the effectiveness of the paper will suffer. One of the easiest and most effective ways of writing a good essay is by constructing thoughtful paragraphs. Tying ideas together into units is not always simple, however, so use the following thoughts and guidelines to help evaluate whether you have constructed successful paragraphs.

1. Functions of a paragraph
   - Develops a unit of thought as stated in topic sentence
   - Provides a logical break in material
   - Creates a visual break on the page

2. Functions of a topic sentence
   - States the main idea of the paragraph
   - Presents a central topic to which the rest of the paragraph should stay focused.

3. When to start a new paragraph
   - When subject matter significantly changes
   - A good rule of thumb is to keep paragraphs under twelve lines long.
   - Look for any long paragraphs and try splitting them into two. (Remember that a transitional word or phrase may be necessary.)

4. Characteristics of a good paragraph
   - Unity – singleness of purpose
   - Coherence – one point of view, one attitude, one tense
   - Focus – a strong topic sentence and supporting evidence
   - Flow – transitioning from one sentence to the next, leading the reader from familiar to new information

5. Ways to order information within a paragraph
   - Time – chronologically
   - Space – a location or scene
   - Climax – build toward a conclusion
   - Order of Importance – from least to most or most to least important

6. How to provide transitions
   - A repetition of keywords can help tie ideas together.
   - A one-sentence paragraph may be acceptable if used to transition between larger paragraphs
   - The following words and phrases can help to provide effective transitioning:

<table>
<thead>
<tr>
<th>Concepts and Relationships</th>
<th>Transitional Words or Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>also, and, finally, first (second, etc.), in addition, likewise, similarly</td>
</tr>
<tr>
<td>comparison</td>
<td>in the same way, likewise, similarly</td>
</tr>
<tr>
<td>contrast</td>
<td>although, but, however, in contrast, on the other hand, yet</td>
</tr>
<tr>
<td>illustration</td>
<td>for example, for instance, in other words, to illustrate</td>
</tr>
<tr>
<td>cause-effect</td>
<td>as a result of, because, consequently, hence, so, therefore, thus</td>
</tr>
<tr>
<td>time or space</td>
<td>above, earlier, later, next, to the right (left, west, etc.), soon, then</td>
</tr>
<tr>
<td>summary or conclusion</td>
<td>at last, finally, in conclusion, to conclude, to summarize</td>
</tr>
</tbody>
</table>
Guidelines for Writing Instructions

1. Identify the purpose of your directions in an introduction the reader should know what he should be able to do after following the directions.
2. Give any needed background info.

Organize your information into a series of steps.

1. Steps should begin with an action verb write steps as short commands.

   Instead of: You will need to check the oil level.
   Use: Check the oil level.

2. Keep each step down to a single action.

   Instead of: Cut the top off the Omni, remove the exhaust system, and then enjoy.
   Use: 1. Cut the top off the Omni.
         2. Remove the exhaust system.
         3. Enjoy.

3. Steps should be precise.
Not precise: Use several carriage bolts for the assembly.

Precise: use six 3/16 X 3 carriage bolts for the assembly.

4. Put any needed explanations after the step to which they reply.

*Description after step:* Push the red button for two seconds. After you release the button, the start-up image will appear on the screen.

*Rationale after step:* Squeegee the floor after mopping. Young children slip on the floor and injure themselves if the floor is not dry.

*Definition after step:* Underline the gerunds, the verb forms that function as nouns.
1. You have to try to convince a friend or classmate about patronizing your favorite store. You enjoy this store and you are trying to increase business for the store owner who you know.

When you set-up and organize your paper, be sure to:
1. Write statements that present your point of view.
2. Give reasons that will convince others of this same point of view.
3. Include personal experience, examples, facts, details that may lead to describing merchandise, quality, variety, competitive pricing, uniqueness, etc.
4. Organize your ideas well and present them clearly.

2. Think about a job you would like to do. This should be is a job that you find highly desirable. Convince the employer why they should hire you for this job.

When you set up and organize this paper, be sure to:
1. Organize your ideas.
2. Write your reasons clearly.
3. Give reasons that are strong and will convince the person who you want to hire you.
4. These reasons need to include your educational background, past work or volunteer experience, personal qualities that would be desirable in a workplace, etc.

3. Choose your own topic. Please discuss your idea with a tutor or instructor first, and get their opinion and go ahead for you to use this topic. Make sure it is a topic that you can write about using persuasion.

When you set-up and organize your paper, be sure to:
1. Write statements that present you point of view.
2. Give reasons that will convince others of this same point of view.
3. Reasons need to include support such as facts, personal experiences, stories, etc.
4. Organize your ideas well and present them clearly.

My topic is: ____________________________________________________________

Statement that presents your point of view: __________________________________

______________________________________________________________________

Reasons:

1. ____________________________________________________________________

2. ____________________________________________________________________

3. ____________________________________________________________________

______________________________________________________________________
# Portfolio Items List

<table>
<thead>
<tr>
<th>Items</th>
<th>Essential Skill Learned</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic paragraph development</td>
<td>Paragraph develop., incorporate edits</td>
<td>Date:</td>
</tr>
<tr>
<td>Topic sentence, conclusion, details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Responding to reading</td>
<td>Response to reading</td>
<td>Date: February 10 1st draft</td>
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<tr>
<td>3. Use vocab. words, get rid of dead words, write effective topic sent.</td>
<td>Effective topic sent and conclusion use of vocabulary words</td>
<td>Date: March 3 1st draft</td>
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<tr>
<td>write summary conclusion</td>
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<td>Date: March 10 final draft</td>
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<tr>
<td>4. Paragraph development, linking paragraphs, incorporating proof,</td>
<td>Persuasive essay 3 paragraphs</td>
<td>Date: March 17 1st draft</td>
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<td>opinions, strong conclusion</td>
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<td>Date: March 31 final draft</td>
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<td>5. Analyze 2 biographies and learn how to determine similarities,</td>
<td>Compare/Contrast 2 people, Everyday Heroes</td>
<td>Date: April 7 1st draft</td>
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<td>differences using text examples</td>
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<td>Date: April 14 final draft</td>
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<td>6. Responding to a prompt</td>
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<td>7. incorporate career research</td>
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<tr>
<td>effective topic sentences, details, conclusion, edits</td>
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<td></td>
</tr>
<tr>
<td>8. Incorporate edits, research, interests</td>
<td>Career essay</td>
<td>Date: May 5 final draft</td>
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<tr>
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<td>9.</td>
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<td>Date:</td>
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<tr>
<td>10.</td>
<td></td>
<td>Date:</td>
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