

Fundamentals in the
Theme Writing
Strategy

Professional
Development Guide

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Overhead Transparencies, Scoring Activities, & Handouts

Overhead Transparencies

- OH #1: "Taking in, understanding, storing..."
- OH #2: "Information can have structure..."
- OH #3: "Information can have different kinds of structure..."
- OH #4: Picture of three different houses
- OH #5: "Structures can be created..."
- OH #6: Picture of messy locker
- OH #7: Picture of neat locker
- OH #8: Purpose of the Theme Writing Strategy
- OH #9: Prerequisites
- OH #10: Learning Strategies Curriculum
- OH #11: Entry Level Skills
- OH #12: The Introductory Lessons
- OH #13: Theme Topics
- OH #14: Theme Writing Strategy Progress Chart
- OH #15: Theme Writing Strategy Management Chart
- OH #16: Unit Organizer
- OH #17: Example Theme Before Instruction
- OH #18: Example Theme After Instruction, p. 1
- OH #19: Example Theme After Instruction, p. 2
- OH #20: Parts of a Paragraph
- OH #21: Parts of a Theme
- OH #22: Building TOWERS of Different Heights
- OH #23: Theme Writing Strategy Steps
- OH #24: Theme Writing Verbal Practice Checklist
- OH #25: The "T" and "O" Step Lessons
- OH #26: Brainstorm List
- OH #27: Example Brainstorm Lists
- OH #28: TOWER Diagram (basic blank form)
- OH #29: Model TOWER Diagram
- OH #30: Transitions Chart
- OH #31: Theme Writing Strategy Assignment Sheet
- OH #32: Lesson 6, Learning Sheet A
- OH #33: Simplified TOWER Diagram (blank)
- OH #34: Lesson 7, Learning Sheet A
- OH #35: Lesson 8, Learning Sheet A
- OH #36: Subtopics
- OH #37: Subtopics must relate to the topic in a similar way
- OH #38: Lesson 9, Learning Sheet 1A
- OH #39: Lesson 9, Learning Sheet 2A
- OH #40: Lesson 9, Learning Sheet 3A
- OH #41: Lesson 10, Learning Sheet 1A
- OH #42: Lesson 10, Learning Sheet 2A
- OH #43: Lesson 10, Learning Sheet 3A
- OH #44: Purpose of the Introductory Paragraph
- OH #45: Parts of an Introductory Paragraph
- OH #46: Introductory Options
- OH #47: Example Introductory Options, p. 1
- OH #48: Example Introductory Options, p. 2
- OH #49: TOWER Diagram: Causes of Pollution
- OH #50: Lesson 11, Learning Sheets A-H
- OH #51: Purpose of the Concluding Paragraph
- OH #52: Parts of a Concluding Paragraph
- OH #53: Concluding Options
- OH #54: Example Concluding Options
- OH #55: Lesson 12, Learning Sheets A-H
- OH #56: The "W" Step Lessons
- OH #57: Introductory Paragraph: The Topic Sentence
- OH #58: Introductory Paragraph: The Detail Sentences
- OH #59: Subtopic Structure
- OH #60: Example Introductory Paragraph: Subtopic Structure
- OH #61: Introductory Paragraph: Lead-Off/Follow-Up Structure
- OH #62: Example Introductory Paragraph: Lead-Off/Follow-Up Structure
- OH #63: Introductory Paragraph: Open Structure
- OH #64: Example Introductory Paragraph: Open Structure
- OH #65: Introductory Paragraph: The Thesis Statement
- OH #66: Introductory Paragraph Checklists
- OH #67: Lesson 13, Learning Sheet 1A
- OH #68: Model Theme: Pollution: A Human-Caused Disaster, p. 1
- OH #69: Model Theme: Pollution: A Human-Caused Disaster, p. 2
- OH #70: Lesson 13, Learning Sheets 2A-2H
- OH #71: Lesson 13, Learning Sheets 3A-3H
- OH #72: Lesson 13, Learning Sheets 4A-4H
- OH #73: Purpose of a Detail Paragraph
- OH #74: Parts of a Detail Paragraph
- OH #75: Detail Paragraphs: The Topic/Transition Sentence
- OH #76: Detail Paragraphs: The Detail Sentences
- OH #77: Model Detail Paragraph
- OH #78: General Theme Writing Checklists
- OH #79: Lesson 14, Learning Sheet 1A
- OH #80: Lesson 14, Learning Sheets 2A-2H
- OH #81: Concluding Paragraph: Concluding Transition Sentence
- OH #82: Concluding Paragraph: Detail Sentence
- OH #83: Concluding Paragraph: Subtopic Structure
- OH #84: Example Concluding Paragraph: Subtopic Structure
- OH #85: Concluding Paragraph: Lead-Off/Follow-Up Structure

Overhead Transparencies, Scoring Activities, and Handouts (continued)

Overhead Transparencies (continued)

- OH #86: Example Concluding Paragraph: Lead-Off/Follow-Up Structure
- OH #87: Concluding Paragraph: Open Structure
- OH #88: Example Concluding Paragraph: Open Structure
- OH #89: Concluding Paragraph: The Clincher Sentence
- OH #90: Concluding Paragraph Checklists
- OH #91: Lesson 15, Learning Sheet 1A
- OH #92: Lesson 15, Learning Sheets 2A-2H
- OH #93: Lesson 15, Learning Sheets 3A-3H
- OH #94: Lesson 15, Learning Sheets 4A-4H
- OH #95: The "E" and "R" Steps Lesson
- OH #96: Steps for Error Monitoring
- OH #97: The "COPS" Questions
- OH #98: Error Monitoring Score Sheet for Themes
- OH #99: The Concluding Lesson
- OH #100: Lessons 16 and 17, Key Sentences Sheet
- OH #101: TOWER Diagram Score Sheet
- OH #102: Theme Score Sheet
- OH #103: Theme Writing Checklist
- OH #104: Portfolio Cover Sheet
- OH #105: Feedback Sheet
- OH #106: TOWER Diagram (blank, for 4 subtopics)

Scoring Activities

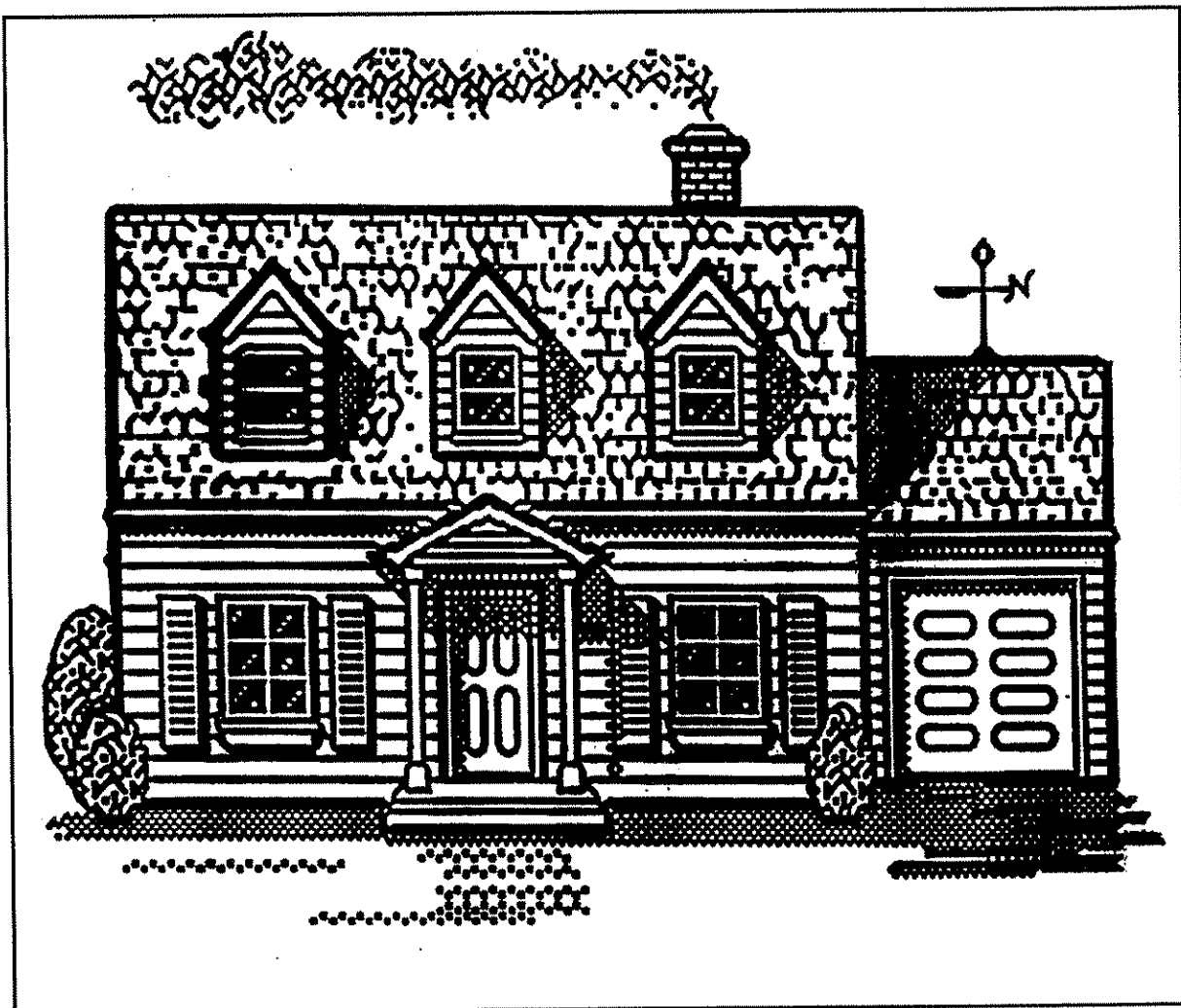
- Lesson 6, Learning Sheet A
- Lesson 7, Learning Sheet A
- Lesson 8, Learning Sheet A
- Lesson 9, Learning Sheet 1A
- Lesson 9, Learning Sheet 2A
- Lesson 9, Learning Sheet 3A
- Lesson 10, Learning Sheet 1A
- Lesson 10, Learning Sheet 2A
- Lesson 10, Learning Sheet 3A
- TOWER Diagram: Myself
- Lesson 11, Learning Sheets A-H
- TOWER Diagram: Myself
- Lesson 12, Learning Sheets A-H
- TOWER Diagram: Myself
- Lesson 13, Learning Sheet 1A
- Lesson 13, Learning Sheets 2A-2H
- Lesson 14, Learning Sheet 1A
- Lesson 14, Learning Sheets 2A-2H
- Lesson 15, Learning Sheet 1A
- Lesson 15, Learning Sheets 3A-3H
- TOWER Diagram: Martial Arts
- TOWER Diagram Score Sheet (blank)
- Theme Score Sheet (blank)

