

**CONCLUDING PARAGRAPH:**

# **Lead-Off/Follow-Up Structure**

**Concluding Transition  
Sentence**

**Detail  
Sentences**

**Lead-Off Sentence  
Follow-Up Sentence  
Lead-Off Sentence  
Follow-Up Sentence**

**Clincher Sentence**

## EXAMPLE CONCLUDING PARAGRAPH:

# Lead-Off/Follow-Up Structure

In summary, as shown in the novel *Primary Colors*, sometimes the moral questions posed by situations cause a turning point in people's lives, and sometimes they do not. Interestingly, the turning point never came for Burton, who at the end of the novel is where he began. In his heart he is a moral idealist, but he is so wrapped up in politics that he does not always do the right thing. Unfortunately, the turning point for Holden results in her death. She cannot justify destroying a man's campaign and life for personal gain, and she cannot live with what her job has become. As a result, she commits suicide. In turn, Holden's death leads Stanton to his turning point. After Holden's funeral, Stanton resolves the dilemma himself by going to the opposing candidate, explaining that the damaging information is easily available, and enabling the candidate to drop out of the campaign so that he can protect his family and reputation. Thus, at the end of the novel, Stanton appears to have faced his own moral question. He has chosen between taking advantage of the power that he can wield and compassion. Compassion won.

By Jesse Schumaker as a high-school student.

CONCLUDING PARAGRAPH:  
**Open Structure**

**Concluding Transition  
Sentence**

**Detail  
Sentences**

**Sentence about the  
Concluding Option  
Detail Sentence 1  
Detail Sentence 2  
Detail Sentence 3**

**Clincher Sentence**

## EXAMPLE CONCLUDING PARAGRAPH:

# Open Structure

To conclude, based on available information, President Johnson appears to have been a good man, and his intentions appear to have been good as he worked to find solutions to the nation's problems. David Halberstam wrote, "Johnson was a very great man caught in a terrible time in history." If he had not become President during the time of the Vietnam War, he might have been the best President ever. For a man of his time to believe not only in civil rights but to wholeheartedly fight for them was amazing. In fact, he fought for everything in which he believed until he got his way. That kind of determination is really needed today. If Lyndon B. Johnson was not the best President, he sure must be among the best because of his determination and all of his accomplishments.

By Scott Schumaker as a junior-high student

**CONCLUDING PARAGRAPH:**

# **The Clincher Sentence**

- **Is the last sentence in a theme**
- **Closes the theme**
- **Names the theme topic**
- **Summarizes the details in the Concluding Paragraph or states the main message of the theme**

# Concluding Paragraph Checklists

## Concluding Paragraph: Subtopic Structure

- \_\_\_ Concluding Transition Sentence
- \_\_\_ Sentence about the Concluding Option
- \_\_\_ Sentence about Subtopic 1
- \_\_\_ Sentence about Subtopic 2
- \_\_\_ Sentence about Subtopic 3
- \_\_\_ Clincher Sentence

## Concluding Paragraph: Lead-Off/Follow-Up Structure

- \_\_\_ Concluding Transition Sentence
- \_\_\_ Lead-Off Sentence
- \_\_\_ Follow-Up Sentence
- \_\_\_ Lead-Off Sentence
- \_\_\_ Follow-Up Sentence
- \_\_\_ Clincher Sentence

## Concluding Paragraph: Open Structure

- \_\_\_ Concluding Transition Sentence
- \_\_\_ Sentence about the Concluding Option
- \_\_\_ Detail Sentence 1
- \_\_\_ Detail Sentence 2
- \_\_\_ Detail Sentence 3
- \_\_\_ Clincher Sentence

## Concluding Options:

- Summary
- Suggestions
- Moral
- Opinions
- Cautions
- Combinations

# Lesson 15

## Learning Sheet 1A

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Concluding Transition Sentences

**INSTRUCTIONS:** For each set of topics and subtopics listed below, write a Concluding Transition Sentence for the Concluding Paragraph. Be sure that it includes a concluding transition, the topic, and a summary of the subtopics. Also be sure to use a variety of Topic Sentences.

#### 1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Footwear for dress-up occasions

(1 pt.)

Concluding Transition Sentence: \_\_\_\_\_

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#### 2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

(1 pt.)

Concluding Transition Sentence: \_\_\_\_\_

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#### 3. TOPIC: PLANTS

Subtopics: Plants for decoration, Plants for shelter, Plants for food

(1 pt.)

Concluding Transition Sentence: \_\_\_\_\_

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#### 4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

(1 pt.)

Concluding Transition Sentence: \_\_\_\_\_

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#### 5. TOPIC: TYPES OF HOME AIDS

Subtopics: Child-care aids, Food-preparation aids, Clothes-care aids

(1 pt.)

Concluding Transition Sentence: \_\_\_\_\_

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(5 pts.)

# Lesson 15

## Learning Sheet 2A, 2B, 2C, 2D, 2E, 2F, 2G, or 2H (circle one)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Concluding Paragraphs: Subtopic Structure

Choose one of the TOWER Diagrams you have created in the past and for which you have written an Introductory Paragraph and at least one Detail Paragraph. Then write the types of sentences indicated below for the Concluding Paragraph.

(4 pts.)

1. Concluding Transition Sentence: \_\_\_\_\_

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(2 pts.)

2. Concluding Option Sentence: \_\_\_\_\_

---

---

(2 pts.)

3. Sentence about Subtopic #1: \_\_\_\_\_

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(2 pts.)

4. Sentence about Subtopic #2: \_\_\_\_\_

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(2 pts.)

5. Sentence about Subtopic #3: \_\_\_\_\_

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(4 pts.)

6. Clincher Sentence: \_\_\_\_\_

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(16 pts.)



# Lesson 15

## Learning Sheet 3A, 3B, 3C, 3D, 3E, 3F, 3G, or 3H (circle one)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Concluding Paragraphs: Lead-Off/Follow-Up Structure

Choose one of the TOWER Diagrams you have created in the past and for which you have written an Introductory Paragraph and at least one Detail Paragraph. Then write the types of sentences indicated below for the Concluding Paragraph.

(4 pts.)

1. Concluding Transition Sentence: \_\_\_\_\_

(2 pts.)

2. Lead-Off Detail Sentence: \_\_\_\_\_

(2 pts.)

3. Follow-Up Detail Sentence: \_\_\_\_\_

(2 pts.)

4. Lead-Off Detail Sentence: \_\_\_\_\_

(2 pts.)

5. Follow-Up Detail Sentence: \_\_\_\_\_

(4 pts.)

6. Clincher Sentence: \_\_\_\_\_

(16 pts.)

# Lesson 15

## Learning Sheet 4A, 4B, 4C, 4D, 4E, 4F, 4G, or 4H (circle one)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Concluding Paragraphs: Open Structure

Choose one of the TOWER Diagrams you have created in the past and for which you have written an Introductory Paragraph and at least one Detail Paragraph. Then write the types of sentences indicated below for the Concluding Paragraph.

(4 pts.)

1. Concluding Transition Sentence: \_\_\_\_\_

---

---

(2 pts.)

2. Concluding Option Sentence: \_\_\_\_\_

---

---

(2 pts.)

3. Detail Sentence 1: \_\_\_\_\_

---

---

(2 pts.)

4. Detail Sentence 2: \_\_\_\_\_

---

---

(2 pts.)

5. Detail Sentence 3: \_\_\_\_\_

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---

(4 pts.)

6. Clincher Sentence: \_\_\_\_\_

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(16 pts.)

# **The “E” and “R” Steps Lesson**

## **Lesson 16: The “E” and “R” Steps**

# Steps for Error Monitoring

Step 1: **W**rite on every other line using “PENS”

Step 2: **R**ead the paper for meaning

Step 3: **I**nterrogate yourself using the “COPS” questions

Step 4: **T**ake the paper to someone for help

Step 5: **E**xecute a final copy

Step 6: **R**eread your paper

# The “COPS” Questions

- 1. Have I capitalized the first word and proper nouns?**
- 2. Have I made any handwriting, margin, messy, or spacing errors?**
- 3. Have I used end punctuation, commas, and semicolons correctly?**
- 4. Do the words look like they’re spelled right, can I sound them out, or should I use a dictionary?**

# Error Monitoring Score Sheet for Themes

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

	PARAGRAPHS					
	I	D1	D2	D3	C	
Capitalization Errors						
Overall Appearance Errors						
Punctuation Errors						
Spelling Errors						
<b>TOTALS</b>						<b>GRAND TOTAL</b>

$$\frac{\text{Total Errors}}{\text{Total No. Words}} = \frac{\square}{\square} = \frac{\square}{\square}$$

Mastery = .05 or below

# **The Concluding Lesson**

## **Lesson 17: Writing Whole Themes**

# Lessons 16 & 17

## Key Sentences Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Choose one of the TOWER Diagrams you have created in the past, think about the sequence you will use, and then write the indicated sentences for a theme for that diagram.

(1 pt.)

1. Topic Sentence: \_\_\_\_\_

(1 pt.)

2. Thesis Statement for Introductory Paragraph: \_\_\_\_\_

(1 pt.)

3. Topic/Transition Sentence for Detail Paragraph #1: \_\_\_\_\_

(1 pt.)

4. Topic/Transition Sentence for Detail Paragraph #2: \_\_\_\_\_

(1 pt.)

5. Topic/Transition Sentence for Detail Paragraph #3: \_\_\_\_\_

(1 pt.)

6. Topic/Transition Sentence for Detail Paragraph #4: \_\_\_\_\_

(1 pt.)

7. Concluding Transition Sentence: \_\_\_\_\_

(1 pt.)

8. Clincher Sentence for the Whole Theme: \_\_\_\_\_

(8 pts.)



# TOWER Diagram Score Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

MASTERY POINTS	NUMBER	X	POINT VALUE	=	_____
• Topic (1 allowed)	_____	X	2 pts.	=	_____
• Introductory Option (1 allowed)	_____	X	1 pt.	=	_____
• Introductory Details (3 allowed)	_____	X	1 pt.	=	_____
• Subtopics (3 required)	_____	X	2 pt.	=	_____
• Details (12 required; 4/subtopic)	_____	X	1 pt.	=	_____
• Concluding Option (1 allowed)	_____	X	1 pt.	=	_____
• Concluding Details (3 allowed)	_____	X	1 pt.	=	_____
• Subtopic sequence	_____	X	1 pt.	=	_____
• Point of view	_____	X	1 pt.	=	_____
• Tense	_____	X	1 pt.	=	_____
• Sequence names under subtopics (3 allowed)	_____	X	1 pt.	=	_____
• Order of subtopics (1 allowed)	_____	X	1 pt.	=	_____
• Order of details (5 allowed)	_____	X	1 pt.	=	_____

Total points toward mastery  
(Mastery = 36 points or above)      \_\_\_\_\_ =   %    
(40)

EXTRA POINTS	NUMBER	X	POINT VALUE	=	_____
• Extra introductory ideas (Those in addition to 3)	_____	X	1 pt.	=	_____
• Extra subtopics (Those in addition to 3)	_____	X	2 pt.	=	_____
• Extra details (Those in addition to 12)	_____	X	1 pt.	=	_____
• Extra concluding ideas (Those in addition to 3)	_____	X	1 pt.	=	_____

Extra Points Earned      \_\_\_\_\_

# Theme Score Sheet

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

## INTRODUCTORY PARAGRAPH

Topic Sentence	D1	D2	D3	D4	Thesis Statement	TOTAL

(Trans. pts.) (Extra pts.)

## DETAIL PARAGRAPH 1

Topic/Trans. Sent.	D1	D2	D3	D4	D5	D6	TOTAL

(Trans. pts.) (Extra pts.)

## DETAIL PARAGRAPH 2

Topic/Trans. Sent.	D1	D2	D3	D4	D5	D6	TOTAL

(Trans. pts.) (Extra pts.)

## DETAIL PARAGRAPH 3

Topic/Trans. Sent.	D1	D2	D3	D4	D5	D6	TOTAL

(Trans. pts.) (Extra pts.)

## CONCLUDING PARAGRAPH

Concluding/Trans. Sent.	D1	D2	D3	D4	Clincher	TOTAL

(Trans. pts.) (Extra pts.)

## OTHER POINTS

Title	Variety of Sentences	Top. Sent.	Subtopic Sequence	Point of View	Tense	Voice	Word Choice	TOTAL

## TOTALS

Introductory Paragraph (19)	+	Detail Paragraph 1 (19)	+	Detail Paragraph 2 (19)	+	Detail Paragraph 3 (19)	+	Concluding Paragraph (19)	+	Other Points (24)	=	THEME TOTAL (119)
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## CALCULATING THE THEME SCORE

Theme Total =  / 119 x 100 =  (Mastery = 90% or 107 points)

No. Points Available

# Theme Writing Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

		Check/ Pts.	Line Nos.			Check/ Pts.	Line Nos.
<b>Introductory Paragraph</b>				<b>Detail Paragraph 3</b>			
Topic Sentence	(4 pts.)	_____	_____	Topic/Transition Sent.	(4 pts.)	_____	_____
Detail Sentence 1	(2 pts.)	_____	_____	Detail Sentence 1	(2 pts.)	_____	_____
Detail Sentence 2	(2 pts.)	_____	_____	Detail Sentence 2	(2 pts.)	_____	_____
Detail Sentence 3	(2 pts.)	_____	_____	Detail Sentence 3	(2 pts.)	_____	_____
Detail Sentence 4	(2 pts.)	_____	_____	Detail Sentence 4	(2 pts.)	_____	_____
Thesis Statement	(4 pts.)	_____	_____	Detail Sentence 5	(2 pts.)	_____	_____
Transitions	(1 pt. each up to 3)	_____	_____	Detail Sentence 6	(2 pts.)	_____	_____
				Transitions	(1 pt. each up to 3)	_____	_____
<b>Detail Paragraph 1</b>				<b>Concluding Paragraph</b>			
Topic/Transition Sent.	(4 pts.)	_____	_____	Conclud./Trans. Sent.	(4 pts.)	_____	_____
Detail Sentence 1	(2 pts.)	_____	_____	Detail Sentence 1	(2 pts.)	_____	_____
Detail Sentence 2	(2 pts.)	_____	_____	Detail Sentence 2	(2 pts.)	_____	_____
Detail Sentence 3	(2 pts.)	_____	_____	Detail Sentence 3	(2 pts.)	_____	_____
Detail Sentence 4	(2 pts.)	_____	_____	Detail Sentence 4	(2 pts.)	_____	_____
Detail Sentence 5	(2 pts.)	_____	_____	Clincher Sentence	(4 pts.)	_____	_____
Detail Sentence 6	(2 pts.)	_____	_____	Transitions	(1 pt. each up to 3)	_____	_____
Transitions	(1 pt. each up to 3)	_____	_____				
<b>Detail Paragraph 2</b>				<b>Other Points</b>			
Topic/Transition Sent.	(4 pts.)	_____	_____	Title	(3 pts.)	_____	_____
Detail Sentence 1	(2 pts.)	_____	_____	Variety of Sentences	(3 pts.)	_____	_____
Detail Sentence 2	(2 pts.)	_____	_____	Variety of Topic Sent.	(3 pts.)	_____	_____
Detail Sentence 3	(2 pts.)	_____	_____	Subtopic Sequence	(3 pts.)	_____	_____
Detail Sentence 4	(2 pts.)	_____	_____	Point of View	(3 pts.)	_____	_____
Detail Sentence 5	(2 pts.)	_____	_____	Tense	(3 pts.)	_____	_____
Detail Sentence 6	(2 pts.)	_____	_____	Voice	(3 pts.)	_____	_____
Transitions	(1 pt. each up to 3)	_____	_____	Word Choice	(3 pts.)	_____	_____
				<b>TOTAL SCORE</b>		_____	_____

Student Name: \_\_\_\_\_

# Portfolio Cover Sheet

Theme Topic	Date	What did you do well?	What is your future focus?