Handouts

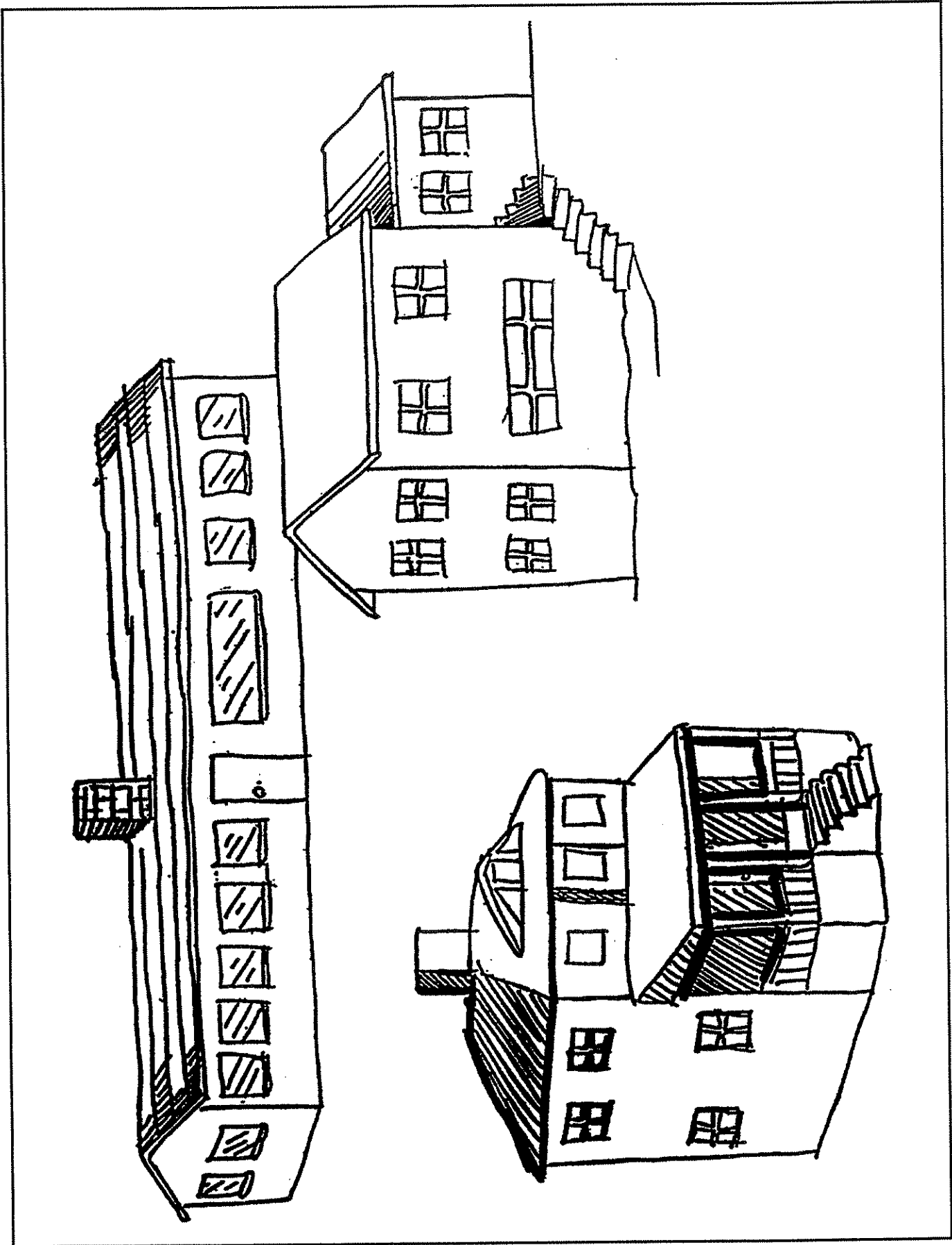
- Handout #1: Introductory Paragraph: Subtopic Structure
- Handout #2: Introductory Paragraph: Open Structure
- Handout #3: Introductory Paragraph: Lead-Off/Follow-Up Structure
- Handout #4: Detail Paragraph
- Handout #5: Concluding Paragraph: Subtopic Structure
- Handout #6: Concluding Paragraph: Lead-Off/Follow-Up Structure
- Handout #7: Concluding Paragraph: Open Structure
- Handout #8: Introductory Paragraph Strategy
- Handout #9: Concluding Paragraph Strategy
- Handout #10: Introductory Paragraph
- Handout #11: Detail Paragraph
- Handout #12: Concluding Paragraph
- Handout #13: Controlled Practice Learning Sheet
- Handout #14: Six Traits
- Handout #15: Success Formula
- Handout #16: Lesson 4 Quiz
- Handout #17: Checklists for Key Sentences
- Handout #18: Example Theme Assignment, p. 1
- Handout #19: Example Theme Assignment, p. 2
- Handout #20: Example Theme: Bertha's Amazing Impact on Jane Eyre, p. 1
- Handout #21: Example Theme: Bertha's Amazing Impact on Jane Eyre, p. 2
- Handout #22: Example Theme: To Smoke or Not to Smoke? That is the Question
- Handout #23: Example Theme: Ocean Treasures
- Handout #24: Sentence Writing Tools

**Taking in,
understanding,
storing, and
communicating
information
in effective ways
is what good
information
processing is all
about.**

**Information can have
structure much like a house
has a structure or frame.**

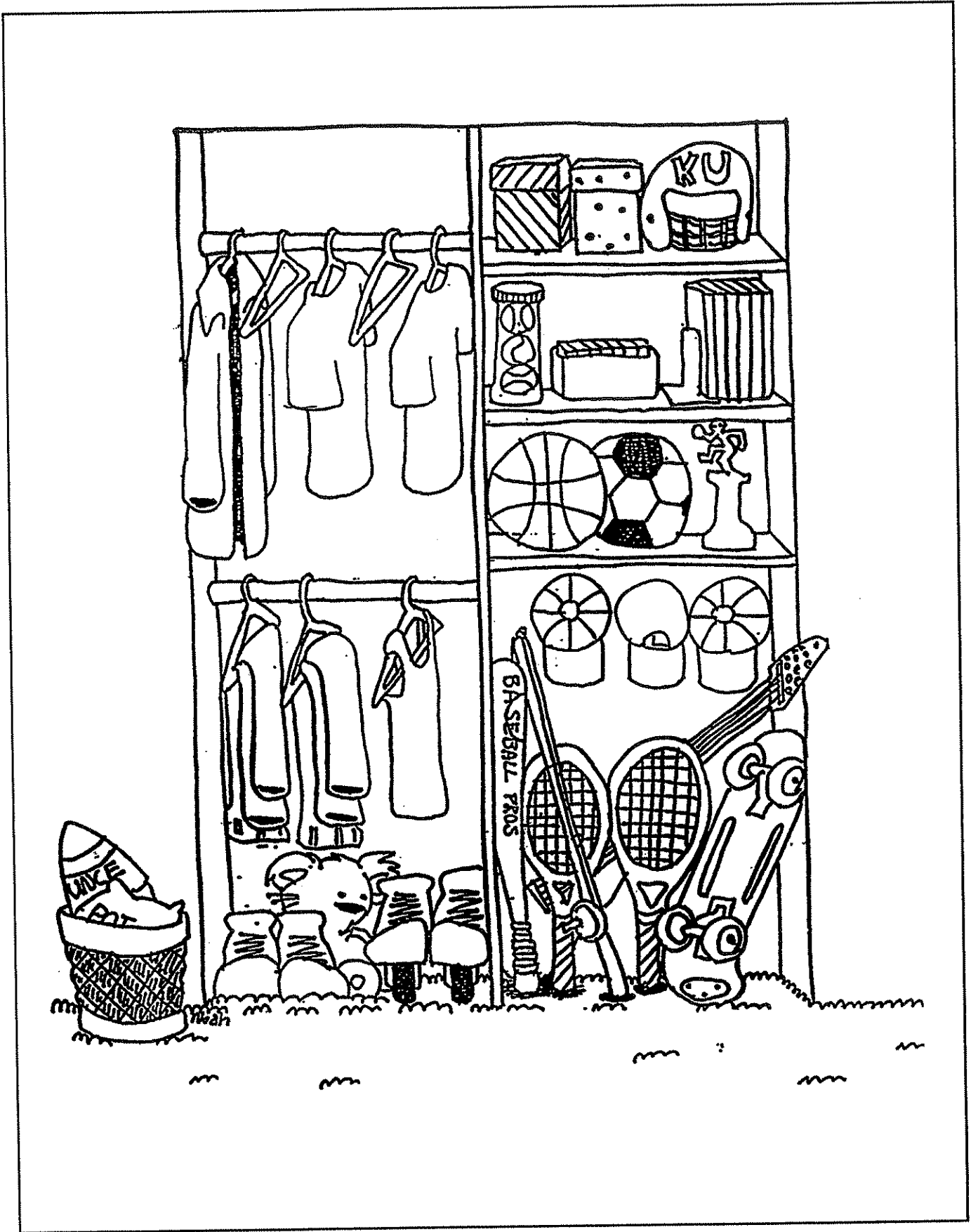


**Information can
have
different kinds of
structures
much like there
are different
kinds of houses**



**Structures can
be created
for amorphous
conglomerations
of information.**





Purpose of the Theme Writing Strategy

**To give students a way
to structure and
communicate complex
sets of information.**

Prerequisites

Sentence Writing Strategy

- Simple Sentences
- Compound Sentences

Paragraph Writing Strategy

- Parts I-IV

Error Monitoring Strategy

Learning Strategies Curriculum

Acquisition

Word Identification

Paraphrasing

Self-Questioning

Visual Imagery

Storage

FIRST-Letter
Mnemonic

Vocabulary

Paired Associates

Expression

Sentence Writing

Paragraph Writing

Error Monitoring

Theme Writing

Entry Level Skills

- 1. The student can write a variety of sentences and does not write non-sentences (e.g., run ons, fragments).**
- 2. The student can write an organized paragraph including a topic sentence, detail sentences, and a clincher sentence.**
- 3. The student can monitor his/her written work for errors and correct the majority of those errors (i.e., has no more than 1 error for every 20 words).**

The Introductory Lessons

Lesson 1: Pretest

Lesson 2: Parts of a Theme

Lesson 3: The TOWER Steps

Lesson 4: Verbal Practice

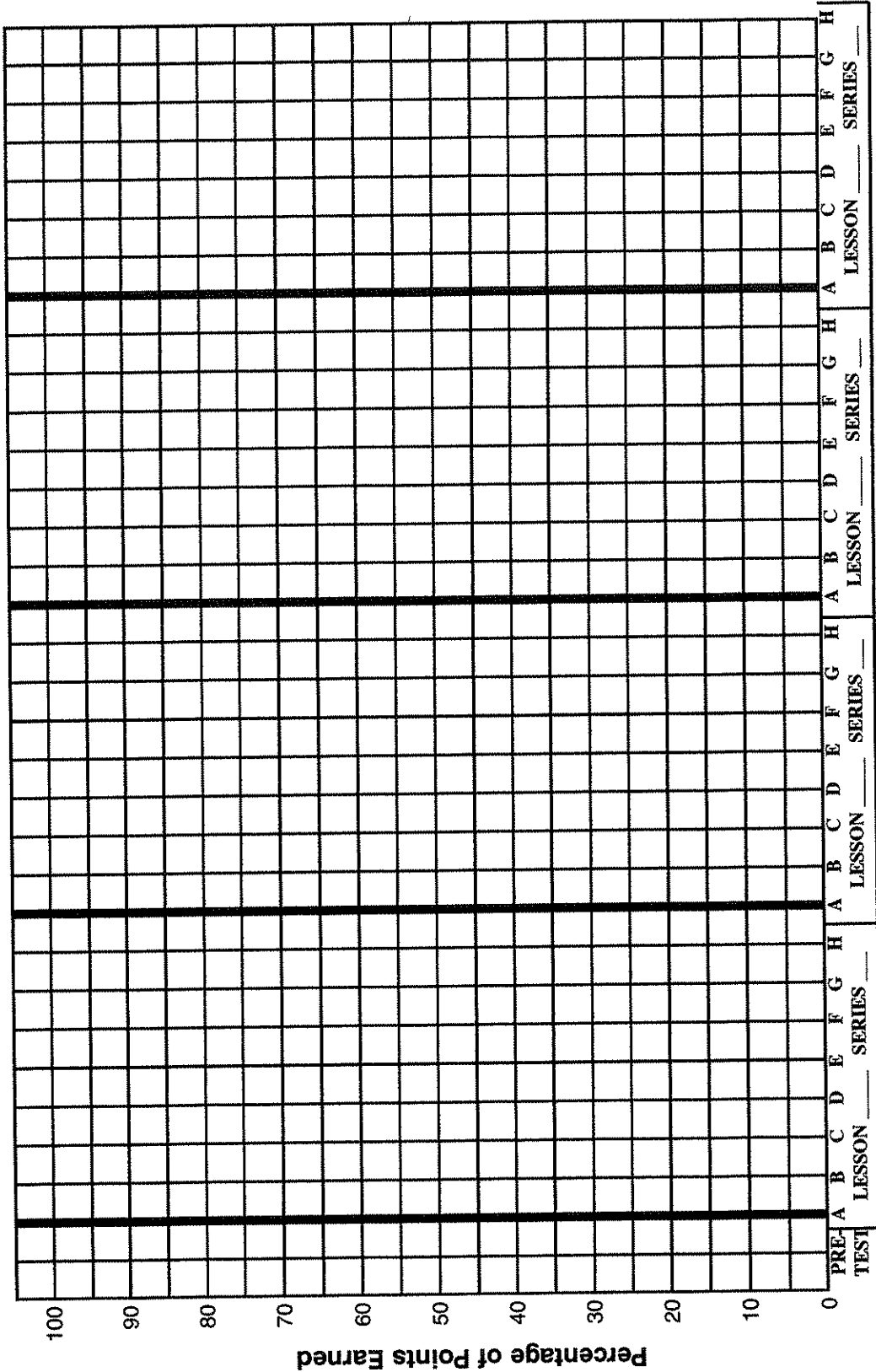
Theme Topics

- **My Life**
- **My Favorite Activities**
- **Memories of My Family**
- **The Best Day of My Life**
- **Influential People in My Life**
- **The “Musts” for a Successful Grade**
- **Memories of School**
- **The Best Gift**
- **My Pet**

Theme Writing Strategy

Progress Chart

Name: _____



■ Theme Score ● TOWER Diagram Score

Theme Writing Strategy Management Chart

Student Names									
	Pretest								
Lesson 1									
Lesson 2									
Lesson 3									
Lesson 4									
Lesson 5									
Lesson 6									
Lesson 7									
Lesson 8									
Lesson 9									
Lesson 10									
Lesson 11									
Lesson 12									
Lesson 13									
Lesson 14									
Lesson 15									
Lesson 16									
Lesson 17									

UNIT ORGANIZER

Previous Units: Instruction in PENS, SCRIBE, & WRITER & INSPECT	This Unit: Instruction in Fundamentals in the Theme Writing Strategy	Next Unit: Instruction in Proficiency in the Theme Writing Strategy
Les. 1: Pretest Les. 2: Parts of a theme explained Les. 3: Strategy steps introduced Les. 4: Verbal practice of steps Les. 5: T & O Steps modeled Les. 6: Sorting details (T & O Steps) Les. 7: Adding details (T & O Steps) Les. 8: Finding subtopics (T & O Steps) Les. 9: Adding subtopics (T & O Steps) Les. 10: Brainstorming (T & O Steps) Les. 11: Planning Introductory Paragraphs (T & O Steps) Les. 12: Planning Concluding Paragraphs (T & O Steps) Les. 13: Writing Introductory Paragraphs (The W Step) Les. 14: Writing Detail Paragraphs (The W Step) Les. 15: Writing Concluding Paragraphs (The W Step) Les. 16: The E & R Steps Les. 17: Whole themes	<div style="text-align: center;"> </div>	

Example Theme Before Instruction

Running Your Own Lawn Care Business

Running a lawn care business is hard, but it is worth the work. To start the business, customers have to be found. This involves talking to people and asking them if they need help with their lawns. Once the customers have been found, equipment needs to be bought. A good lawn mower with a bag to collect the cuttings is very helpful. Next, a schedule needs to be made, and the lawns need to be mowed. This takes a lot of time. Finally, the money needs to be collected. This is the rewarding part! By following these steps, thousands of dollars can be earned.