# Feedback Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Next time, remember to:

### Introductory Paragraph

- \_\_\_ Include a Topic Sentence.
- \_\_\_ Include the name of the topic in the Topic Sentence.
- \_\_\_ Include the name of the topic in the Thesis Statement
- \_\_\_ Include an Introductory Option.
- \_\_\_ Include more Detail Sentences.
- \_\_\_ Include a Thesis Statement.
- \_\_\_ Include the subtopics in the Thesis Statement.
- \_\_\_ Include the "big idea" of the theme in the Thesis Statement.

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### Concluding Paragraph

- \_\_\_ Include a Concluding/Transition Sentence.
- \_\_\_ Include the topic in the Concluding/Transition Sentence.
- \_\_\_ Tell the reader the theme is ending in the Concluding/Transition Sentence.
- \_\_\_ Include a Concluding Option.
- \_\_\_ Include more Detail Sentences.
- \_\_\_ Include a Clincher Sentence.

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### Detail Paragraphs

1 2 3

- \_\_\_ \_\_\_ \_\_\_ Include a Topic/Transition Sentence.
- \_\_\_ \_\_\_ \_\_\_ Include the topic in the Topic/Transition Sentence.
- \_\_\_ \_\_\_ \_\_\_ Include the subtopic in the Topic/Transition Sentence.
- \_\_\_ \_\_\_ \_\_\_ Include the link in the Topic/Transition Sentence.
- \_\_\_ \_\_\_ \_\_\_ Include more Detail Sentences.
- \_\_\_ \_\_\_ \_\_\_ Use a logical order of sentences.
- \_\_\_ \_\_\_ \_\_\_ Use transition words in the Lead-Off Sentences.

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### Other Aspects

- \_\_\_ Include an interesting title.
- \_\_\_ Use the same point of view throughout the theme.
- \_\_\_ Use the same tense throughout the theme.
- \_\_\_ Use a variety of sentence types.
- \_\_\_ Use a variety of Topic Sentences.
- \_\_\_ Use your voice more expressively.
- \_\_\_ Use more interesting word choice.

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Name: \_\_\_\_\_  
Date: \_\_\_\_\_

# TOWER DIAGRAM

TOPIC

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SUBTOPIC SEQUENCE    P.O.V.    TENSE

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## INTRODUCTORY DETAILS

○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_

## INTRODUCTORY OPTION

\_\_\_\_\_

## SUBTOPICS

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## DETAILS

○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_  
○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_  
○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_  
○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

## CONCLUDING DETAILS

○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_

## CONCLUDING OPTION

\_\_\_\_\_

# Steps of the Fundamentals in Theme Writing Strategy

**Think** requires students to:

- think about what they know about a topic and
- conduct research to gather additional information

**Organize Ideas** requires students to:

- organize the information on a Theme Writing Diagram

**Write a Draft** requires students to:

- use structure that includes an introduction, body and conclusion
- write their draft connecting the paragraphs with appropriate transitions

**Examine the Parts and Meaning** requires students to:

- check to ensure theme meets all requirements
- check to ensure that all planned information covered

**Refine and Edit** requires students to:

- edit the theme
- create a polished draft

# Comparing Parts of Paragraphs and Themes

## Parts of a Paragraph

- **Title**
- **Introduction**  
Topic Sentence
- **Body**  
Detail Sentences
- **Conclusion**  
Clincher Sentence

## Parts of a Theme

- **Title**
- **Introduction**  
Introductory Paragraph
- **Body**  
Detail Paragraphs
- **Conclusion**  
Concluding Paragraph



# **Scoring Activities**

# Lesson 6 Learning Sheet A

## Sorting Details

Name: Patrick Spida 1  
Date: \_\_\_\_\_

### TYPES OF TRANSPORTATION

- Below is a brainstorm list for a theme on "Types of Transportation." Next to each detail that is related to water transportation, write a "W;" to land transportation, write an "L," and to air transportation, write an "A."
- Arrange the theme, topic, subtopics, and the details on the TOWER Diagram below. Be sure to put each detail under the subtopic to which it is most logically related.

Subtopics: Water transportation (W), Land transportation (L), and Air transportation (A)

L Train

L Speed boat

A Helicopter

A Jet plane

W Tugboat

L Bus

W Sailboat

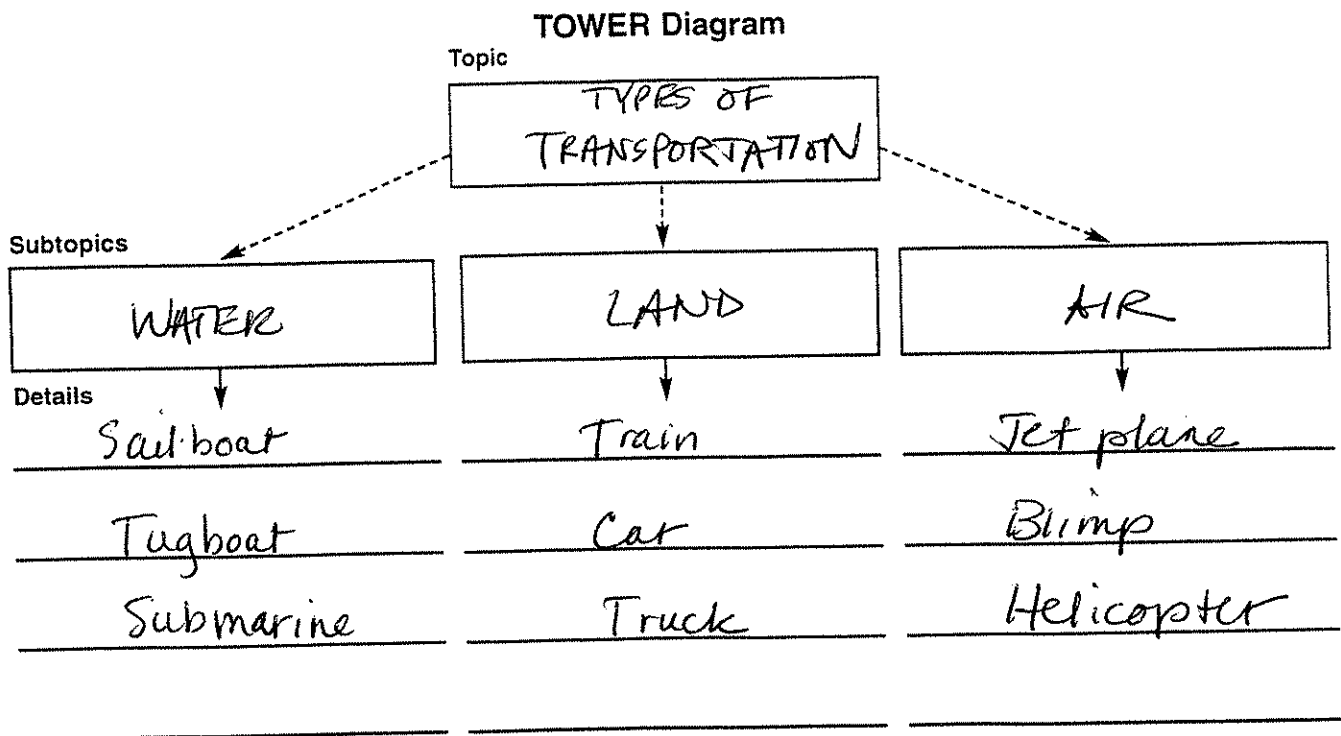
L Truck

A Space shuttle

L Car

A Blimp

W Submarine

  
(20 pts.)

# Lesson 6 Learning Sheet A

Sorting Details

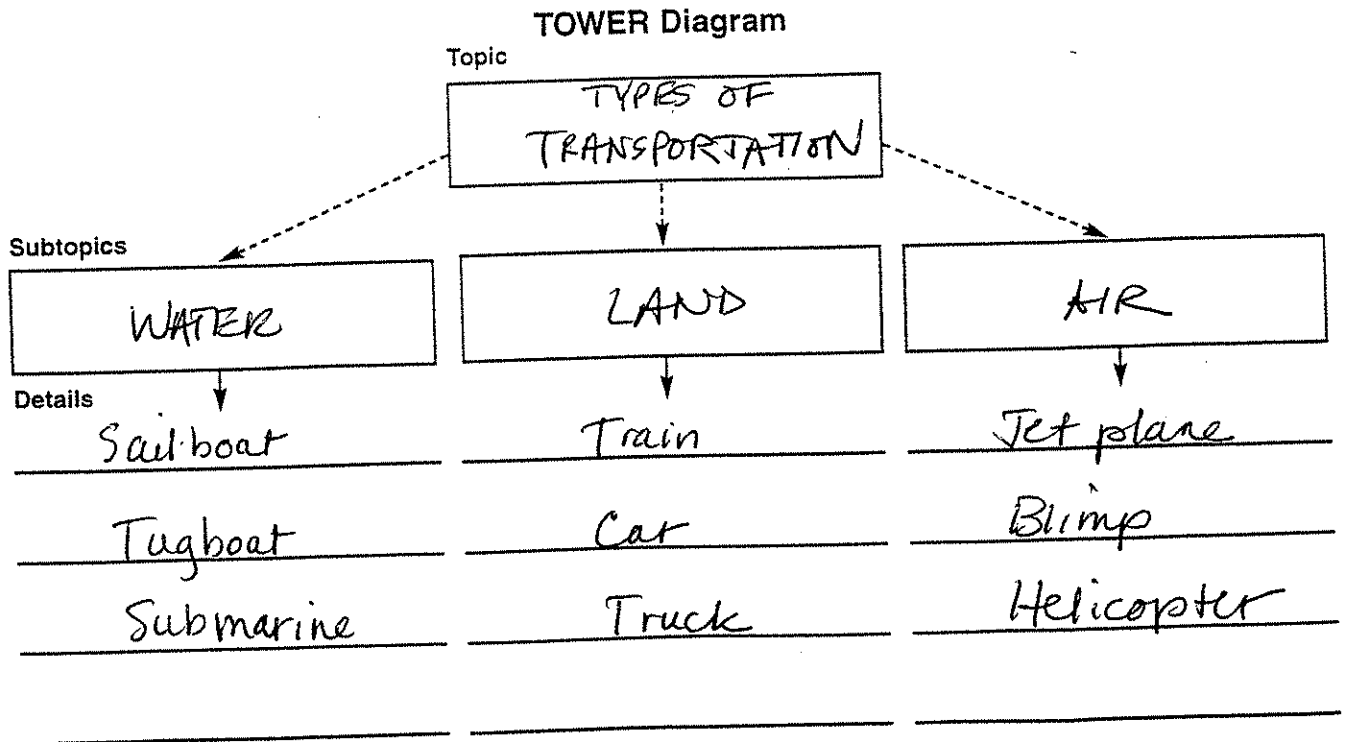
Name: Patrick Spida 1  
Date: \_\_\_\_\_

## TYPES OF TRANSPORTATION

- Below is a brainstorm list for a theme on "Types of Transportation." Next to each detail that is related to water transportation, write a "W," to land transportation, write an "L," and to air transportation, write an "A."
- Arrange the theme topic, subtopics, and the details on the TOWER Diagram below. Be sure to put each detail under the subtopic to which it is most logically related.

Subtopics: Water transportation (W), Land transportation (L), and Air transportation (A)

- |                    |                     |                        |
|--------------------|---------------------|------------------------|
| <u>L</u> Train     | <u>L</u> Speed boat | <u>A</u> Helicopter    |
| <u>A</u> Jet plane | <u>W</u> Tugboat    | <u>L</u> Bus           |
| <u>W</u> Sailboat  | <u>L</u> Truck      | <u>A</u> Space shuttle |
| <u>L</u> Car       | <u>A</u> Blimp      | <u>W</u> Submarine     |

  
(20 pts.)

# Lesson 7

## Learning Sheet A

### Adding Details

Name: \_\_\_\_\_

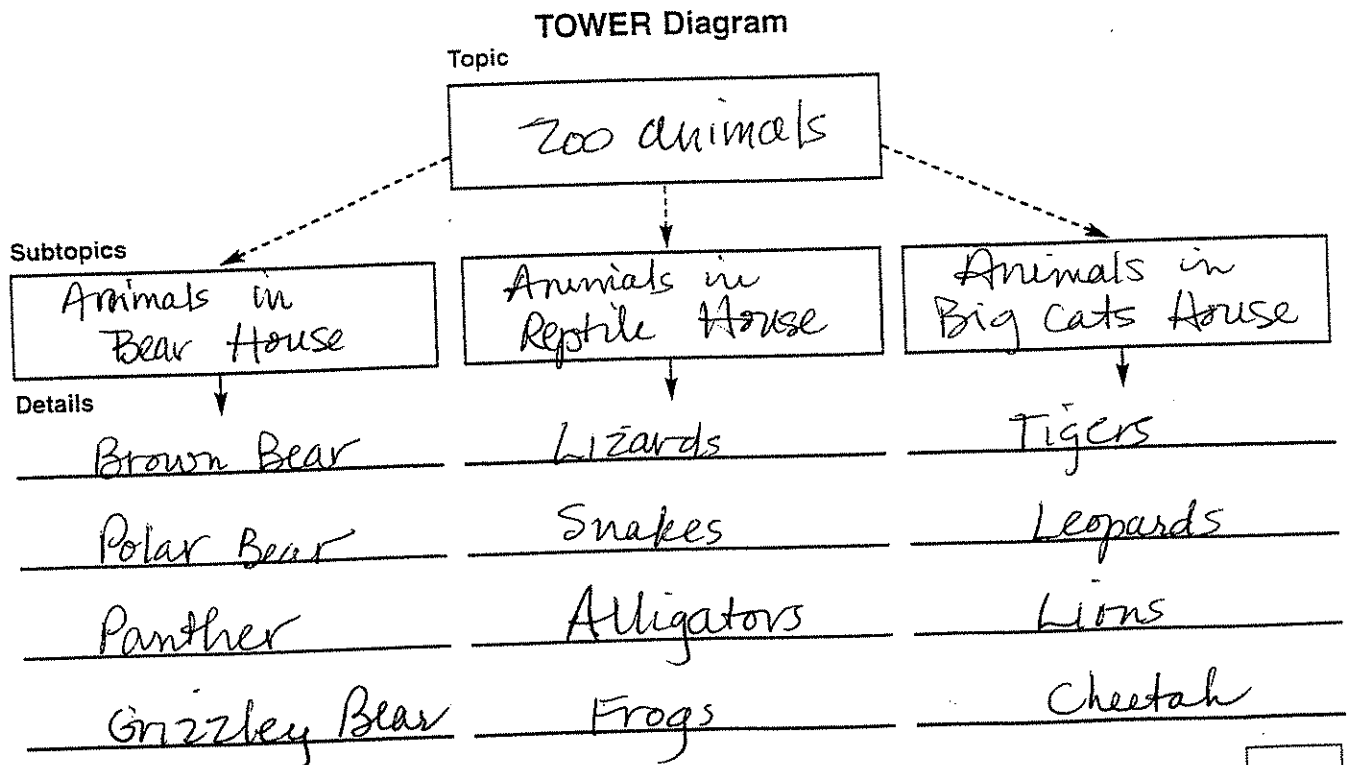
Date: \_\_\_\_\_

### ZOO ANIMALS

- Below is a brainstorm list for a theme on "Zoo Animals." Next to each detail that is related to "Animals in the Bear House," write a "B," to "Animals in the Reptile House," write an "R," and to "Animals in the Big Cats House," write a "C."
- Arrange the theme topic, subtopics, and the details on the TOWER Diagram below. Be sure to put each detail under the subtopic to which it is most logically related.
- Add details until you have at least four details under each subtopic.

Subtopics: Animals in the Bear House (B), Animals in the Reptile House (R), and Animals in the Big Cats House (C)

- |                       |                   |                     |
|-----------------------|-------------------|---------------------|
| <u>B</u> Grizzly bear | <u>R</u> Lizards  | <u>R</u> Alligators |
| <u>R</u> Tigers       | <u>R</u> Snakes   | <u>B</u> Brown bear |
| <u>C</u> Leopards     | <u>C</u> Panthers | <u>B</u> Polar bear |



(20 pts.)