Example Theme After Instruction

Yard Care: A Great Way to Make a Bundle!

Looking for a good job for next summer? Running a yard-care business is a really good bet. It involves hard work, but the payoff is worth the effort. On average, a teenager can make \$1,000 or even as much as \$5,000 per summer taking care of people's yards. There are several activities required for making that much money. First, people and their yards must be found. Second, the right equipment must be purchased. Third, yards must be cared for on a consistent schedule. Finally, money must be collected regularly. As will be shown, following these four steps is critical to success in the yard-care business.

The first step involves finding enough yards to create a real business. One way to find yards is to walk or drive around and look for yards that need some care. Once a possible yard is found, the people can be asked if they would like someone to care for it. Another way involves calling friends on the phone and asking if they need some help with their yards. A third way involves making flyers and distributing them to people's mailboxes or doors. The flyer should contain the worker's name, phone number, and types of work that can be done. Another way of recruiting customers is by word of mouth. This requires that a good reputation is built for the business over time, and people start talking in positive ways about it.

The next step in running a yard-care business after finding some customers involves acquiring the right equipment. This is something that must be done over a long period of time because as the business starts up, the yard keeper has very little or no money. At first, an inexpensive lawn mower with a bag for catching grass clippings is needed. Sometimes, people can borrow their parents' or a friend's lawn mower

Example Theme: Yard Care (p.2)

to get started. Later, once some money is earned, a more expensive and substantial lawn mower can be purchased along with rakes, weed eaters, edge trimmers, hedge trimmers, shovels, gloves, plastic bags, and other yard-care equipment. Eventually, even a truck might be purchased to carry the equipment.

Once some equipment is available, the next step in running a yard-care business involves taking care of the yards on a regular schedule. Each yard needs weekly attention, so a checklist or calendar needs to be made to ensure that each yard has been cared for each week. In each season, different types of yard care are required. In the spring, weeds need to be pulled and hedges and bushes need to be trimmed. New plants can be planted. In the summer, the lawn needs to be mowed. In the fall, leaves need to be raked. In the winter, after a snow storm, pathways need to be shoveled.

After the work has been done, the final step in running a yard-care service is collecting the money. This needs to be done regularly. One system involves collecting the money immediately after work has been done. This system works the best, but its success depends on the people being home. Another system involves leaving a bill for work completed. This sometimes works. A third system involves sending a monthly bill. This system usually works, but it requires paying for envelopes and stamps.

In sum, caring for people's yards and all the tasks related to running a yard-care service, including recruiting customers, getting equipment, doing the work, and collecting the money, can be hard work, but they can be enjoyable and very profitable. The money that is made can be spent on new yard-care equipment. Better yet, it can be spent on items that the worker really wants like new clothes and music equipment. Still better, the money can be saved to pay the worker's way through college. Tuition, books, and room and board can be very expensive in college. Money saved early in life by having a yard-care business can really pay off in the long run by giving a person a great start toward a successful career after college.

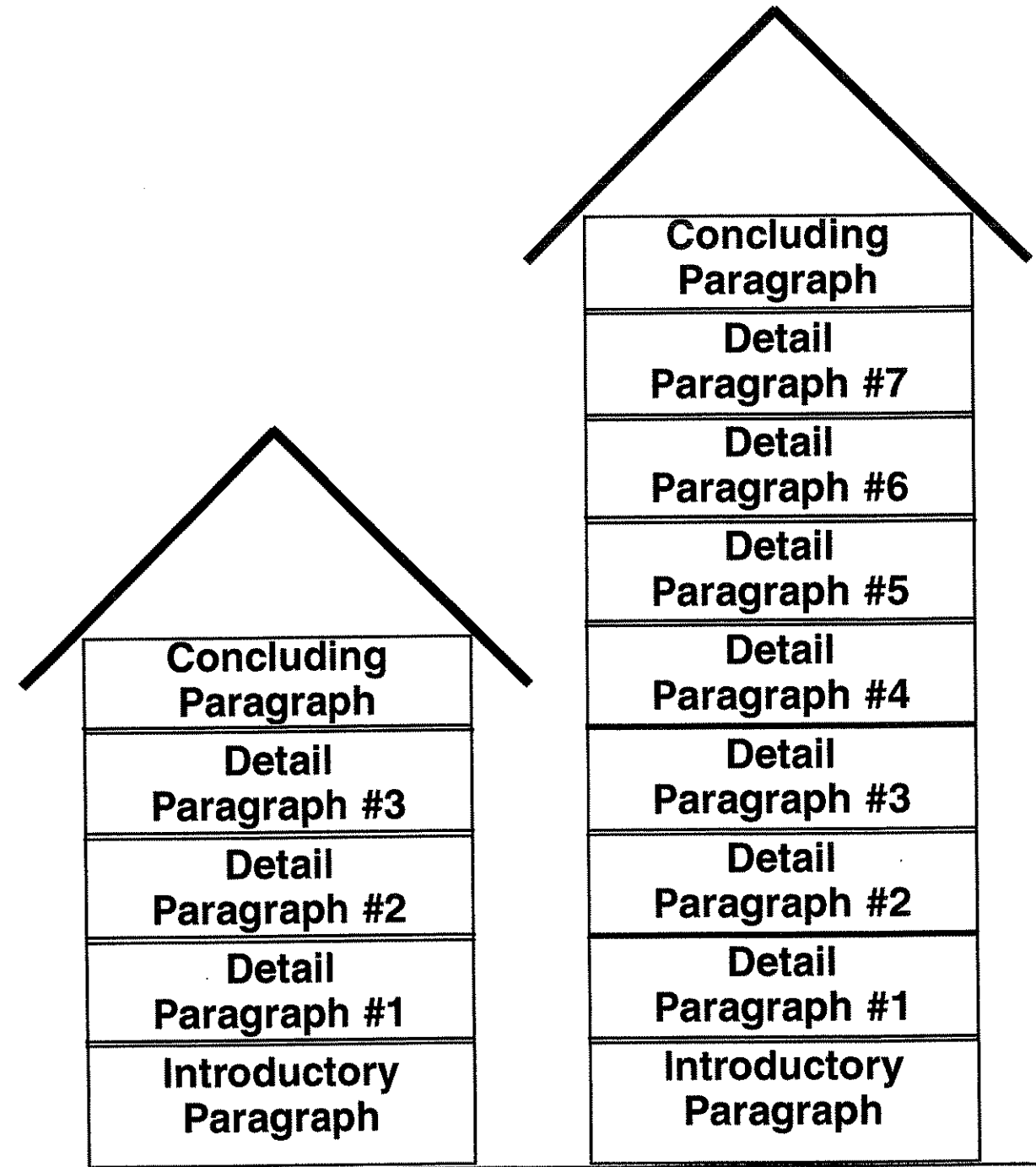
Parts of a Paragraph

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

Parts of a Theme

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

Building TOWERS of Different Heights



Theme Writing Strategy Steps

Step 1: Think

Step 2: Organize it

Step 3: Write a draft

Step 4: Evaluate it

Step 5: Refine it

Theme Writing Verbal Practice Checklist

Student's Name: _____

	ATTEMPTS					
	1	2	3	4	5	6
Describing strategy in own words	_____	_____	_____	_____	_____	_____
Naming the steps:						
<u>Think</u>	_____	_____	_____	_____	_____	_____
<u>Organize it</u>	_____	_____	_____	_____	_____	_____
<u>Write a draft</u>	_____	_____	_____	_____	_____	_____
<u>Evaluate it</u>	_____	_____	_____	_____	_____	_____
<u>Refine it</u>	_____	_____	_____	_____	_____	_____
Questions:						
a. _____	_____	_____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	_____
Percentage correct	_____	_____	_____	_____	_____	_____
Date	_____	_____	_____	_____	_____	_____

The “T” and “O” Step Lessons

- Lesson 5: Model the “T” and “O” Steps**
- Lesson 6: Sorting Details**
- Lesson 7: Adding Details**
- Lesson 8: Finding Subtopics**
- Lesson 9: Adding Subtopics**
- Lesson 10: Brainstorming**
- Lesson 11: Planning Introductory Paragraphs**
- Lesson 12: Planning Concluding Paragraphs and Other Theme Aspects**

Example Brainstorm Lists

Model Brainstorm List:

Option 1

People
Players
Catcher
Pitcher
Basemen
Outfielders
Coaches
Umpires
Fans
Managers
Baseball
Bat
Bases
Gloves
Knee Pads
Catcher's mask
Baseball caps
Baseball field
Dugouts
Diamond
Outfield
Batter's box
Stands
Lights

Model Brainstorm List:

Option 2

People Involved in Baseball

Players
Catcher
Pitcher
Basemen
Outfielders
Coaches
Umpires
Fans
Managers

Equipment

Baseball
Bat
Bases
Gloves
Knee Pads
Catcher's mask
Baseball caps

Baseball field

Diamond
Outfield
Batter's box
Dugouts
Stands
Lights

Name: _____
Date: _____

TOWER DIAGRAM

TOPIC

--

SUBTOPIC SEQUENCE P.O.V. TENSE

--	--	--

INTRODUCTORY OPTION

○ _____

○ _____

○ _____

○ _____

INTRODUCTORY DETAILS

○ _____

○ _____

○ _____

○ _____

SUBTOPICS

--	--

DETAILS

○ _____

○ _____

○ _____

○ _____

○ _____

--	--

○ _____

○ _____

○ _____

○ _____

○ _____

--	--

○ _____

○ _____

○ _____

○ _____

○ _____

CONCLUDING OPTION

○ _____

○ _____

○ _____

○ _____

CONCLUDING DETAILS

○ _____

○ _____

○ _____

○ _____

MODEL TOWER DIAGRAM

SUBTOPIC SEQUENCE P.O.V. TENSE

Importance	3rd	Present
------------	-----	---------

Baseball

INTRODUCTORY OPTION

Song: Take me out to the ball-
park
 Story: Great day at the Royals
stadium

INTRODUCTORY DETAILS

- ① Definition: Team sport
- ③ Two teams of 9 players
- ② Played in warm weather—outside
- ④ TS: Several things needed to play

SUBTOPICS

3	People involved	Importance
---	-----------------	------------

DETAILS

- ① Players
- ④ Managers
- ② Umpires
- ⑤ Fans
- ③ Coaches

2	Equipment needed	Chain-link
---	------------------	------------

- ① Baseball
- ② Bat
- ⑤ Bases
- ③ Gloves
- ④ Catcher's mask

1	Baseball field	Space
---	----------------	-------

- ② Diamond
- ④ Stands
- ③ Outfield
- ① Batter's box
- ⑤ Dugouts

CONCLUDING OPTION

Quote: _____
Baseball is known as
"America's pastime."

CONCLUDING DETAILS

- ① All are required for formal games
- ② Not required for neighborhood games
- ③ Fun to play
- ④ Fun to watch

Transitions Chart

SIZE TRANSITIONS

The largest	Larger than	The smallest	The small-sized	The tallest
The next largest	Equal to	The next smallest	The medium-sized	The shortest
The smallest	Smaller than	The largest	The large-sized	

TIME TRANSITIONS

First,	Now	At the beginning of	Thereafter,	By this time,	Before
Then,	Soon	In the middle of	Presently,	At the same time,	In the meantime
Next,	Then	At the end of	After a short time,	At that instant,	Meanwhile
At last,	Later		Soon thereafter,	Immediately,	During
				Simultaneously,	After
					Afterwards

First,	In the morning,	Yesterday,	The first
Second,	Before noon,	Today,	A more recent
Third,	In the afternoon,	Tomorrow,	The most recent
Finally,	In the evening,	The day after tomorrow,	

In the past,	The next day,	This year,	The earliest
In the present,	Two weeks later,	Next year,	The next earliest
In the future,	Six months later,	In the next few years,	The most recent

SPACE TRANSITIONS

behind	on the edge of	beside	in front of	west of	high
over	toward	around	facing	east of	against
under	throughout	near	in back of	north of	alongside
below	to the right of	side by side	in the center	south of	ahead of
beneath	to the left of	close to	inside	at the	here
low down	on top of	next to	outside	in	there
on the bottom	at the top	down	at the end of	on	beyond
on the corner	by	up	between	above	farther on

IMPORTANCE TRANSITIONS

The best	The most important	The first	The best
The next best	Equally important	More important than	The next best
The least best	The next important	Most important	The worst
	The least important		

CHAIN-LINK TRANSITIONS

On the one hand,	One example of	In the first place,	In other words,	The first
On the other hand,	For instance,	In the second place,	In fact,	The second
	Another example,	In the third place	Also,	The third
Again,	A further example			
Besides,	For example,	One	Because	First,
Moreover,	For another example	Another	Since	Second,
		A further	As	Third
	Still another	Further,	Still,	Specifically,
	In addition,	Furthermore,	While	More specifically,
	In the same way,		Instead	In particular,
	In fact,			
The opposite of _ is _	Additionally	The last	Indeed,	As a result,
On the contrary side	Lastly,	Last	Although	Consequently,
To the contrary,	Similar to _ is _		Even though	Naturally,
In contrast,	Another similar _ is _	Nevertheless,	Even if	After all,
In spite of	Likewise,	Nonetheless,		
Despite the	Similarly,			
	A dissimilar _ is _			

CONCLUDING TRANSITIONS

To conclude,		To sum up	As you can see,
In conclusion,	In sum,	To summarize,	As a result,
In summary,	In brief,	Thus,	Finally,
	In short,	Therefore,	

Theme Writing Strategy Assignment Sheet

NAME: _____

Date	Lesson	Learning Sheet	Scored	Feedback given
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Lesson 6

Learning Sheet A

Sorting Details

Name: _____

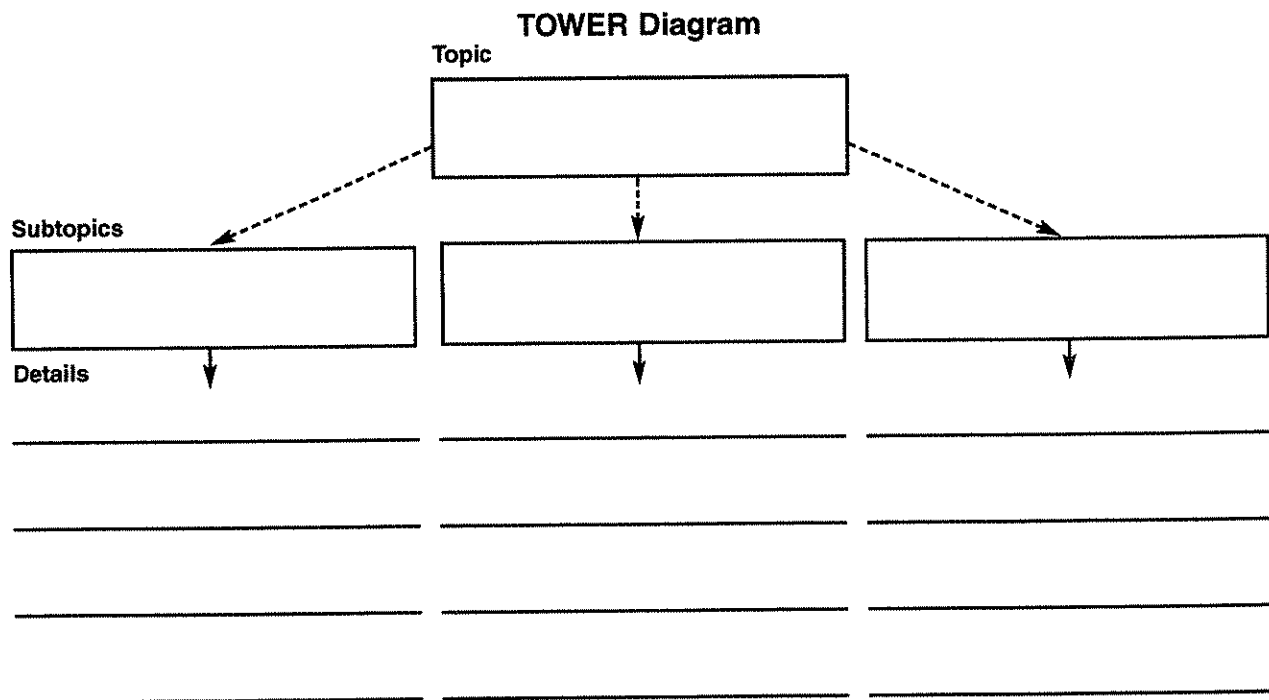
Date: _____

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)

- | | | |
|---------------|----------------|-------------------|
| ___ Train | ___ Speed boat | ___ Helicopter |
| ___ Jet plane | ___ Tugboat | ___ Bus |
| ___ Sailboat | ___ Truck | ___ Space shuttle |
| ___ Car | ___ Blimp | ___ Submarine |

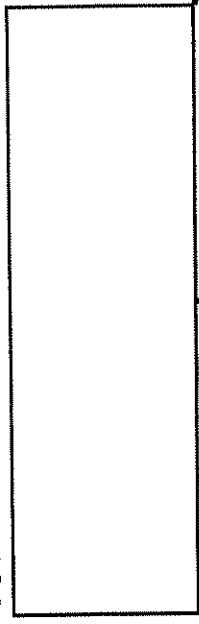

 (20 pts.)