# Lesson 7 Learning Sheet A

Adding Details

Name: \_\_\_\_\_

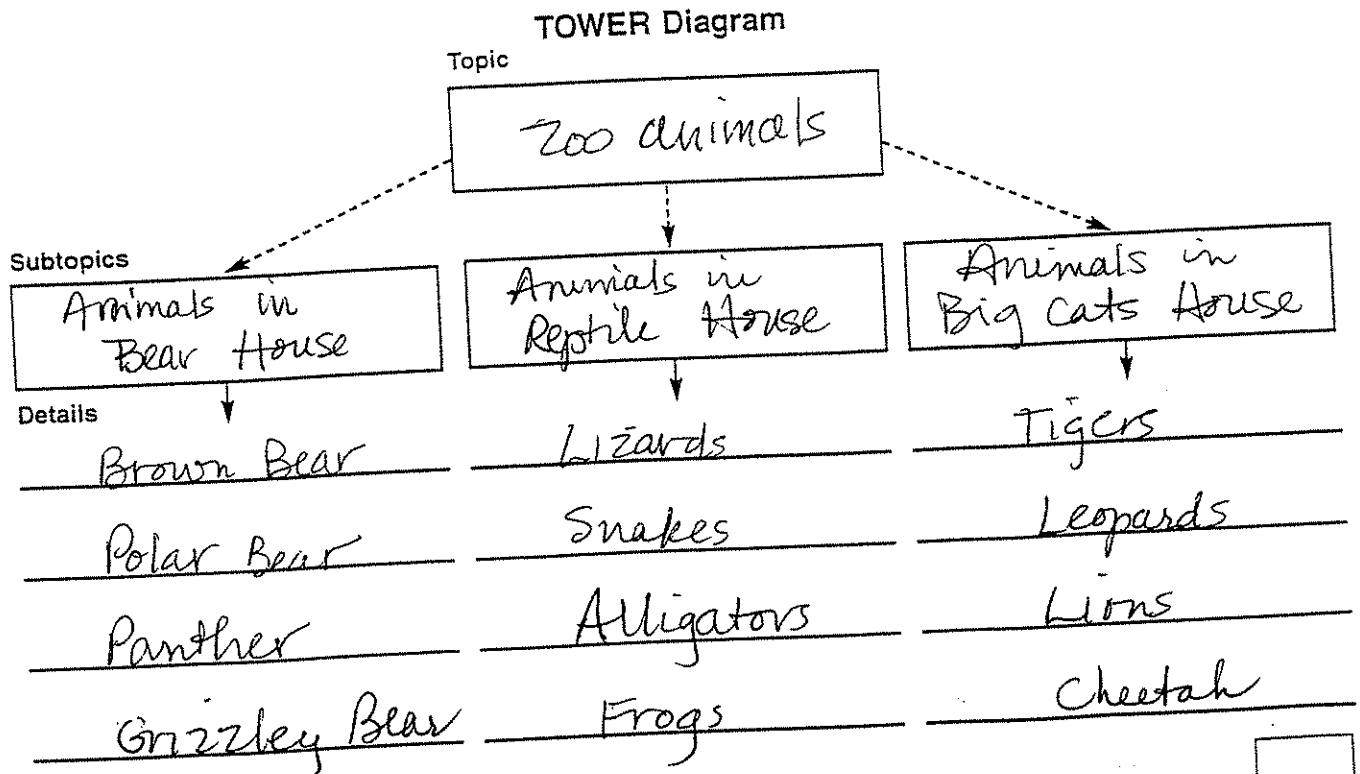
Date: \_\_\_\_\_

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- Add details until you have at least four details under each subtopic.

Subtopics: Animals in the Bear House (B), Animals in the Reptile House (R), and Animals in the Big Cats House (C)

- |                       |                   |                     |
|-----------------------|-------------------|---------------------|
| <u>B</u> Grizzly bear | <u>R</u> Lizards  | <u>R</u> Alligators |
| <u>R</u> Tigers       | <u>R</u> Snakes   | <u>B</u> Brown bear |
| <u>C</u> Leopards     | <u>C</u> Panthers | <u>B</u> Polar bear |



(20 pts.)

# Lesson 8

## Learning Sheet A

### Finding Subtopics

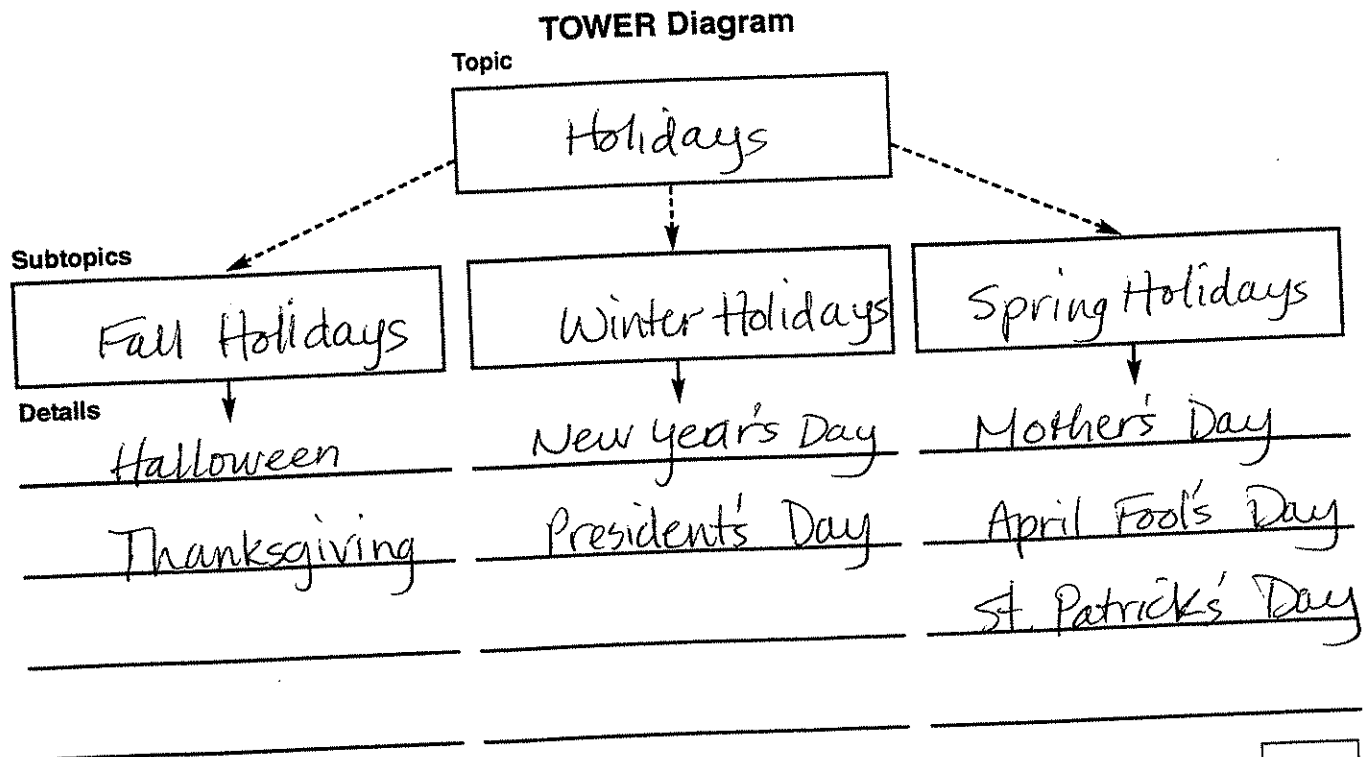
Name: \_\_\_\_\_

Date: \_\_\_\_\_

### HOLIDAYS

- Below is a brainstorm list for a theme on "Holidays." Find the subtopics, and draw a circle around each one.
- Make your own code for the subtopics, and write the code next to each subtopic. Then, put a code letter next to each detail to show the subtopic to which it is related.
- Arrange the theme topic, subtopics, and the details on the TOWER Diagram below. Be sure to put each detail under the subtopic to which it is most logically related.
- Add details until you have at least four details under each subtopic.

- |                          |                            |
|--------------------------|----------------------------|
| ___ Halloween            | ___ New Year's Day         |
| ___ Mother's Day         | ___ Spring holidays        |
| ___ <u>Fall holidays</u> | ___ April Fool's Day       |
|                          | ___ <u>Winter holidays</u> |

  
 (20 pts.)

# Lesson 8 Learning Sheet A

Finding Subtopics

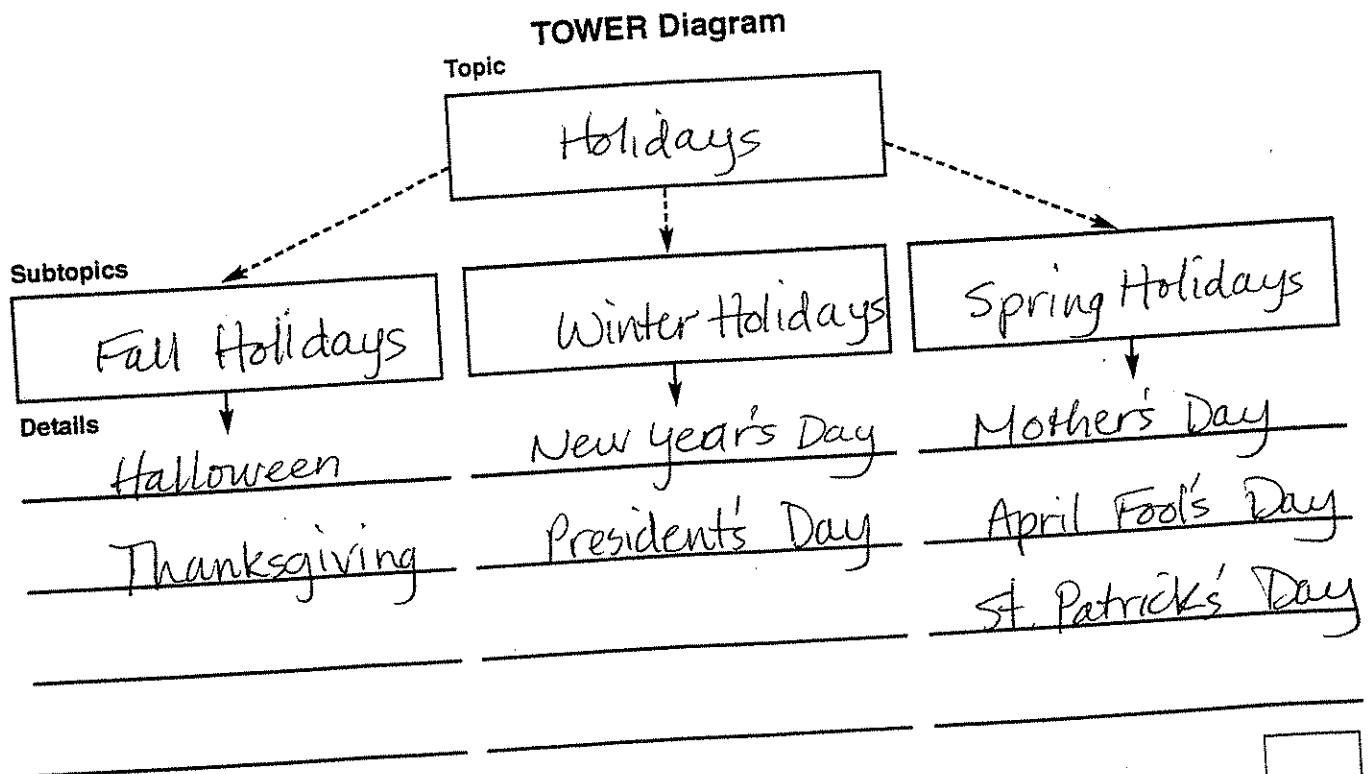
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## HOLIDAYS

- Below is a brainstorm list for a theme on "Holidays." Find the subtopics, and draw a circle around each one.
- Make your own code for the subtopics, and write the code next to each subtopic. Then, put a code letter next to each detail to show the subtopic to which it is related.
- Arrange the theme topic, subtopics, and the details on the TOWER Diagram below. Be sure to put each detail under the subtopic to which it is most logically related.
- Add details until you have at least four details under each subtopic.

- |   |   |
|---|---|
| <input type="checkbox"/> Halloween                | <input type="checkbox"/> New Year's Day             |
| <input type="checkbox"/> Mother's Day             | <input type="checkbox"/> Spring holidays            |
| <input checked="" type="checkbox"/> Fall holidays | <input type="checkbox"/> April Fool's Day           |
|   | <input checked="" type="checkbox"/> Winter holidays |



(20 pts.)

# Lesson 9 Learning Sheet 1A

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Finding Subtopics That Do Not Belong

INSTRUCTIONS: For each list of subtopics below, circle the subtopic that does not relate to the topic in the same way as the other subtopics. Then write a new subtopic to replace it on the line provided.

### 1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Shoes, Footwear for dress-up occasions

New Subtopic: Footwear for school

### 2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Vehicles for going over barriers, Space transportation

New Subtopic: Air transportation

### 3. TOPIC: PLANTS

Subtopics: Plants for decoration, Plants for shelter, Food, Plants for medicine

New Subtopic: Food plants

### 4. TOPIC: FOODS

Subtopics: Breakfast foods, Foods for fun, Lunch foods, Dinner foods

New Subtopic: Snack foods

### 5. TOPIC: TYPES OF HOME AIDS

Subtopics: Children, Food-preparation aids, Clothes-care aids, Lawn-care aids

New Subtopic: Yard-care aids

(1 pt. each;  
10 pts. total)

(10 pts.)



# Lesson 9 Learning Sheet 1A

## Finding Subtopics That Do Not Belong

Name: \_\_\_\_\_

Date: \_\_\_\_\_

INSTRUCTIONS: For each list of subtopics below, circle the subtopic that does not relate to the topic in the same way as the other subtopics. Then write a new subtopic to replace it on the line provided.

### 1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Shoes, Footwear for dress-up occasions

New Subtopic: Footwear for school

### 2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Vehicles for going over barriers, Space transportation

New Subtopic: Air transportation

### 3. TOPIC: PLANTS

Subtopics: Plants for decoration, Plants for shelter, Food, Plants for medicine

New Subtopic: Food Plants

### 4. TOPIC: FOODS

Subtopics: Breakfast foods, Foods for fun, Lunch foods, Dinner foods

New Subtopic: Snack foods

### 5. TOPIC: TYPES OF HOME AIDS

Subtopics: Children, Food-preparation aids, Clothes-care aids, Lawn-care aids

New Subtopic: Yard-care aids

(1 pt. each;  
10 pts. total)

(10 pts.)