SIMPLIFIED TOWER DIAGRAM

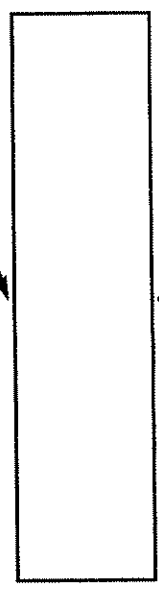
Name: _____

Date: _____

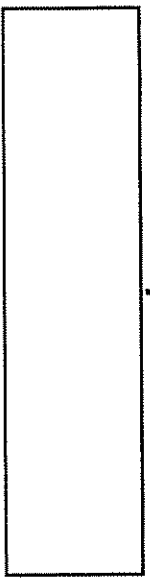
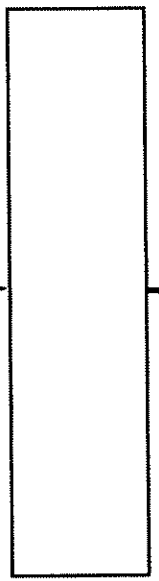
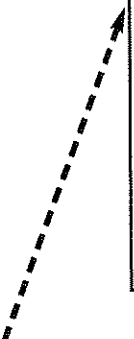
TOPIC



SUBTOPICS



DETAILS



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)

___ Grizzly bear

___ Lizards

___ Alligators

___ Tigers

___ Snakes

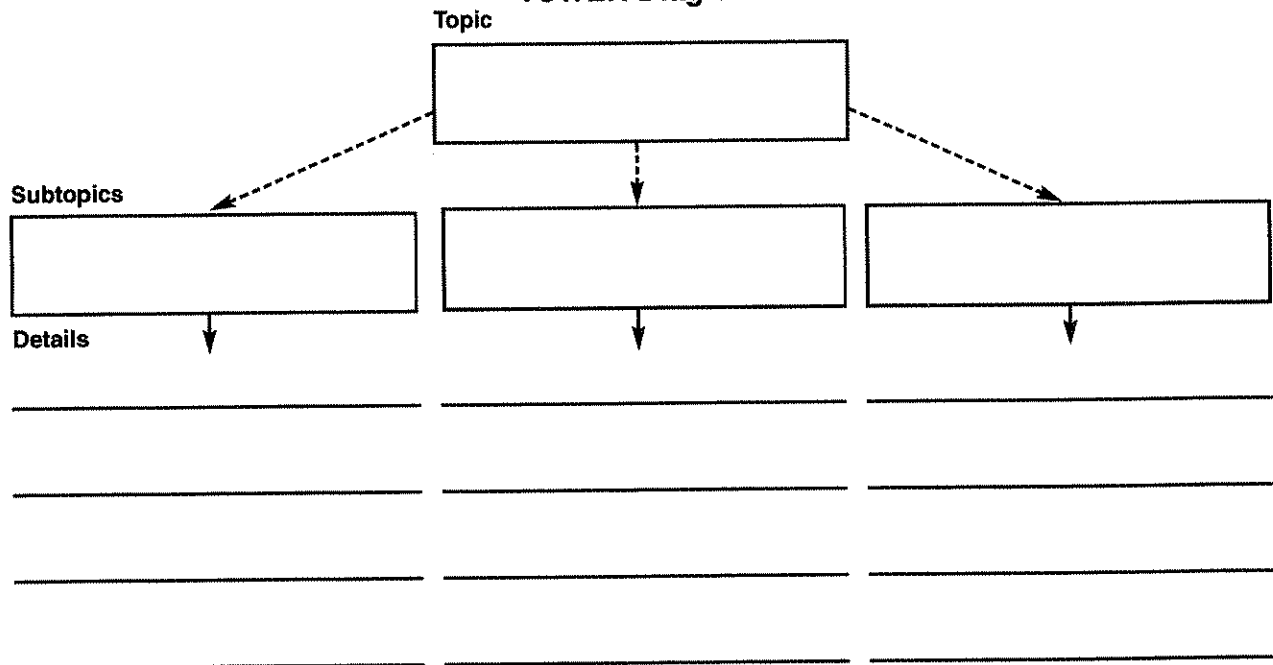
___ Brown bear

___ Leopards

___ Panthers

___ Polar bear

TOWER Diagram



(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

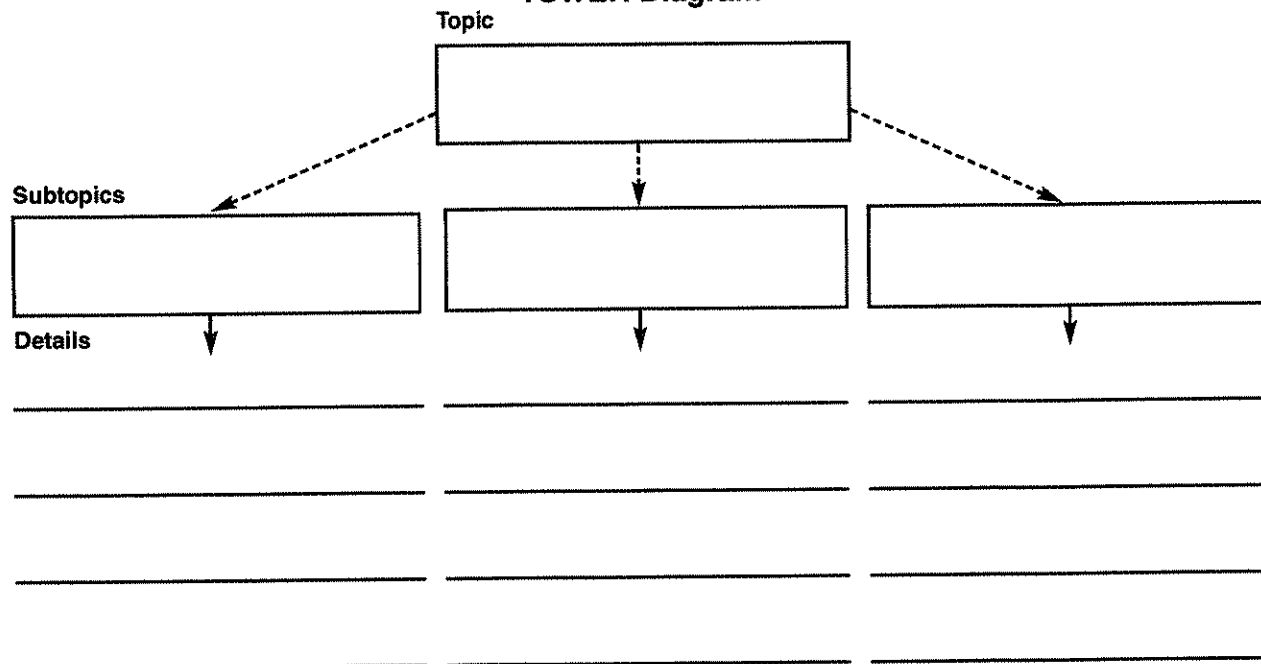
___ Spring holidays

___ Fall holidays

___ April Fool's Day

___ Winter holidays

TOWER Diagram



(20 pts.)