# Lesson 9 Learning Sheet 2A

## Adding Subtopics

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### LAND VEHICLES

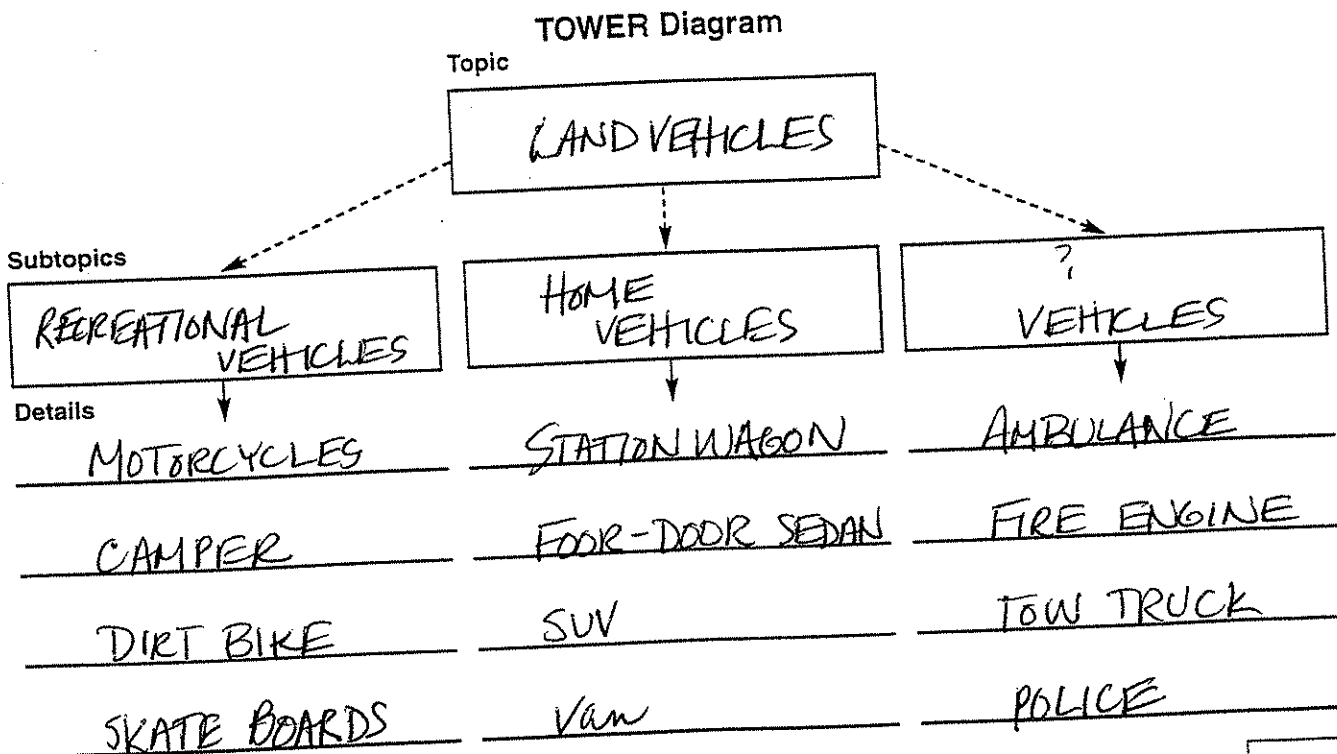
- Below is a brainstorm list for a theme on "Land Vehicles." Find the subtopic, and draw a circle around it.
- Make your own code for the subtopic, and write it on the line next to the subtopic. Next, put a code letter next to each detail that is related to the subtopic. Be careful! Some of the details are NOT related to the listed subtopic.
- Create two new subtopics, write them on the subtopic lines, and create a code for each one. Put the code letters next to related details in the list.
- Arrange the theme topic, subtopics, and the details on the TOWER Diagram below.
- Add details until you have four for each subtopic.

- \_\_\_\_\_ Ambulance
- \_\_\_\_\_ Station wagon
- \_\_\_\_\_ Four-door sedan
- R Recreational vehicles
- R Motorcycle
- R Camper
- \_\_\_\_\_ Fire engine

New Subtopics:

\_\_\_\_\_ Home Vehicles

\_\_\_\_\_



(20 pts.)

# Lesson 9 Learning Sheet 2A

Adding Subtopics

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LAND VEHICLES

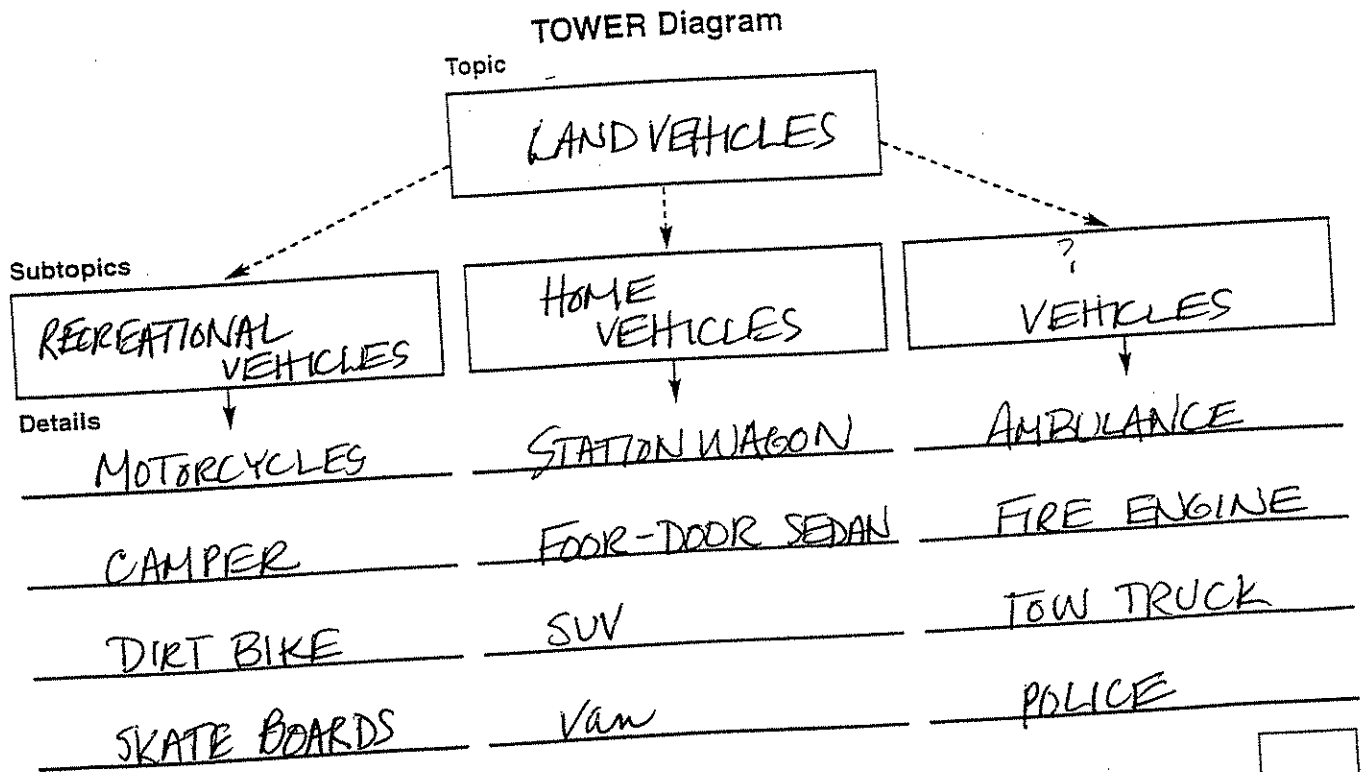
- Below is a brainstorm list for a theme on "Land Vehicles." Find the subtopic, and draw a circle around it.
- Make your own code for the subtopic, and write it on the line next to the subtopic. Next, put a code letter next to each detail that is related to the subtopic. Be careful! Some of the details are NOT related to the listed subtopic.
- Create two new subtopics, write them on the subtopic lines, and create a code for each one. Put the code letters next to related details in the list.
- Arrange the theme topic, subtopics, and the details on the TOWER Diagram below.
- Add details until you have four for each subtopic.

- \_\_\_\_\_ Ambulance
- \_\_\_\_\_ Station wagon
- \_\_\_\_\_ Four-door sedan
- R Recreational vehicles
- R Motorcycle
- R Camper
- \_\_\_\_\_ Fire engine

New Subtopics:

\_\_\_\_\_ Home Vehicles

\_\_\_\_\_



(20 pts.)

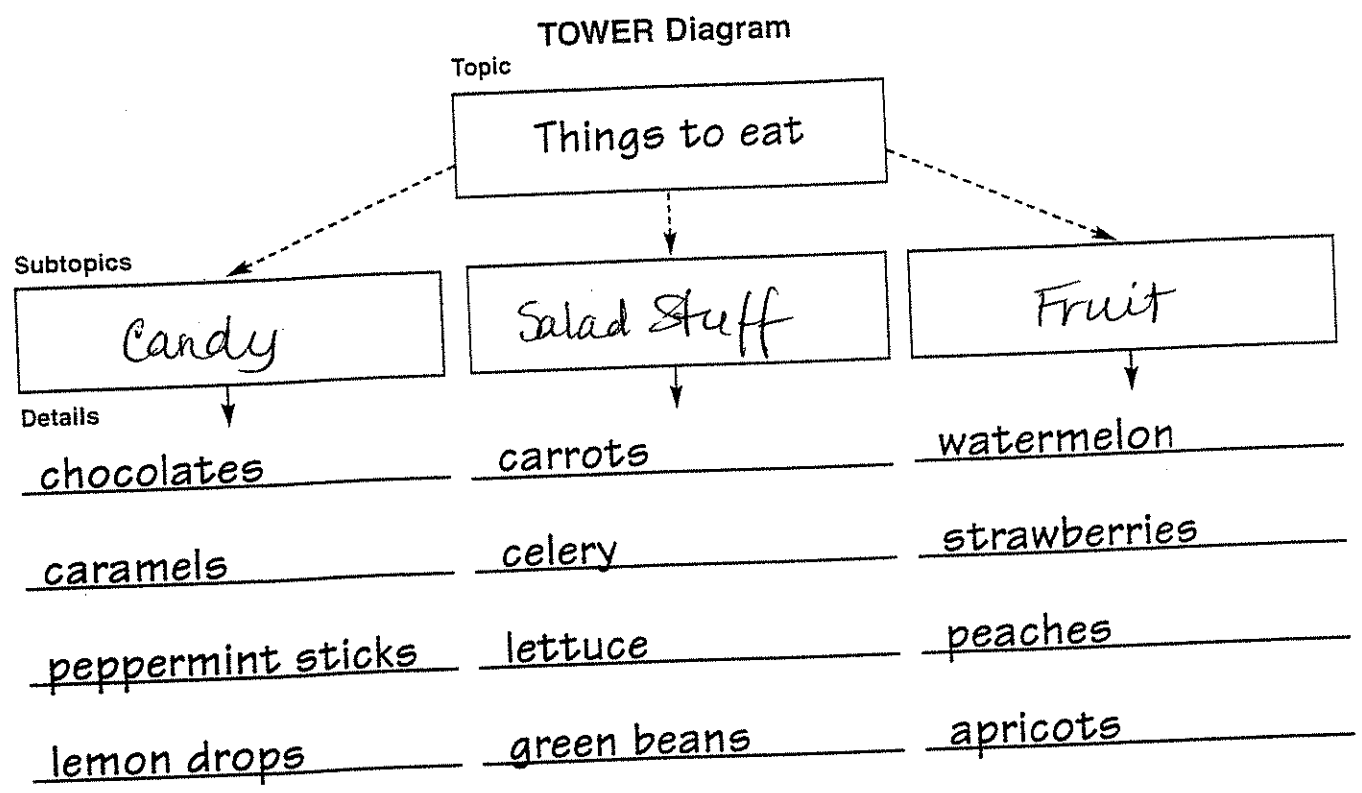
# Lesson 9 Learning Sheet 3A

Identifying Subtopics

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## THINGS TO EAT

1. In the TOWER Diagram below, add the names of related and parallel subtopics in the subtopic boxes.



(3 pts.)

# Lesson 9

## Learning Sheet 3A

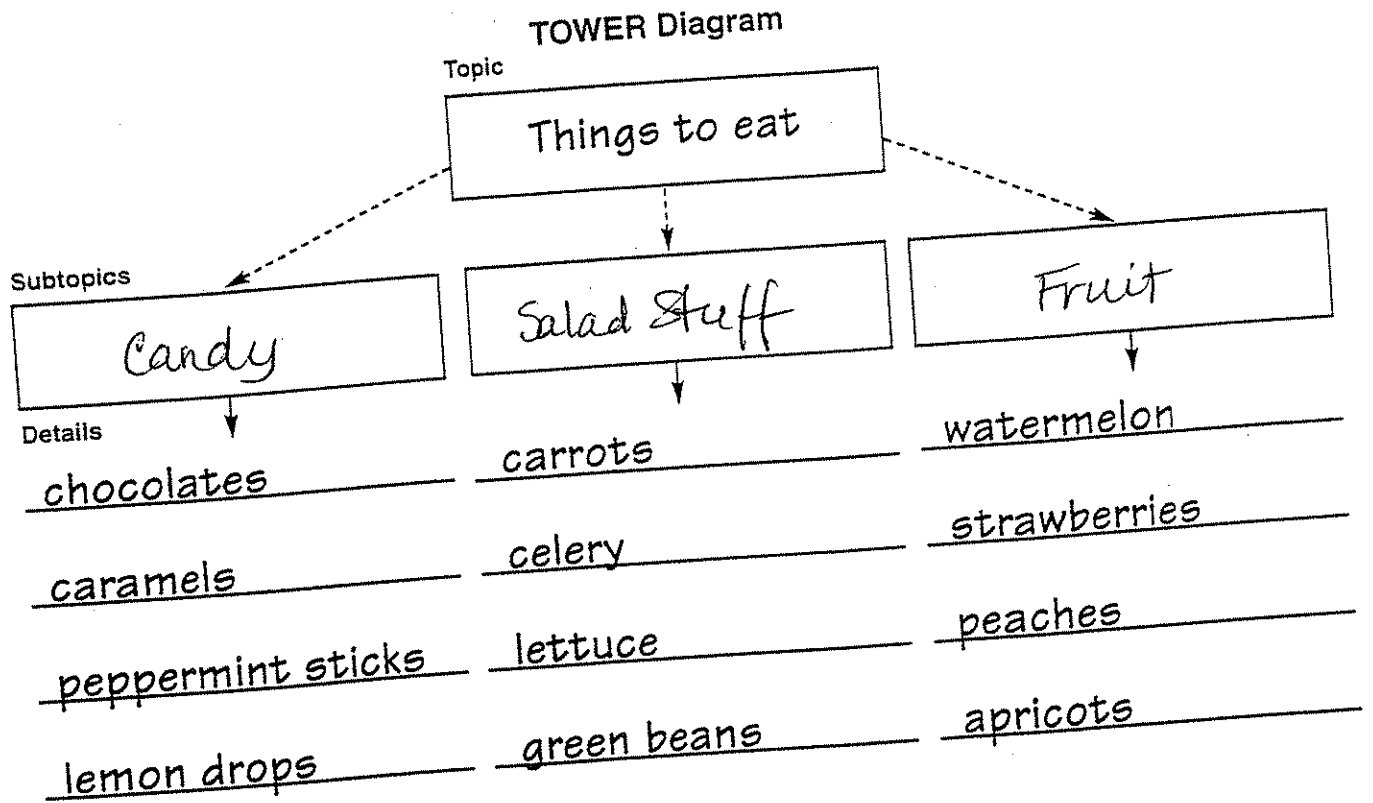
### Identifying Subtopics

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### THINGS TO EAT

1. In the TOWER Diagram below, add the names of related and parallel subtopics in the subtopic boxes.



(3 pts.)

# Lesson 10 Learning Sheet 1A

## Brainstorming Subtopics and Details

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### FAST FOOD

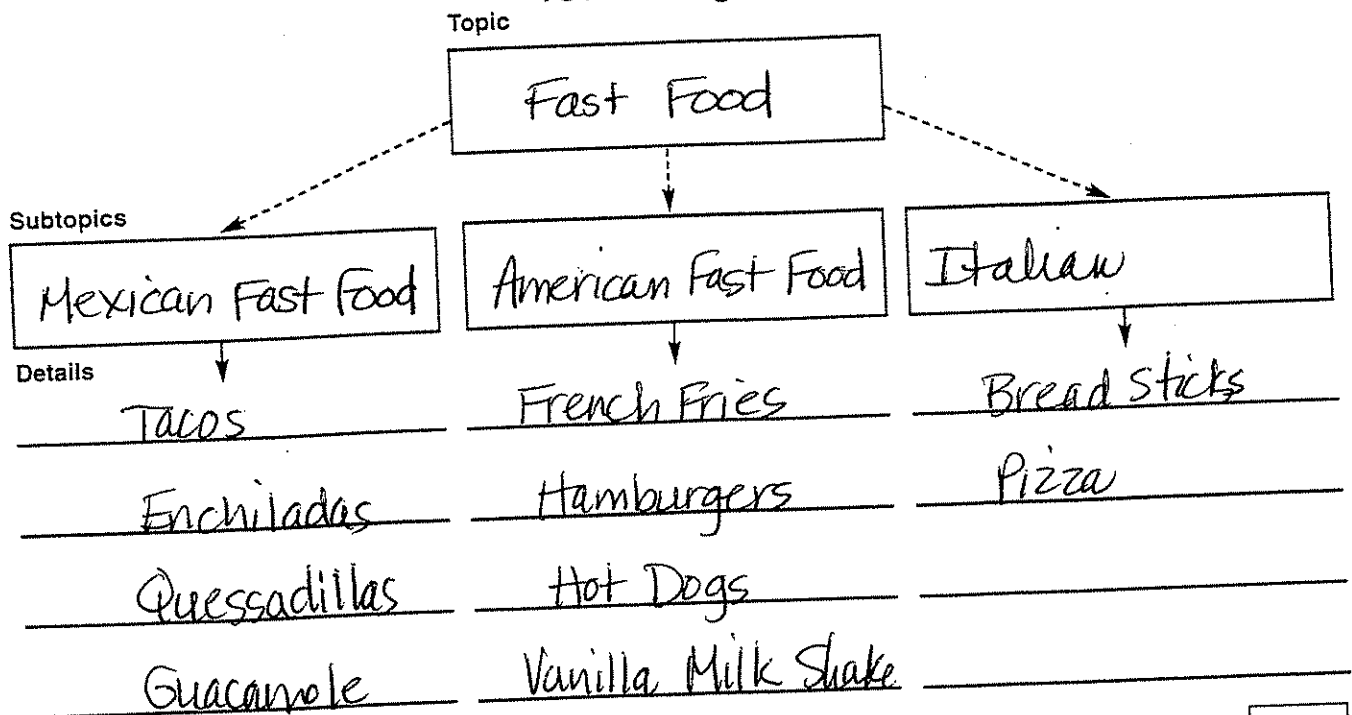
1. Create a brainstorm list for a theme on "Fast Food." First, circle the subtopic. Then make your own code for the subtopic. Put the code letter next to details related to that subtopic.
2. Create two new subtopics, write them on the lines, and create a code for each one. Put the code letters next to related details in the list.
3. Add more details to the list.
4. Arrange the theme topic, subtopics, and the details on the TOWER Diagram below.
5. Make sure you have at least three subtopics. Add details until you have at least four details for each subtopic.

- A French fries
- M Tacos
- M Mexican fast food
- F Pizza
- F Bread sticks
- A Hamburgers
- A Hot dogs
- A Vanilla milk shake

Subtopics:	
<u>A</u>	American
<u>F</u>	Italian

- \_\_\_\_\_ Enchiladas
- \_\_\_\_\_ Quessadillas
- \_\_\_\_\_ Guacamole
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### TOWER Diagram



(20 pts.)

# Lesson 10

## Learning Sheet 1A

### Brainstorming Subtopics and Details

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### FAST FOOD

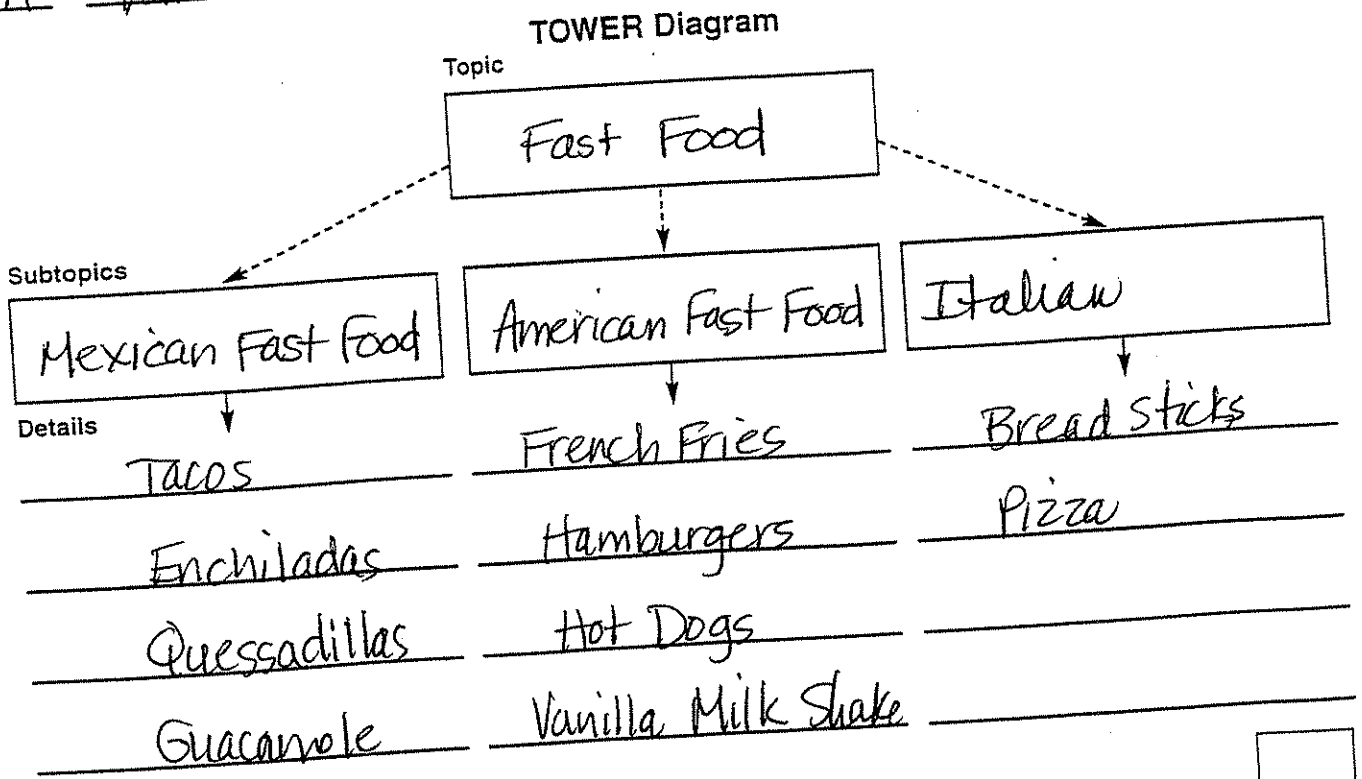
1. Create a brainstorm list for a theme on "Fast Food." First, circle the subtopic. Then make your own code for the subtopic. Put the code letter next to details related to that subtopic.
2. Create two new subtopics, write them on the lines, and create a code for each one. Put the code letters next to related details in the list.
3. Add more details to the list.
4. Arrange the theme topic, subtopics, and the details on the TOWER Diagram below.
5. Make sure you have at least three subtopics. Add details until you have at least four details for each subtopic.

- A French fries
- M Tacos
- M Mexican fast food
- F Pizza
- F Bread sticks
- A Hamburgers
- A Hot dogs
- A Vanilla milk shake

Subtopics:

A	American
F	Italian

- Enchiladas
- Quessadillas
- Guacamole



(20 pts.)

# Lesson 10 Learning Sheet 2A

## Brainstorming Subtopics and Details

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### KID TOYS

1. Create a brainstorm list below for a theme on "Kid Toys." Write three subtopics and related details.
2. Create codes for the subtopics, and assign a code to each detail.
3. Arrange the theme topic, subtopics, and the details on a TOWER Diagram.
4. Make sure you have at least three subtopics and four details for each subtopic.

#### Subtopics:

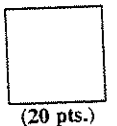
O Outdoor Toys  
H Home Toys  
G Gym Toys

#### Details:

O Jungle Gym  
O Bike  
O Scooter  
O Skate Board  
H Swings  
H Blocks  
H Cards

#### More Details:

H Board Games  
H Video Games  
H Clue  
H Monopoly  
H Chess  
G Balls  
G Basket  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Lesson 10 Learning Sheet 2A

Brainstorming Subtopics and Details

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## KID TOYS

1. Create a brainstorm list below for a theme on "Kid Toys." Write three subtopics and related details.
2. Create codes for the subtopics, and assign a code to each detail.
3. Arrange the theme topic, subtopics, and the details on a TOWER Diagram.
4. Make sure you have at least three subtopics and four details for each subtopic.

### Subtopics:

- O Outdoor Toys
- H Home Toys
- G Gym Toys

### Details:

- O Jungle Gym
- O Bike
- O Scooter
- O Skate Board
- H Swings
- H Blocks
- H Cards

### More Details:

- H Board Games
- H Video Games
- H Clue
- H Monopoly
- H Chess
- G Balls
- G Basket
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(20 pts.)

# Lesson 10 Learning Sheet 3A

Creating a TOWER Diagram

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Assignment**  
Your teacher has given you this assignment: "Write a theme about yourself that has three subtopics. Be sure to cover at least your interests and your pet peeves."

**Directions:**

1. Brainstorm ideas. In the spaces below, write three subtopics and related details.
2. Use codes to help you get organized.
3. Arrange the theme topic, subtopics, and the details on a TOWER Diagram.
4. Make sure you have at least three subtopics and four details for each subtopic.

**Subtopics:**

I Interests  
P Pet Peeves  
F Friends

**Details:**

P Radio DJs  
P Bad Breath  
P Stickers on CDs  
P Cruel Jokes  
F The girls  
F Soccer pals  
F Jr. High friends

**More Details:**

I Soccer  
I Basketball  
I Landscaping  
P Nerds  
F Lifetime Friends  
I Art - Drawing  
P Parent Lectures  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(20 pts.)

# Lesson 10

## Learning Sheet 3A

Creating a TOWER Diagram

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Assignment**

Your teacher has given you this assignment: "Write a theme about yourself that has three subtopics. Be sure to cover at least your interests and your pet peeves."

- Directions:**
1. Brainstorm ideas. In the spaces below, write three subtopics and related details.
  2. Use codes to help you get organized.
  3. Arrange the theme topic, subtopics, and the details on a TOWER Diagram.
  4. Make sure you have at least three subtopics and four details for each subtopic.

**Subtopics:**

I Interests

P Pet Peeves

F Friends

**Details:**

P Radio DJs

P Bad Breath

P Stickers on CDs

P Cruel Jokes

F The girls

F Soccer pals

F Jr. High friends

**More Details:**

I Soccer

I Basketball

I Landscaping

F Nerds

F Life-time Friends

I Art - Drawing

P Parent Lectures

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(20 pts.)

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### TOWER DIAGRAM

TOPIC

Myself

SUBTOPIC SEQUENCE P.O.V. TENSE

--	--	--

#### INTRODUCTORY DETAILS

INTRODUCTORY OPTION

○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_

#### SUBTOPICS

Interests

pet Peeves

Friends

#### DETAILS

- Soccer
- Basketball
- Art
- Designing landscapes
- 4 water attractions

- Bad breath
- Cruel jokes
- Radio DJs
- Stickers on CDs
- Parent lectures

- Soccer pals
- Lifetime friends
- The girls
- Junior-high friends
- \_\_\_\_\_

#### CONCLUDING DETAILS

#### CONCLUDING OPTION

○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

# TOWER DIAGRAM

TOPIC

TENSE

P.O.V.

SUBTOPIC SEQUENCE

--	--	--

Myself
--------

INTRODUCTORY DETAILS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INTRODUCTORY OPTION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUBTOPICS

Interests

DETAILS

- Soccer
- Basketball
- Art
- Designing landscapes
- Water attractions

Art Peeves

- Bad breath
- Cruel jokes
- Radio DJs
- Stickers on CDs
- Parent lectures

Friends

- Soccer pals
- Lifetime friends
- The girls
- Junior-high friends
- 

CONCLUDING OPTION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONCLUDING DETAILS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Lesson 11**  
**Learning Sheet A, B, C, D, E,**  
**F, G, or H (circle one)**  
**Planning Introductory Paragraphs**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Choose one of the TOWER Diagrams that you made during Lesson 10.
2. Review the subtopics and details in the diagram, and think about how you might want to introduce them.

(1 pt.)

3. Choose one of the Introductory Options, and write notes about it on the diagram in the section labeled "Introductory Option."

(4 pts.)

4. Write notes to yourself about the information that you will cover in the Introductory Paragraph on the TOWER Diagram in the Introductory Details Section. You should have at least four details listed.

(5 pts.)

**Lesson 11**  
**Learning Sheet A, B, C, D, E,**  
**F, G, or H (circle one)**  
**Planning Introductory Paragraphs**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Choose one of the TOWER Diagrams that you made during Lesson 10.
2. Review the subtopics and details in the diagram, and think about how you might want to introduce them.

  
(1 pt.)

3. Choose one of the Introductory Options, and write notes about it on the diagram in the section labeled "Introductory Option."

  
(4 pts.)

4. Write notes to yourself about the information that you will cover in the Introductory Paragraph on the TOWER Diagram in the Introductory Details Section. You should have at least four details listed.

  
(5 pts.)

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### TOWER DIAGRAM

TOPIC

Myself

TENSE

P.O.V.

SUBTOPIC SEQUENCE

--	--	--

#### INTRODUCTORY DETAILS

- Brown hair, brown eyes
- 6' tall
- 160 lbs
- Athletic build

#### INTRODUCTORY OPTION

Description -  
physical

#### SUBTOPICS

Interests

Pet Peeves

Friends

#### DETAILS

- Soccer
- Basketball
- Art
- Designing landscapes
- 4 water attractions

- Bad breath
- cruel jokes
- Radio DJs
- Stickers on CDs
- Parent lectures

- Soccer pals
- Lifetime friends
- The girls
- Junior-high friends
- 

#### CONCLUDING OPTION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### CONCLUDING DETAILS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### TOWER DIAGRAM

TOPIC

TENSE

P.O.V.

SUBTOPIC SEQUENCE

Myself

#### INTRODUCTORY DETAILS

- Brown hair, brown eyes
- 6' tall
- 160 lbs
- Athletic build

#### INTRODUCTORY OPTION

Description -  
physical

#### SUBTOPICS

Interests

Pet Peeves

Friends

#### DETAILS

- Soccer
- Basketball
- Art
- Designing landscapes
- 4 water attractions

- Bad breath
- Cruel jokes
- Radio DJs
- Stickers on CDs
- Parent lectures

- Soccer pals
- Lifetime friends
- The girls
- Junior-high friends
- 

#### CONCLUDING OPTION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### CONCLUDING DETAILS

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Lesson 12**  
**Learning Sheet A, B, C, D, E,**  
**F, G, or H (circle one)**  
Planning Concluding Paragraphs

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Choose one of the TOWER Diagrams that you made during Lesson 11.
2. Review the introductory information, subtopics, and details in the diagram, and think about how you might want to conclude the theme.

(1 pt.)

3. Choose one of the Concluding Options, and write notes about it on the diagram in the section labeled "Concluding Option."

(4 pts.)

4. Write notes to yourself about the information that you will cover in the Concluding Paragraph on the TOWER Diagram in the Concluding Details Section. You should have at least four details listed.

(12 pts.)

5. Fill in all the other boxes and circles on the TOWER Diagram appropriately.

(17 pts.)

**Lesson 12**  
**Learning Sheet A, B, C, D, E,**  
**F, G, or H (circle one)**  
Planning Concluding Paragraphs

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Choose one of the TOWER Diagrams that you made during Lesson 11.
2. Review the introductory information, subtopics, and details in the diagram, and think about how you might want to conclude the theme.
3. Choose one of the Concluding Options, and write notes about it on the diagram in the section labeled "Concluding Option."  
(1 pt.)
4. Write notes to yourself about the information that you will cover in the Concluding Paragraph on the TOWER Diagram in the Concluding Details Section. You should have at least four details listed.  
(4 pts.)
5. Fill in all the other boxes and circles on the TOWER Diagram appropriately.  
(12 pts.)

(17 pts.)

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### TOWER DIAGRAM

TOPIC

Myself

SUBTOPIC SEQUENCE P.O.V. TENSE

Importance	1st	Present
------------	-----	---------

#### INTRODUCTORY DETAILS

- ② Brown hair, brown eyes
- ③ 6' tall
- ④ 160 lbs.
- ① Athletic build

#### INTRODUCTORY OPTION

Description -  
physical

#### SUBTOPICS

A

Interests

#### DETAILS

- ④ Soccer
- ③ Basketball
- ② Art
- ① Designing landscapes
- ① water attractions

C

Pet Peeves

chain-link

- ③ Bad breath
- ① Cruel Jokes
- ④ Radio DJs
- ⑤ Stickers on CDs
- ② Parent lectures

B

Friends

Time

- ② Soccer pals
- ① Lifetime friends
- ④ The girls
- ③ Junior-high friends
- ①

#### CONCLUDING DETAILS

- ② Kind
- ③ thoughtful
- ① creative
- ①

#### CONCLUDING OPTION

Description -  
personality

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### TOWER DIAGRAM

TOPIC

My Self

TENSE

P.O.V.