Subtopics

- **Focus on a main idea related to the topic**
- **Relate to each other and the topic in a similar way**

Subtopics must relate to the topic in a similar way

- 1. Topic: Furniture**
Subtopics: Metal furniture, wooden furniture, plastic furniture, glass furniture
- 2. Topic: Reasons not to smoke cigarettes**
Subtopics: Lung and throat cancer, expensive, destroyed teeth, harming others
- 3. Topic: Furniture**
Subtopic: Living-room furniture, bedroom furniture, porch furniture, wooden furniture
- 4. Topic: Clocks**
Subtopics: Materials in clocks, parts of clocks, minutes, types of clocks
- 5. Topic: High school courses**
Subtopics: Social studies courses, science courses, English courses, algebra
- 6. Topic: Winter sports equipment**
Subtopics: Ski equipment, ski poles, skating equipment, snowboarding equipment

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: _____

2. TOPIC: TYPES OF TRANSPORTATION

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

New Subtopic: _____

3. TOPIC: PLANTS

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

New Subtopic: _____

4. TOPIC: FOODS

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

New Subtopic: _____

5. TOPIC: TYPES OF HOME AIDS

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

New Subtopic: _____

(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

New Subtopics:

___ Station wagon

___ Four-door sedan

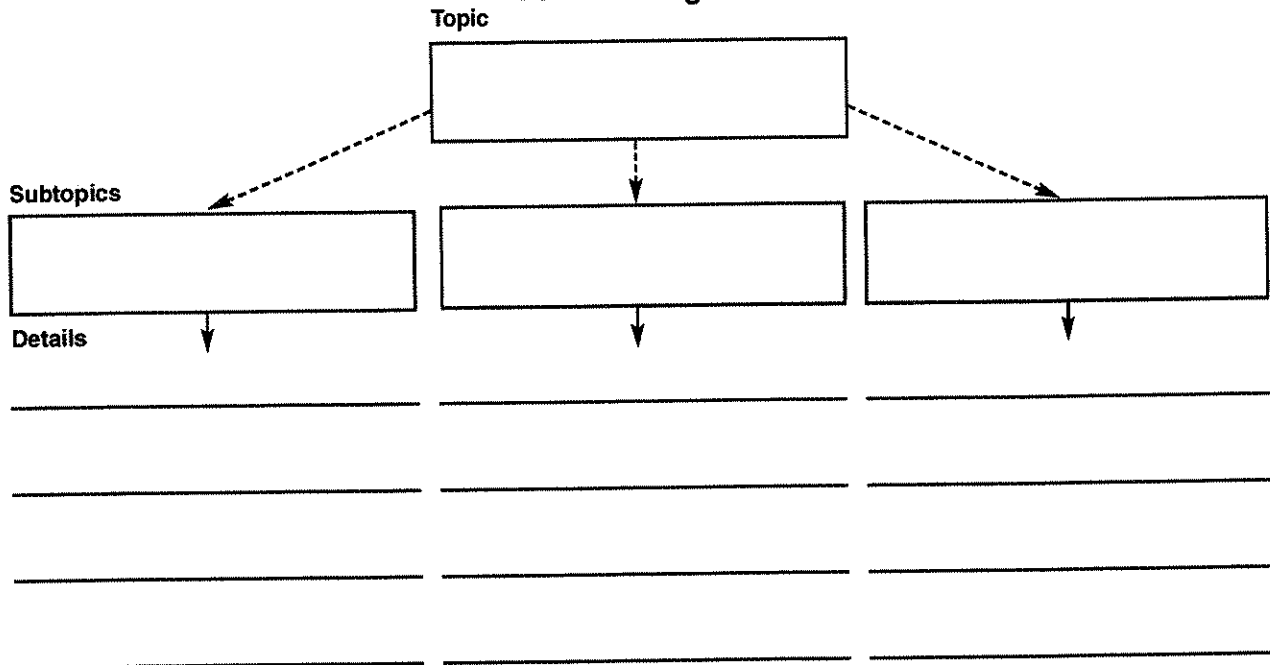
___ Recreational vehicles

___ Motorcycle

___ Camper

___ Fire engine

TOWER Diagram



(20 pts.)

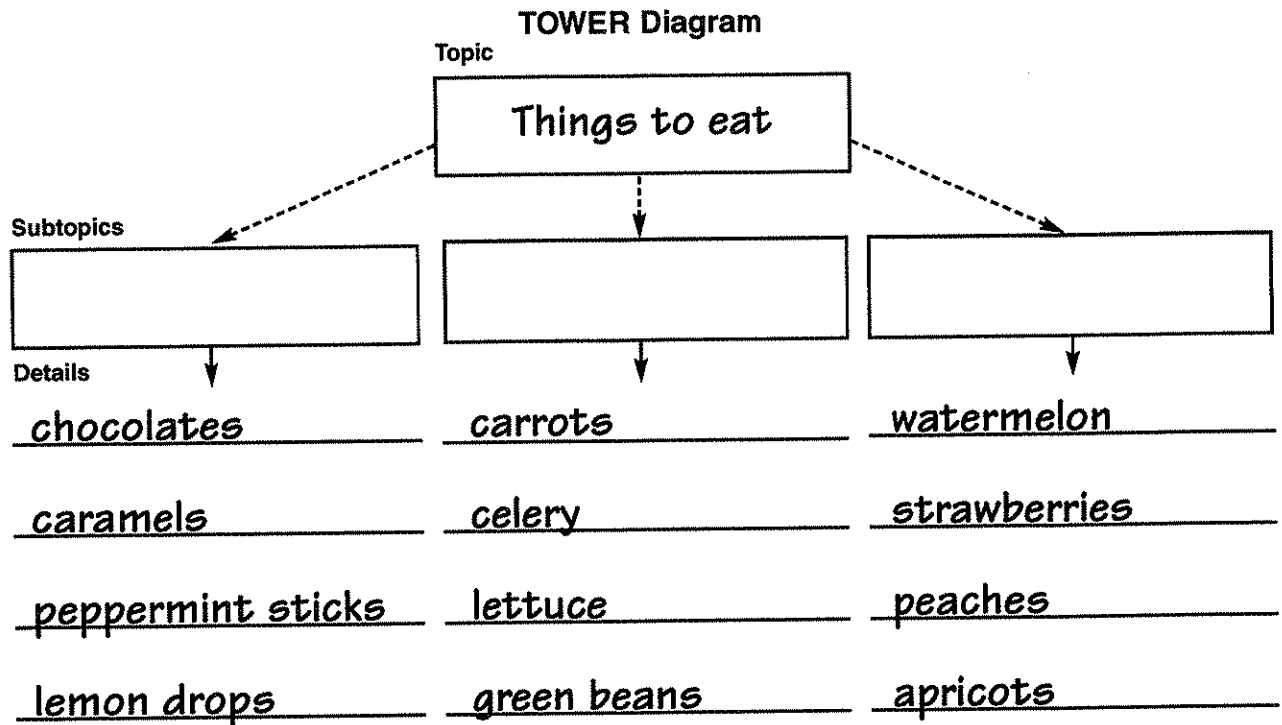
Lesson 9
Learning Sheet 3A
Identifying Subtopics

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 10 Learning Sheet 1A

Name: _____

Date: _____

Brainstorming Subtopics and Details

FAST FOOD

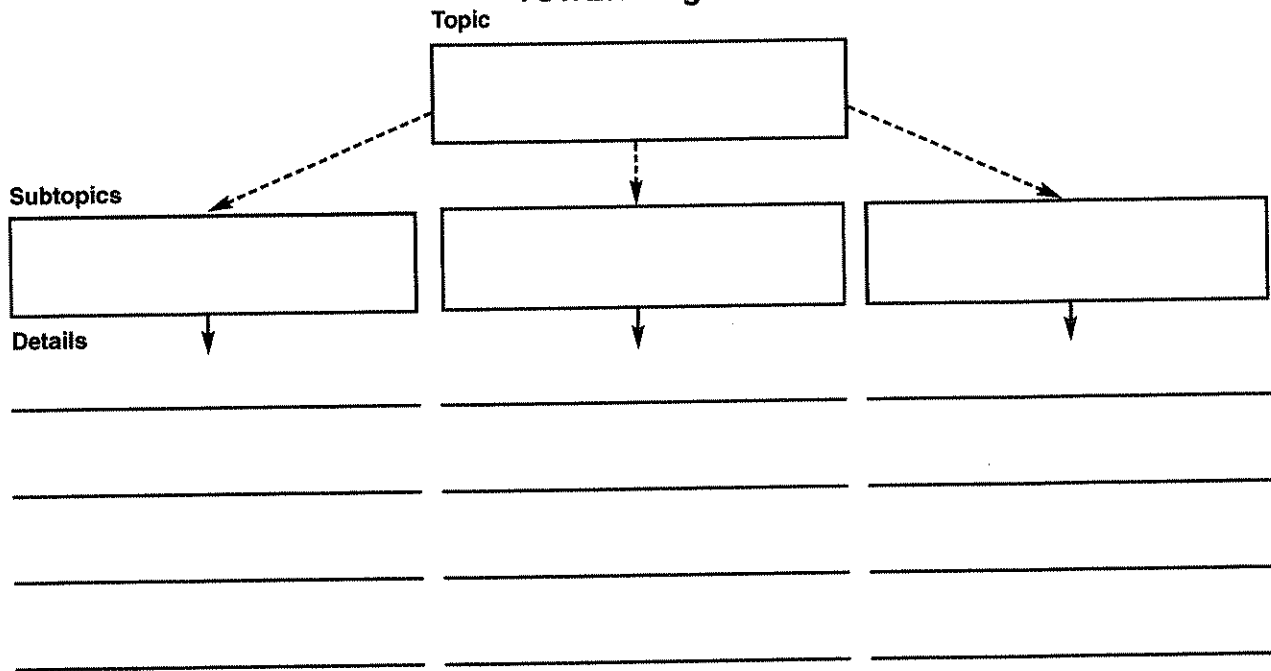
1. Create a brainstorm list for a theme on "Fast Food." First, circle the subtopic. Then make your own code for the subtopic. Put the code letter next to details related to that subtopic.
2. Create two new subtopics, write them on the lines, and create a code for each one. Put the code letters next to 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.