SUBTOPIC SEQUENCE

Importance	1st	Present
------------	-----	---------

#### INTRODUCTORY DETAILS

- 2 Brown hair, brown eyes
- 3 6' tall
- 4 160 lbs.
- 1 Athletic build

#### INTRODUCTORY OPTION

Description - physical

#### SUBTOPICS

A Interests

#### DETAILS

- 4 Soccer
- 3 Basketball
- 2 Art
- 1 Designing landscapes
- 0 water attractions

B Pet Peeves

chew-lick

- 3 Bad breath
- 1 Cruel Jokes
- 4 Radio DJs
- 5 Stickers on CDs
- 2 Parent lectures

B Friends

Time

- 2 Soccer pals
- 1 Lifetime friends
- 4 The girls
- 3 Junior-high friends
- 0

#### CONCLUDING DETAILS

- 2 Kind
- 3 thoughtful
- 1 creative
- 0

#### CONCLUDING OPTION

Description - personality

# Lesson 13

## Learning Sheet 1A

Writing Thesis Statements

Name: \_\_\_\_\_

Date: \_\_\_\_\_

INSTRUCTIONS: For each set of topics and subtopics listed below, write a Thesis Statement for the Introductory Paragraph. Be sure that your Thesis Statement includes the topic and subtopics and leads into the rest of the theme.

### 1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Footwear for dress-up occasions

  
(1 pt.)

Thesis Statement: With these three types of

footwear, a person can be ready for any event.

### 2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

  
(1 pt.)

Thesis Statement: Land, water, and air

transportation are types of transportation.

### 3. TOPIC: PLANTS

Subtopics: Plants for decoration, Plants for shelter, Plants for medicine

  
(1 pt.)

Thesis Statement: Since plants can be used

for decoration, shelter, and medicine, they are  
humans' best friends.

### 4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

  
(1 pt.)

Thesis Statement: Breakfast, lunch, and dinner

foods give our lives variety and spice.

### 5. TOPIC: TYPES OF HOME AIDS

Subtopics: Child-care aids, Food preparation aids, Clothes-care aids

  
(1 pt.)

Thesis Statement: a variety of aids can be

used in the home to make life easy.

  
(5 pts.)

# Lesson 13

## Learning Sheet 1A

Writing Thesis Statements

Name: \_\_\_\_\_

Date: \_\_\_\_\_

INSTRUCTIONS: For each set of topics and subtopics listed below, write a Thesis Statement for the Introductory Paragraph. Be sure that your Thesis Statement includes the topic and subtopics and leads into the rest of the theme.

### 1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Footwear for dress-up occasions

  
(1 pt.)

Thesis Statement: With these three types of footwear, a person can be ready for any event.

### 2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

  
(1 pt.)

Thesis Statement: Land, water, and air transportation are types of transportation.

### 3. TOPIC: PLANTS

Subtopics: Plants for decoration, Plants for shelter, Plants for medicine

  
(1 pt.)

Thesis Statement: Since plants can be used for decoration, shelter, and medicine, they are humans' best friends.

### 4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

  
(1 pt.)

Thesis Statement: Breakfast, lunch, and dinner foods give our lives variety and spice.

### 5. TOPIC: TYPES OF HOME AIDS

Subtopics: Child-care aids, Food preparation aids, Clothes-care aids

  
(1 pt.)

Thesis Statement: A variety of aids can be used in the home to make life easy.

  
(5 pts.)

# Lesson 13

## Learning Sheet 2A, 2B, 2C, 2D, 2E, 2F, 2G, or 2H (circle one)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Introductory Paragraphs: Subtopic Structure

Choose one of the TOWER Diagrams you have created in the past. Then write the types of sentences indicated below for the Introductory Paragraph.

  
(4 pts.)

1. Topic Sentence: My name is Samuel Stone,  
and as you will see from my  
description, I'm a pretty regular 17 yr. old.

  
(2 pts.)

2. Background Sentence: I have brown hair and brown  
eyes, and I am six feet tall and weigh  
160 pounds.

  
(2 pts.)

3. Sentence about Subtopic 1: I do have a variety  
of interests.

  
(2 pts.)

4. Sentence about Subtopic 2: And I have a lot  
of very good friends.

  
(2 pts.)

5. Sentence about Subtopic 3: But, I have a few  
pet peeves.

  
(4 pts.)

6. Thesis Statement: My interests, friends, and  
pet peeves add up to a pretty  
good picture of my life.

  
(16 pts.)



# Lesson 13

## Learning Sheet 2A, 2B, 2C, 2D, 2E, 2F, 2G, or 2H (circle one)

### Writing Introductory Paragraphs: Subtopic Structure

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Choose one of the TOWER Diagrams you have created in the past. Then write the types of sentences indicated below for the Introductory Paragraph.

  
(4 pts.)

1. Topic Sentence: My name is Samuel Stone,  
and as you will see from my  
description, I'm a pretty regular 17 yr. old.

  
(2 pts.)

2. Background Sentence: I have brown hair and brown  
eyes, and I am six feet tall and weigh  
160 pounds.

  
(2 pts.)

3. Sentence about Subtopic 1: I do have a variety  
of interests.

  
(2 pts.)

4. Sentence about Subtopic 2: And I have a lot  
of very good friends.

  
(2 pts.)

5. Sentence about Subtopic 3: But, I have a few  
pet peeves.

  
(4 pts.)

6. Thesis Statement: My interests, friends, and  
pet peeves add up to a pretty  
good picture of my life.

  
(16 pts.)

# Lesson 14

## Learning Sheet 1A

### Writing Topic/Transition Sentences

Name: \_\_\_\_\_

Date: \_\_\_\_\_

INSTRUCTIONS: For each set of topics and subtopics listed below, write a Topic/Transition Sentence about the underlined subtopic as if you were beginning a Detail Paragraph about that subtopic. Be sure that your Topic/Transition Sentence includes: (1) the topic name, (2) the subtopic name, and (3) a transition word or phrase that connects the new subtopic to the last subtopic (or the other subtopics) in some way.

1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Footwear for dress-up occasions

  
(1 pt.)

Topic/Transition Sentence: A second variety of footwear is available for many sports activities.

2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

  
(1 pt.)

Topic/Transition Sentence: In addition to land and water transportation is air transportation.

3. TOPIC: PLANTS

Subtopics: Plants for food, Plants for shelter, Plants for decoration

  
(1 pt.)

Topic/Transition Sentence: Most importantly, plants are used for food.

4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

  
(1 pt.)

Topic/Transition Sentence: At the middle part of the day, a few hours after breakfast, is lunch.

5. TOPIC: TYPES OF HOME AIDS

Subtopics: Child-care aids, Food preparation aids, Clothes care aids

  
(1 pt.)

Topic/Transition Sentence: Another type of home aid are the aids used for food preparation.

  
(5 pts.)

# Lesson 14

## Learning Sheet 1A

### Writing Topic/Transition Sentences

Name: \_\_\_\_\_

Date: \_\_\_\_\_

INSTRUCTIONS: For each set of topics and subtopics listed below, write a Topic/Transition Sentence about the underlined subtopic as if you were beginning a Detail Paragraph about that subtopic. Be sure that your Topic/Transition Sentence includes: (1) the topic name, (2) the subtopic name, and (3) a transition word or phrase that connects the new subtopic to the last subtopic (or the other subtopics) in some way.

1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Footwear for dress-up occasions

(1 pt.)

Topic/Transition Sentence: A second variety of footwear is available for many sports activities.

2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

(1 pt.)

Topic/Transition Sentence: In addition to land and water transportation is air transportation.

3. TOPIC: PLANTS

Subtopics: Plants for food, Plants for shelter, Plants for decoration

(1 pt.)

Topic/Transition Sentence: Most importantly, plants are used for food.

4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

(1 pt.)

Topic/Transition Sentence: At the middle part of the day, a few hours after breakfast, is lunch.

5. TOPIC: TYPES OF HOME AIDS

Subtopics: Child-care aids, Food preparation aids, Clothes care aids

(1 pt.)

Topic/Transition Sentence: Another type of home aid are the aids used for food preparation.

(5 pts.)

# Lesson 14

## Learning Sheet 2A, 2B, 2C, 2D, 2E, 2F, 2G, or 2H (circle one)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Detail Paragraphs

Choose one of the TOWER Diagrams you have created in the past and for which you have written an Introductory Paragraph. Then write the types of sentences indicated below for a Detail Paragraph.

  
(4 pts.)

1. Topic/Transition Sentence: My interests tell a person a lot about who I am and how I spend my time.

  
(2 pts.)

2. Lead-Off Sentence: First, I am a very good soccer player.

  
(2 pts.)

3. Follow-Up Sentence: I play on the high school team and also on a club team in the city.

  
(2 pts.)

4. Lead-Off Sentence: Second, I like to play basketball.

  
(2 pts.)

5. Follow-Up Sentence: I play basketball whenever I can, in my backyard, with my friends, at night, during the day, and so on.

  
(2 pts.)

6. Lead-Off Sentence: I am very good at drawing and making things.

  
(2 pts.)

7. Follow-Up Sentence: I am currently into water gardens and water falls.

  
(16 pts.)

# Lesson 14

## Learning Sheet 2A, 2B, 2C, 2D, 2E, 2F, 2G, or 2H (circle one)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Detail Paragraphs

Choose one of the TOWER Diagrams you have created in the past and for which you have written an Introductory Paragraph. Then write the types of sentences indicated below for a Detail Paragraph.

(4 pts.)

1. Topic/Transition Sentence: My interests tell a person a lot about who I am and how I spend my time.

(2 pts.)

2. Lead-Off Sentence: First, I am a very good soccer player.

(2 pts.)

3. Follow-Up Sentence: I play on the high school team and also on a club team in the city.

(2 pts.)

4. Lead-Off Sentence: Second, I like to play basketball.

(2 pts.)

5. Follow-Up Sentence: I play basketball whenever I can, in my backyard, with my friends, at night, during the day, and so on.

(2 pts.)

6. Lead-Off Sentence: I am very good at drawing and making things.

(2 pts.)

7. Follow-Up Sentence: I am currently into water gardens and water falls.

(16 pts.)

# Lesson 15

## Learning Sheet 1A

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Concluding Transition Sentences

INSTRUCTIONS: For each set of topics and subtopics listed below, write a Concluding Transition Sentence for the Concluding Paragraph. Be sure that it includes a concluding transition, the topic, and a summary of the subtopics. Also be sure to use a variety of Topic Sentences.

#### 1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Footwear for dress-up occasions

  
(1 pt.)

Concluding Transition Sentence: To conclude, a variety of

footwear is available for whatever activity a person may choose to do including sports, walking in bad weather, and dressing up.

#### 2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

  
(1 pt.)

Concluding Transition Sentence: To summarize, these three

types of transportation allow people to travel anywhere.

#### 3. TOPIC: PLANTS

Subtopics: Plants for decoration, Plants for shelter, Plants for food

  
(1 pt.)

Concluding Transition Sentence: In conclusion, plants

can be used.

#### 4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

  
(1 pt.)

Concluding Transition Sentence: To sum it all up, no

matter when food is eaten, it is delicious.

#### 5. TOPIC: TYPES OF HOME AIDS

Subtopics: Child-care aids, Food-preparation aids, Clothes-care aids

  
(1 pt.)

Concluding Transition Sentence: Home aids include

child-care aids, food preparation aids, and clothes-care aids.

  
(5 pts.)

# Lesson 15

## Learning Sheet 1A

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Concluding Transition Sentences

INSTRUCTIONS: For each set of topics and subtopics listed below, write a Concluding Transition Sentence for the Concluding Paragraph. Be sure that it includes a concluding transition, the topic, and a summary of the subtopics. Also be sure to use a variety of Topic Sentences.

#### 1. TOPIC: FOOTWEAR

Subtopics: Footwear for bad weather, Footwear for sports, Footwear for dress-up occasions

  
(1 pt.)

Concluding Transition Sentence: To conclude, a variety of

footwear is available for whatever activity a person may choose to do including sports, walking in bad weather, and dressing up.

#### 2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

  
(1 pt.)

Concluding Transition Sentence: To summarize, these three

types of transportation allow people to travel anywhere.

#### 3. TOPIC: PLANTS

Subtopics: Plants for decoration, Plants for shelter, Plants for food

  
(1 pt.)

Concluding Transition Sentence: In conclusion, plants

can be used.

#### 4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

  
(1 pt.)

Concluding Transition Sentence: To sum it all up, no

matter when food is eaten, it is delicious.

#### 5. TOPIC: TYPES OF HOME AIDS

Subtopics: Child-care aids, Food-preparation aids, Clothes-care aids

  
(1 pt.)

Concluding Transition Sentence: Home aids include

child-care aids, food preparation aids, and clothes-care aids.

  
(5 pts.)

# Lesson 15

## Learning Sheet 3A, 3B, 3C, 3D, 3E, 3F, 3G, or 3H (circle one)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Concluding Paragraphs: Lead-Off/Follow-Up Structure

Choose one of the TOWER Diagrams you have created in the past and for which you have written an Introductory Paragraph and at least one Detail Paragraph. Then write the types of sentences indicated below for the Concluding Paragraph.

(4 pts.)

1. Concluding Transition Sentence: To conclude, I  
am a pretty complex person with a lot of  
contradictions

(2 pts.)

2. Lead-Off Detail Sentence: The first contradiction is  
that I am an athlete and an artist.

(2 pts.)

3. Follow-Up Detail Sentence: In other words, I like  
to be physical and active, but I also  
like to be refined.

(2 pts.)

4. Lead-Off Detail Sentence: The second contradiction  
is that I like to party with my junior  
high friends and play chess with my lifetime  
friend.

(2 pts.)

5. Follow-Up Detail Sentence: I can have fun  
swimming and skiing, too.

(4 pts.)

6. Clincher Sentence: whatever I do I have fun.

(16 pts.)



# Lesson 15

## Learning Sheet 3A, 3B, 3C, 3D, 3E, 3F, 3G, or 3H (circle one)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Concluding Paragraphs: Lead-Off/Follow-Up Structure

Choose one of the TOWER Diagrams you have created in the past and for which you have written an Introductory Paragraph and at least one Detail Paragraph. Then write the types of sentences indicated below for the Concluding Paragraph.

(4 pts.)

1. Concluding Transition Sentence: To conclude, I  
am a pretty complex person with a lot of  
contradictions

(2 pts.)

2. Lead-Off Detail Sentence: The first contradiction is  
that I am an athlete and an artist.

(2 pts.)

3. Follow-Up Detail Sentence: In other words, I like  
to be physical and active, but I also  
like to be refined.

(2 pts.)

4. Lead-Off Detail Sentence: The second contradiction  
is that I like to party with my junior  
high friends and play chess with my lifetime  
friend.

(2 pts.)

5. Follow-Up Detail Sentence: I can have fun  
swimming and skiing, too.

(4 pts.)

6. Clincher Sentence: whatever I do I have fun.

(16 pts.)

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### TOWER DIAGRAM

TOPIC

Martial Arts

TENSE

P.O.V.

SUBTOPIC SEQUENCE

Chain-link	3rd	Present
------------	-----	---------

#### INTRODUCTORY DETAILS

- The act of defending oneself, one's
- property, or a close relative
- The learning of a second
- trade

#### INTRODUCTORY OPTION

Definition \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### SUBTOPICS

1

Types  
chainlink

#### DETAILS

- Karate
- Kempo
- Kendo
- Judo
- Jujitsu

3

Weapons  
chainlink

- Nunchaku
- Sai
- Bo
- Shuriken
- Tonfa

2

Uniforms  
chainlink

- Gi
- Kempe Gloves
- Tough material Gi
- Men, Kate, Tore
- 

#### CONCLUDING DETAILS

- I have listed and described
- some types, uniforms, and
- weapons.
- It will get a person in shape.

#### CONCLUDING OPTION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## TOWER DIAGRAM

TOPIC

Martial Arts

TENSE

SUBTOPIC SEQUENCE	P.O.V.	TENSE
Chain-link	3rd	Present

### INTRODUCTORY OPTION

Definition \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### INTRODUCTORY DETAILS

- The act of defending oneself, one's
- property, or a close relative.
- The learning of a second
- trade

### SUBTOPICS

1

Types

chainlink

#### DETAILS

- Karate \_\_\_\_\_
- Kempo \_\_\_\_\_
- Kendo \_\_\_\_\_
- Judo \_\_\_\_\_
- Jujitsu \_\_\_\_\_

3

Weapons

chainlink

- Nunchaku \_\_\_\_\_
- Sai \_\_\_\_\_
- Bo \_\_\_\_\_
- Shuriken \_\_\_\_\_
- Tonfa \_\_\_\_\_

2

Uniforms

chainlink

- Gi \_\_\_\_\_
- Kempe Gloves \_\_\_\_\_
- Tough material Gi \_\_\_\_\_
- Men, Kate, Tore \_\_\_\_\_
- \_\_\_\_\_

### CONCLUDING OPTION

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### CONCLUDING DETAILS

- I have listed and described \_\_\_\_\_
- some types, uniforms, and \_\_\_\_\_
- weapons. \_\_\_\_\_
- It will get a person in shape. \_\_\_\_\_

# TOWER Diagram Score Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

MASTERY POINTS	NUMBER		POINT VALUE		
• Topic (1 allowed)	_____	X	2 pts.	=	_____
• Introductory Option (1 allowed)	_____	X	1 pt.	=	_____
• Introductory Details (3 allowed)	_____	X	1 pt.	=	_____
• Subtopics (3 required)	_____	X	2 pt.	=	_____
• Details (12 required; 4/subtopic)	_____	X	1 pt.	=	_____
• Concluding Option (1 allowed)	_____	X	1 pt.	=	_____
• Concluding Details (3 allowed)	_____	X	1 pt.	=	_____
• Subtopic sequence	_____	X	1 pt.	=	_____
• Point of view	_____	X	1 pt.	=	_____
• Tense	_____	X	1 pt.	=	_____
• Sequence names under subtopics (3 allowed)	_____	X	1 pt.	=	_____
• Order of subtopics (1 allowed)	_____	X	1 pt.	=	_____
• Order of details (5 allowed)	_____	X	1 pt.	=	_____

Total points toward mastery  
(Mastery = 36 points or above) \_\_\_\_\_ = (40) %

EXTRA POINTS					
• Extra introductory ideas (Those in addition to 3)	_____	X	1 pt.	=	_____
• Extra subtopics (Those in addition to 3)	_____	X	2 pt.	=	_____
• Extra details (Those in addition to 12)	_____	X	1 pt.	=	_____
• Extra concluding ideas (Those in addition to 3)	_____	X	1 pt.	=	_____

**Extra Points Earned** \_\_\_\_\_

# TOWER Diagram Score Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

MASTERY POINTS	NUMBER		POINT VALUE		
• Topic (1 allowed)	_____	X	2 pts.	=	_____
• Introductory Option (1 allowed)	_____	X	1 pt.	=	_____
• Introductory Details (3 allowed)	_____	X	1 pt.	=	_____
• Subtopics (3 required)	_____	X	2 pt.	=	_____
• Details (12 required; 4/subtopic)	_____	X	1 pt.	=	_____
• Concluding Option (1 allowed)	_____	X	1 pt.	=	_____
• Concluding Details (3 allowed)	_____	X	1 pt.	=	_____
• Subtopic sequence	_____	X	1 pt.	=	_____
• Point of view	_____	X	1 pt.	=	_____
• Tense	_____	X	1 pt.	=	_____
• Sequence names under subtopics (3 allowed)	_____	X	1 pt.	=	_____
• Order of subtopics (1 allowed)	_____	X	1 pt.	=	_____
• Order of details (5 allowed)	_____	X	1 pt.	=	_____

Total points toward mastery  
(Mastery = 36 points or above) \_\_\_\_\_ = %  
(40)

### EXTRA POINTS

• Extra introductory ideas (Those in addition to 3)	_____	X	1 pt.	=	_____
• Extra subtopics (Those in addition to 3)	_____	X	2 pt.	=	_____
• Extra details (Those in addition to 12)	_____	X	1 pt.	=	_____
• Extra concluding ideas (Those in addition to 3)	_____	X	1 pt.	=	_____

Extra Points Earned \_\_\_\_\_

# Theme Score Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

## INTRODUCTORY PARAGRAPH

Topic Sentence	D1	D2	D3	D4	Thesis Statement	TOTAL
(Trans. pts.)						
(Extra pts.)						

## DETAIL PARAGRAPH 1

Topic/Trans. Sent.	D1	D2	D3	D4	D5	D6	TOTAL
(Trans. pts.)							
(Extra pts.)							

## DETAIL PARAGRAPH 2

Topic/Trans. Sent.	D1	D2	D3	D4	D5	D6	TOTAL
(Trans. pts.)							
(Extra pts.)							

## DETAIL PARAGRAPH 3

Topic/Trans. Sent.	D1	D2	D3	D4	D5	D6	TOTAL
(Trans. pts.)							
(Extra pts.)							

## CONCLUDING PARAGRAPH

Concluding/ Trans. Sent.	D1	D2	D3	D4	Clincher	TOTAL
(Trans. pts.)						
(Extra pts.)						

## OTHER POINTS

Title	Variety of Sentences	Variety of Top. Sent.	Subtopic Sequence	Point of View	Tense	Voice	Word Choice	TOTAL

## TOTALS

+	+	+	+	+	+	+	=
Introductory Paragraph (19)	Detail Paragraph 1 (19)	Detail Paragraph 2 (19)	Detail Paragraph 3 (19)	Concluding Paragraph (19)	Other Points (24)	THEME TOTAL (119)	

## CALCULATING THE THEME SCORE

$$\text{Theme Total} = \frac{\text{No. Points}}{\text{Available}} \times 100 = \quad \times 100 =$$

$$\frac{119}{119} \times 100 = 100 \quad (\text{Mastery} = 90\% \text{ or } 107 \text{ points})$$

# Theme Score Sheet

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

## INTRODUCTORY PARAGRAPH

Topic Sentence	D <sub>1</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>5</sub>	Thesis Statement	TOTAL
(Trans. pts.)							
(Extra pts.)							

## DETAIL PARAGRAPH 1

Topic/Trans. Sent.	D <sub>1</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>6</sub>	TOTAL
(Trans. pts.)							
(Extra pts.)							

## DETAIL PARAGRAPH 2

Topic/Trans. Sent.	D <sub>1</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>6</sub>	TOTAL
(Trans. pts.)							
(Extra pts.)							

## DETAIL PARAGRAPH 3

Topic/Trans. Sent.	D <sub>1</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>6</sub>	TOTAL
(Trans. pts.)							
(Extra pts.)							

## CONCLUDING PARAGRAPH

Concluding/Trans. Sent.	D <sub>1</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>5</sub>	Clincher	TOTAL
(Trans. pts.)							
(Extra pts.)							

## OTHER POINTS

Title	Variety of Sentences	Variety of Top. Sent.	Subtopic Sequence	Point of View	Tense	Voice	Word Choice	TOTAL

## TOTALS

Introductory Paragraph (19)	+	Detail Paragraph 1 (19)	+	Detail Paragraph 2 (19)	+	Detail Paragraph 3 (19)	+	Concluding Paragraph (19)	+	Other Points (24)	=	THEME TOTAL (119)
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## CALCULATING THE THEME SCORE

$$\frac{\text{Theme Total}}{\text{No. Points Available}} = \frac{\quad}{119} \times 100 = \quad \text{ (Mastery = 90% or 107 points)}$$

# Handouts



Introductory Paragraph:

# Subtopic Structure

## Take Me Out to the Ball Game

“Take me out to the ball game...” is a happy song sung by people going to a baseball game. Baseball is a well-loved team sport played by nine people on each of two opposing teams. It is played on a special baseball field that is shaped like a diamond. Each team member has a special place to stand on the field and a special role to play. Each member also uses special equipment to play the game. Thus, the game of baseball, to be played properly, requires a special field, people to participate in it, and special equipment.

Introductory Paragraph:

# Open Structure

## A Houseful of Dogs

Three dogs can fill up a person's life! The story of how three dogs came into my life is one that spans twelve years. It's a story that began in 1992, when my big brother turned 10 years old and wanted a dog for his birthday. It continued when I turned 10 years old and begged for my own dog for my birthday. Now, seven years later, a third dog has joined the family because my brother is going to live in a big city and cannot take the dog he adopted in college with him until he can find an apartment that allows dogs. Interestingly, these three dogs, Sophie, Blaze, and Jackson, have very different characteristics and personalities, but they are all lovable and adored.

Introductory Paragraph:

# Lead-Off/Follow Up Structure

## A Spaceship House

“I can’t wait to go home and tell my husband that I was in a spaceship house!” exclaimed a visitor when touring my home. Actually, my home really is not a spaceship; however, most visitors are surprised when they walk inside. The outside of the home looks like it was built in the 1800s; the inside looks like it was built sometime in the future. Another surprise to the visitor is the fact that the walls have big holes cut in them. This means that a person can see what is happening in the next room. An additional surprise is that there are holes cut in the floors. This means that a person can look up through the floor and see three stories in places. Additional surprises are built into my home in a variety of ways, including the way the rooms are laid out, the lighting, and special conveniences in each room.

# Detail Paragraph

Jackson, the youngest of the three dogs, is a sight to behold and lots of fun. His head and back are covered in short, shiny, black hair. His legs and face are brown. The two brown spots above his eyes make him look like a comical clown. From the tip of his nose to the tip of his tail, he is a sleek muscle machine. He uses his muscles to leap and bound instead of walk. He also uses them to dig huge craters in the backyard and to dive into the river and swim laps. His personality is playful; he makes anything into a game. For example, he will grab a toy from someone's hand or a cap from someone's head, and he will play a game of keep away with it. His personality is also loveable. He snuggles up next to people in bed and licks their faces when they come home.

## Concluding Paragraph:

# Subtopic Structure

In conclusion, baseball is a game which requires a special field, several people, and special equipment. However, not all games of baseball require all that formal baseball games require. The field can consist of four pieces of cardboard or other markers for the bases. The people might only include a few people on each team. The equipment might be just a bat and a ball. Lots of games of baseball have been played in this way in neighborhoods all across America, and millions of people have had fun. That's why baseball is known as "America's pastime."

Concluding Paragraph:

## Lead-off/Follow-up Structure

To summarize, living with three dogs like Sophie, Blaze, and Jackson, who have such different personalities, can be a challenge. People who take on such a challenge need to be prepared in a variety of ways. First, they need to have plenty of money. The dogs will need lots of food, shots, and help when they get sick or hurt. Second, people who have lots of dogs need to set aside time each day to give them exercise. Big dogs like Sophie and Jackson need to run at least 20 minutes a day, or they will drive their owners crazy by tearing apart the house. Third, people with several dogs need to have a way to get them clean. An outside hose is helpful for washing the dogs off and preventing mud from coming into the house. Once these preparations are in place, three dogs can fill a family's life with lots of love and affection.

Concluding Paragraph:

# Open Structure

To conclude, the various features of my house make it seem like a spaceship to some folks. However, the story of this house began at the time of the Civil War. In fact, it was standing at the time that Quantrill's raiders entered the town and killed all but two of the men in the town because they were against slavery. At that time, there were four rooms in the house, two on the first floor and two on the second floor. Since then, the house has had many rooms added and subtracted. The latest changes, like the holes in the walls and ceilings and the bridges, were made in 1978. These changes are the ones that make living in my house a real pleasure and that make some people exclaim that it is like a spaceship.

# **Introductory Paragraph Strategy**

**R**estate the topic

**A**dd the Introductory Option

**T**ell 3 ideas about the  
Introductory Option

**S**tate the subtopics & main  
message

Contributed by Frances Beversdorf



# **Concluding Paragraph Strategy**

**C**onclude with a transition

**A**dd the Concluding Option

**T**ell 3 ideas about the  
Concluding Option

**S**um it all up with a Clincher

Contributed by Frances Beversdorf

Theme Title: \_\_\_\_\_

# Introductory Paragraph

Topic Sentence for Theme: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Detail Sentences: \_\_\_\_\_

\_\_\_\_\_  
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\_\_\_\_\_

Thesis Statement for Introductory Paragraph: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Contributed by Frances Beversdorf

# Detail Paragraph

Topic/Transition Sentence for Detail Paragraph # \_\_\_\_: \_\_\_\_\_

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Detail Sentences: \_\_\_\_\_

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Contributed by Frances Beversdorf

# Concluding Paragraph

**Concluding/Transition Sentence for Concluding Paragraph:** \_\_\_\_\_

**Detail Sentences:** \_\_\_\_\_

**Clincher Sentence for the Theme:** \_\_\_\_\_

Contributed by Frances Beversdorf

# Controlled Practice

## Learning Sheet 10A

### Writing a Detail Paragraph

Using the TOWER Diagram that we have already created, write the indicated sentences below for a Detail Paragraph.

1. Transition Sentence: \_\_\_\_\_

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2. Lead-Off Sentence (include a transition): \_\_\_\_\_

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3. Follow-Up Sentence: \_\_\_\_\_

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4. Lead-Off Sentence (include a transition): \_\_\_\_\_

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5. Follow-Up Sentence: \_\_\_\_\_

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6. Lead-Off Sentence (include a transition): \_\_\_\_\_

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7. Follow-Up Sentence: \_\_\_\_\_

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Contributed by Frances Beversdorf

# Six Traits

## IDEAS & CONTENT

- Pick an interesting topic.
- Brainstorm subtopics and details.
- Use a TOWER Diagram to organize your ideas.
- Include information that is important to you.
- Include information that shows what you know about the topic.
- Include specific information.
- Include new or little-known information.
- Decide your purpose for writing the paper.
- Include that purpose when planning the Thesis Statement.
- Plan interesting Introductory and Concluding Options.

## VOICE

- Make your writing different from other people's writing.
- Allow the reader to hear the your voice speaking in the writing.
- Express a mood.
- Express emotions or passion about a topic.
- Express a unique or different perspective.
- Express your personal treatment of a standard topic.
- Express your unique feelings and thoughts.
- Decide whether to use formal or informal speech or a combination.

## WORD CHOICE

- Use words that are specific and precise. Make sure they fit the context.
- Use colorful or expressive words.
- Avoid overused words.
- Change simple, boring words into words that are more descriptive or more interesting.
- Use similes and metaphors.
- Use a variety of transition words to link ideas.
- Paint a mental picture with your words.
- Use the thesaurus and dictionary carefully.

## SENTENCE FLUENCY

- Use PENS and MARK.
- Use a variety of sentence formulas.
- Combine sentences when you have too many Simple Sentences.
- Use a variety of Topic Sentences.

## CONVENTIONS

- Use WRITER and COPS.
- Use InSPECT to ensure correct spelling, even on difficult words.
- Make sentences easy to read.
- Paragraphs are indented.
- Polish your paper so it looks GREAT!

## ORGANIZATION

- Follow your TOWER Diagram when you write.
- Start the paper in a way that grabs the reader's attention.
- Provides some clues in the Introductory Paragraph about the main thesis of the paper and the content of the rest of the paper.
- Use a strong Thesis Statement.
- Make sure that each Detail Paragraph adds to the main idea of the paper.
- Make sure that each paragraph is connected to the other paragraphs in a meaningful way.
- Make sure the whole paper flows from start to finish using appropriate transitions between paragraphs.
- Use the Concluding Paragraph to wrap up the thesis of the paper and leave the reader with something to think about.

Contributed by Cyndi Gibson and Vicki Remar

# Success Formula

**Theme  
Writing  
Strategy** + **Effort = SUCCESS**

## Teacher's Commitment Statement

I give you my commitment that I will work hard to teach you the Theme Writing Strategy.

\_\_\_\_\_

Date

\_\_\_\_\_

Signature

## Student's Commitment Statement

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date

\_\_\_\_\_

Signature

## Lesson 4 Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is the memory device for remembering the steps of the Theme Writing Strategy? \_\_\_\_\_

2. Name the steps of the Theme Writing Strategy.

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3. Name the three types of paragraphs in a theme.

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4. Name three examples of places where you might need to write a theme or where you might receive an assignment to write a theme.

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5. What is the purpose of the diagram?

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# Checklists for Key Sentences

## TOPIC SENTENCE

- \_\_\_ Names the theme topic
- \_\_\_ Starts the reader thinking or grabs the reader's attention
- \_\_\_ Introduces the Introductory Option (or the 2nd sentence does)

## THESIS STATEMENT

- \_\_\_ Names the theme topic
- \_\_\_ Names the subtopics
- \_\_\_ Leads into the theme gracefully (with the main message of the theme)

---

## TOPIC/TRANSITION SENTENCE

- \_\_\_ Names the theme topic
- \_\_\_ Names the new subtopic
- \_\_\_ Provides a connection
- \_\_\_ Sometimes is a Clueing or Specific Topic Sentence

---

## CONCLUDING TRANSITION SENTENCE

- \_\_\_ Names the theme topic
- \_\_\_ Tells the reader the theme is ending
- \_\_\_ Names or ties the subtopics together
- \_\_\_ Introduces the Concluding Option (or the 2nd sentence does)

## CLINCHER SENTENCE

- \_\_\_ Closes the theme
- \_\_\_ Names the theme topic
- \_\_\_ Summarizes the details in the Concluding Paragraph or restates the main message

## EXAMPLE THEME ASSIGNMENT

### 9th GRADE SOCIAL STUDIES

Research Paper on the Presidency of \_\_\_\_\_

You will first select an American President as the topic for this research using the following criteria, write a research paper in which you will evaluate the effectiveness of the President. It is not, you will see, a report on his life and death. That is only a small part of the assignment. The heart of the assignment involves investigating how he handled problems during his presidency. Not all presidents had wars or depressions to handle, but all had situations which they had to deal with. How they handled the challenges of the Presidency is at the heart of the paper.

- I. **BACKGROUND:** The first part of your paper should include a brief biography of your President. This should include the following information:
  - A. Birth: date, place, etc.
  - B. Parents: Who were they? What were their occupations and their financial status while he was growing up? Brothers and sisters?
  - C. Education: Elementary, high school, and college. What degrees did he earn?
  - D. Marriage and family: Whom did he marry and how many children did he have? How did his family affect his political life?
  - E. Life after office: Other positions held, volunteer groups he worked with, etc.
  
- II. **POLITICAL EXPERIENCE:** The office of the Presidency is not one that a person just “falls” into. Past presidents have usually worked their way up the ladder, gaining necessary experience from other political positions. Your job for this area is to find out what political experiences your President had prior to becoming President.
  - A. What local, state, or national public office(s) did your President hold?
  - B. Were there any other outstanding offices or positions held? I.e. Military experience
  
- III. **ROAD TO THE PRESIDENCY:** When evaluating the effectiveness of a President, it is important to understand what our society was like before he took office. Did he become President during favorable times or was our country involved in a crisis—war, bad economy, etc.
  - A. What was happening in the United States and the world up to five years before he was elected?
  - B. Describe the setting and the mood of the people when he became President, i.e. high unemployment, people mad at government officials, etc.
  
- IV. **ISSUES DURING THE PRESIDENCY:** How did the President deal with foreign and domestic problems that arose or existed during his administration? Select a total of FOUR major issues which the President had to deal with during his term(s) in office. Include two domestic issues, one foreign issue, and one more of your choice. For each issue answer the following questions.
  - A. Describe the problem and who was affected by it.
  - B. How did the President handle the problem?
  - C. Was the President able to persuade Congress to enact his programs and pass laws in order to solve the problem? What specific laws were passed?
  - D. Who were his advisors who helped make decisions?
  - E. How did the President’s decisions or actions impact the people? Did his actions result in more jobs, peace at home, lower interest rates, etc.

*This section is the major portion of credit on your paper. Do not neglect it.*

V. REFLECTIONS ON AND BY THE PRESIDENT: after his term as President, what did people say about his character? How did society remember him?

- A. What did ordinary people say about his character after the Presidency? I.e. Lincoln was remembered as Honest Abe because he was trustworthy and honest.
- B. What are some famous quotes associated with this person? Find and record at least THREE things he said about the nation or his presidency, or things said about him. Record who said them.
- C. What, if any, lasting effect did he have on the Presidency? Did he make the office of the President look good or bad in the eyes of the American people or the world? Give examples of comments made by people about his Presidency, or look at political cartoons about him during or after office.

#### VI. SUMMARY

Based on your research, write your own opinion of his presidency. Evaluate what he had to deal with and the outcomes and reactions of others when forming your own opinion. Give reasons for your opinion.

## Bertha's Amazing Impact on Jane Eyre

Charlotte Brontë created many important and interesting characters for the novel, *Jane Eyre*, including Helen, who was Jane's first friend and shaped the way Jane thought, and Mr. Rochester, who Jane loved and married at the end of the story. Although these characters were important, Bertha added a twist to the novel and, as a result, made the biggest impact on the story. Therefore, Bertha is the most important character in the story.

One reason Bertha is important is that she creates suspense in the story. When Jane arrives at Thornfield Hall, there are many mysteries hidden from her. One of these is the secret of Bertha's existence. Bertha is an insane, hideous woman who has dark, grizzled hair and, like an animal, grovels on all fours. While Jane is cleaning up a fire started by an unknown person (Bertha), Jane thinks that someone has plotted a murder against Mr. Rochester, but when he tells her to remain silent about the incident, suspense starts to build because the reader starts to wonder what he is hiding. Another example of suspense building is when Jane has to take care of the bleeding Mr. Richard Mason after he has been wounded by an unknown person (Bertha), and Rochester demands of Jane, "You will not speak to him on any pretext -- and -- Richard, it will be at the peril of your life if you speak to her"(220). Obviously, something is going on that Rochester does not want Jane to know, and this just builds up more and more suspense. Another example of suspense is when Jane awakes with an unknown creature standing in front of her wearing Jane's wedding veil and then rips it in two. The monster then walks over to her and thrusts a candle in Jane's face. Jane tells Rochester of this event, and he again denies the existence of Bertha by calling the incident a dream. Jane's gradual realization that a secret exists creates suspense in the story because the reader continues to wonder who and what is creating all this mischief.

Bertha's presence creates conflicts for the characters, and these conflicts keep the reader interested in the story. When Bertha sets the fire in Mr. Rochester's bed, and Grace is blamed for the fire by Jane, this sets up a conflict between Jane and Grace. When Richard Mason announces the marriage between Mr. Rochester and Bertha, a conflict between Jane and Mr. Rochester arises. Jane feels that

she cannot trust him because he lied to her about Bertha's existence. Jane also faces internal conflict. She must decide whether to leave Thornfield or stay as Rochester's mistress. As she faces this decision, she asks herself, "What am I to do?" (315). Then she reports that the answer her mind gave was "Leave Thornfield at once" (315). She then reports struggling with the answer by stating, "I wrestled with my own resolution" (315). She finally decides to end the relationship between herself and Mr. Rochester and to move away from him even though she loves him deeply. These conflicts are all important to the story because, without them, the story would have been ended early, and they would all have lived happily ever after.

A final reason Bertha is a very important character is that she creates an exciting climax for the story, which leads directly to the ending of the story. After Jane moves away and is living at the Moore house with St. John, Bertha creates a huge fire that leaves Thornfield in ruins. The fire is described as "A dreadful calamity! Such an immense quantity of valuable property destroyed: hardly any of the furniture could be saved. ...the building was one mass of flames. It was a terrible spectacle..." (456). More excitement is added when the reader learns about Mr. Rochester's fate in the fire. While trying to rescue Bertha from the fire, Mr. Rochester is blinded, and his hand is badly hurt and later amputated. Even more excitement is added when Bertha's fate becomes clear. After creating a scene by waving her arms and shouting, Bertha leaps off the roof and smashes into the pavement. She's "Dead! Ay, dead as the stones on which her brains and blood were scattered"(458). Because his wife is now dead, Rochester is allowed to marry again. Jane and Mr. Rochester meet again and soon get married and have a child. Thus, the death of Bertha allows the marriage of Jane and Mr. Rochester and soon ends the story.

Although there are several great characters in the story, without Bertha, the story would have been ended after the initially planned marriage of Jane and Mr. Rochester. Bertha's presence created conflict for the main characters and an interesting story for the reader. Her unpredictable behavior created suspense that led up to a memorable climax. Thus, Bertha had the greatest impact on the story, which made her the most important person in the novel.

## To Smoke or Not to Smoke? That is the Question

Iowa recently initiated a plan to reduce tobacco use among Iowans by the year 2000. Part of this plan is a newly passed law banning teens who are under the age of 18 years from possessing or using tobacco. Violation of this law results in a fine of up to \$100 and a trip home in the back of a squad car. Thus, this law will significantly reduce the amount of tobacco use by all Iowans, right? WRONG.

Attempting to reduce tobacco use is a laudable idea; however, only teens under 18 are prohibited from smoking. This means that only a small portion of Iowa's population will use less tobacco since adults are not affected by the new law. In other words, tobacco-using adults will continue to put into the air what the new law was designed to take out: smoke.

Researchers have found that a person sitting in a room with a smoker is exposed to "second-hand" smoke. This second-hand smoke can sometimes prove more dangerous to a nonsmoker than to the person smoking. In fact, many non-smokers develop heart disease, lung cancer, and other irreparable ailments after years of exposure to smoke. Teenagers can sit next to people having cigarettes and get the same results without getting arrested. Thus, the new law will not reduce tobacco use.

Another reason tobacco use will not be reduced is the problem of the limited number of available police officers. In many of our major cities, crime is already out of control. By making the use or possession of tobacco by minors illegal, the legislature is basically creating a whole new realm of crime, not only through smoking teens, but also through the black market's inevitable selling of underground tobacco. Therefore, police do not have the time to search for smoking teens; it should not be their responsibility.

Because teens under the age of 18 are considered minors, their parents are held responsible for them. Consequently, it should be the parents' decision whether or not the children are allowed to smoke. If parents let the government dictate how to raise their children, they are essentially relinquishing their hold on their children and on themselves.

## Ocean Treasures

Deep beneath the ocean blue, this extraordinary diver takes us up to Merrianna's Trench. The Merrianna's Trench is the deepest part of the Atlantic Ocean. The depth of this vast region consists of 350,00 miles of just ocean water. This man takes us down to take a look at just what we might be able to find and explore.

The first thing you notice are the geographical terrain and how it differs from that of the earth's surface. What type of organisms and such could be contained in it?

The diver takes his pick and removes a reddish colored rock that was connected to a huge boulder. He placed it in his sack, and proceeded downward to see what else we can find.

As we protrude deeper, the diver is taking specimens to explore when we reach the surface. It's really odd to really notice all the life that exists in the ocean.

Now the diver seems to be putting together a type of net to capture some specimens to test. He knows he has about all the specimens and materials he needs. The trip to the top will be a long and hard one.

**Simple Sentence =**

- 1 independent clause
- subject and verb
- complete thought

**Compound Sentence =**

- 2 or more independent clauses

**Complex Sentence =**

- 1 or more independent clauses
- 1 dependent clause which begins with a subordinating conjunction and must have a subject and verb

**Compound-Complex Sentence =**

- 2 or more independent clauses
- 1 or more dependent clauses which begin with a subordinating conjunction and must have a subject and verb

SV SSV  
SVV SSVV

L, CI I; I

ID D, I

D, I, CI D, I; I  
ID, CI ID; I  
I, CI ID I; ID

**Coordinating Conjunctions connect equal ideas (FANBOYS)**

- for = because
- and = added to
- nor = not one or the other
- but = opposite
- or = choose one or other
- yet = but
- so = get a result

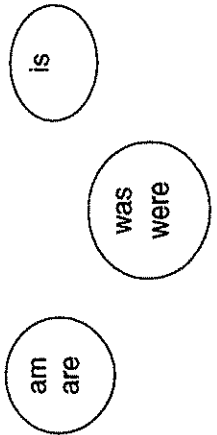
**Subordinating Conjunctions connect a dependent idea with an independent idea**

- |            |               |             |          |
|------------|---------------|-------------|----------|
| after      | because       | like        | though   |
| although   | before        | once        | unless   |
| as         | even if       | provided    | until    |
| as if      | even though   | rather than | when     |
| as long as | if            | since       | whenever |
| as soon as | in order that | so that     | while    |
| as though  | just as       | than        |          |

**BE verbs (helping verbs)**

be  
being  
been

**Linking verbs (helping verbs)**



**Noun Phrase** = simple subject & words that describe the subject (identify only the subject)  
**Verb Phrase** = action or state of being verb & all helping verbs (identify the entire verb phrase)

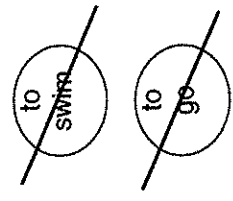
**Helping Verbs**

C	can	could	do	does	being		
h	has	have	am	are	had		
B.	be	been	shall	should	will	would	
S	is	is	may	might	must		
i			m				23

**NOT & NEVER = adverbs**  
**CROSS OUT**  
*never part of the verb*

**verb action =**  
 physical  
 mental

**Infinitives**  
**CROSS OUT**



- Pick a formula**  
 Explore words to fit formula  
 Note the words  
 Search for verb and subject
- ✓ capital to begin
  - ✓ end punctuation
  - ✓ sentence makes sense



## The Theme-Writing Strategy Pretest Directions

1. Select a topic from the Topic List.
2. Make notes about your topic on one (1) sheet of paper.
3. Organize your ideas on the TOWER Diagram.
4. Write a 5 Paragraph Theme about your selected topic on the remaining sheets of paper.
  - a. Use your notes and diagram to help you write your 5 Paragraph Theme.
  - b. Use all of the writing strategies that you know when you write.
5. Raise your hand to ask questions.

# Paragraph Requirements for Fundamentals in the Theme Writing Strategy

## INTRODUCTORY PARAGRAPH:

### Purpose of the Introductory Paragraph

- Grabs the reader's attention
- Makes the reader want to read more
- Provides a preview of the rest of the theme

### The Topic Sentence

- Names the Theme Topic
- Starts reader thinking about topic or grabs reader's attention
- Sometimes introduces the Introductory Option

### The Detail Sentences

- Cover the chosen Introductory Option
- Provide background information
- Preview the rest of the theme

### The Thesis Statement

- Includes the theme topic
- Names the subtopics
- Leads into the rest of the theme in a graceful way

## DETAIL PARAGRAPHS:

### The Topic/Transition Sentence

- Names the theme topic
- Names the subtopic
- Provides a connection between the new paragraph and the other paragraphs (transition word or phrase)
- Sometimes clues the reader about the details or names the details in the paragraph (Is a Clueing or Specific Topic Sentence)

### The Detail Sentences

- Cover the information under the subtopic
- Include transitions related to sequence (Lead-Off Sentences)

- Follow the specified order on the TOWER Diagram
  - Represent a variety of sentence types
- ### Parts of a Detail Paragraph
- Topic/Transition Sentence
  - Lead-Off Sentences
  - Follow-Up Sentences

## CONCLUDING PARAGRAPH:

### Purpose of the Concluding Paragraph

- Closes the theme
- Reviews the information in the theme
- Makes the reader think more about the theme

### Concluding Transition Sentence

- Names the theme topic
- Tells the reader that the theme is ending (includes a Concluding Transition)
- Names or ties the subtopics together
- Sometimes introduces the Concluding Option

### Detail Sentences

- Cover information related to the Concluding Option
- Summarize content
- Review the main message

### The Clincher Sentence

- Is the last sentence in a theme
- Closes the theme
- Names the theme topic
- Summarizes the details in the Concluding Paragraph or states the main message of the theme

## FUNDAMENTALS IN THE THEME WRITING STRATEGY