_____ French fries
 _____ Tacos
 _____ Mexican fast food

Subtopics:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOWER Diagram



--

(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:

More Details:

Details:



(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:

More Details:

Details:



(20 pts.)

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**

Parts of an Introductory Paragraph

- **Topic Sentence**
- **Detail Sentences**
- **Thesis Statement**

Introductory Options

- Definitions
- Descriptions
- Stories
- Scene Description
- Historical Facts/Events
- Exciting Details
- Quotations
- Warnings
- Problems/Questions
- Provocative Statements
- Combinations

Example Introductory Options

Definition

Pollution has many causes. It is the process of making the air, water, and soil dirty. It can make people and animals sick and even cause their death. One cause of pollution is the uncaring disposal of human waste. Other causes are the vehicles people drive and the factories in which they work. One of the newest causes of pollution is the disposal of nuclear waste. Understanding these causes of pollution is one step in the direction of eliminating them.

Description

Pollution has many causes and many faces. It can be the gray cloud hovering above a city or the yellow haze on the horizon. It can be the lumps of pinky-white foam floating on the surface of a river or stream. It can be the dead bird whose neck was caught in a plastic ring that once encircled a pop can. It can be the gasps of a child who cannot breathe. These faces of pollution are all caused by human activities such as the disposal of personal waste, the use of vehicles, industry, and the use of nuclear power, and these activities are endangering the health of all human beings.

Stories

“Pollution has gone too far!” thought Sammy, as he pulled a fish out of the stream near his home. The fish, which should have been a shimmering silver streak, had patches of brown on its sides, a sure sign of pollution in the stream. Indeed, pollution HAS gone too far; Sammy is correct. The causes of pollution in Sammy’s stream and in other waterways across the nation are all related to human activities, such as the disposal of personal waste, the use of vehicles, industry, and the use of nuclear power, and they are endangering Sammy’s health as well as the health of all human beings and the rest of Earth’s creatures.

Scene Description

The beach had been polluted, and the cause was clear. What once had been a beautiful, white beach was covered in a slick black substance. Scattered across it were fish and birds. Most of them were dead; a few were struggling to move. Like so many other landscapes across the nation, this beach and the creatures who live there had been destroyed by human activities. Indeed, human activities, including how humans think about and deal with their personal waste, the vehicles they use, the waste at their work places, and their use of nuclear energy, are causing such serious pollution that humans are endangering their current and future health.

Historical Facts/Events

Pollution has many causes. One example of a cause of pollution became clear at the Love Canal site in Niagara Falls, New York, in the 1970s. The Love Canal area had been purchased by the Hooker Chemicals and Plastic Corporation in 1942. For the next 11 years, this company dumped about 22,000 tons of chemical wastes into the Love Canal. In 1953, the land around the canal was sold to the school board for \$1, and a school was built along with surrounding neighborhoods. In 1976, the basements of the homes started to ooze an oily substance, and chemical odors wafted through the homes. Two years later, a health emergency was proclaimed, and people were evacuated from their homes. Clearly, the dumping of wastes by industrial giants like Hooker Chemicals is one cause of pollution. Other causes include the disposal of human waste, vehicle exhaust, and the disposal of nuclear waste, and they are all endangering people’s health.

Example Introductory Options (continued)

Exciting Details

Pollution has many causes, and all of them are directly related to human activity. One of the results of pollution is that our most precious and abundant natural resource, water, is no longer fit for people to drink. Although life cannot exist without water, humans continue to engage in activities that pollute it and make it a health hazard for themselves and the creatures that live in it. Since all creatures are linked together within the food chain, if fish become affected by water pollutants, people who eat fish can also become affected and suffer from disease. In fact, 2,299 waterways in the United States are so polluted that people have been warned not to eat the fish caught in them. This situation and others involving the air and the soil have been caused by human activity such as the disposal of personal wastes, the use of vehicles, industry, and the disposal of nuclear waste. All of these causes are endangering the health of Earth's creatures.

Quotations

Pollution is caused by many factors, all of them human. As stated by Dr. Ejaz, "Everything in the environment is linked with another like a chain, and if one of the links in the chain becomes missing or is destroyed, the entire chain will be affected." Thus, for example, if a person fouls the water in a stream by dumping garbage into it, the fish in the stream will become sick. Then when the person catches one of those fish and eats it, the person will become ill as well. This example of how all creatures are connected like links in a chain holds true for the pollution of the air and land as well as the water. Humans cause such problems through the way they dispose of their personal waste, use gas-guzzling vehicles, conduct their work, and dispose of nuclear waste.

Warnings

Pollution is caused by many factors, and all of them are related to human activity. In fact, if humans do not do a better job of protecting the Earth, the Earth will have the final say. That is, the problems of the Earth will have a direct impact on life as people know it and may eliminate it entirely. Indeed, the health and welfare of all of the Earth's creatures are at stake, and humans need to act quickly and decisively to protect them. By understanding and directly acting to correct the causes of pollution, such as the disposal of personal waste, the use of exhaust-spewing vehicles, the way work is done, and the disposal of nuclear waste, people can protect themselves, their children and grandchildren, and other creatures.

Problems/Questions

How can we protect our health while saving the environment? The answer to this question is complicated, but it involves the immediate elimination of the causes of pollution. One cause of pollution is human waste. Another cause involves the exhaust of the vehicles people drive. Still another is the way industries dispose of their waste. One of the newest causes of pollution is nuclear waste. Understanding these causes of pollution is one step toward eliminating them.

Provocative Statement

All aerosol cans should be banned! This might be a startling statement, but it speaks to the heart of the pollution crisis that has been caused by human activities. One cause of pollution is the careless disposal of human waste, such as the propellant from an aerosol can. Other causes are the vehicles people drive and the factories in which they work. One of the most damaging causes of pollution is the disposal of nuclear waste. Understanding these causes of pollution is one step toward eliminating them.

Combinations

All aerosol cans should be banned! This might be a startling statement, but it speaks to the heart of the pollution crisis that has been caused by human activities. Unless people begin to understand and act on the knowledge that scientists are providing, such as the fact that the use of aerosol cans is producing a hole in the Earth's atmosphere which can harm life on Earth, dire consequences will result. Indeed, the health and welfare of all of the earth's creatures are at stake, and humans need to act quickly and decisively to protect them. By understanding and directly acting to correct the causes of pollution, such as the disposal of personal waste (such as aerosol propellants), the use of exhaust-spewing vehicles, the way work is done, and the disposal of nuclear waste, people can protect themselves, their children and grandchildren, and other creatures.

TOWER DIAGRAM

SUBTOPIC SEQUENCE P.O.V. TENSE

--	--	--

TOPIC

Causes of Pollution

INTRODUCTORY OPTION

_____ ○
 _____ ○
 _____ ○
 _____ ○

INTRODUCTORY DETAILS

_____ ○
 _____ ○
 _____ ○
 _____ ○

SUBTOPICS

Vehicles

Human Waste

Factories & Farms

Nuclear Waste

DETAILS

- Boats put oil in water
- Fuel burned by cars
- Exhaust pollutes air
- Space ships pollute space
- _____
- Things break & aren't fixed
- Good stuff is thrown away
- Lots of paper is used
- All taken to dump
- Litter everywhere
- Chemicals dumped in water
- Chemicals put on plants & soil
- Burn fuels → smoke
- Chemicals buried
- Breakdowns:
- Leakage into air & ground
- Leftovers put near neighborhoods
- Radiation seeps into drinking water

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.)

Purpose of the Concluding Paragraph

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

Parts of a Concluding Paragraph

- **Concluding Transition Sentence**
- **Detail Sentences**
- **Clincher Sentence**

Concluding Options

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

Example Concluding Options

Summary

To summarize, human activities are causing pollution and are a real danger to the health of all creatures on the Earth. The way people uncaringly dispose of things they no longer want is creating mountains of waste that are spoiling the soil. The way they drive vehicles that pollute the air is causing major problems with breathing. The way they treat their crops and dispose of industrial wastes is polluting the water. The way they dispose of nuclear waste is causing serious diseases like cancer. People need to eliminate these causes of pollution quickly to save their health and the health of their children.

Suggestions

To conclude, understanding these four major causes of pollution can lead to solutions protecting the land, air, and water on the Earth. Each cause needs to be the focus for inventing new solutions. First, people need to find new ways to recycle broken equipment and garbage. People need to invent ways to package things in containers that are either reusable or recyclable. Recycling needs to be made easier and less inconvenient. Second, fuels or ways of powering vehicles need to be created that do not pollute the air or water; vehicles need to be created that more cleanly use today's fuels. People need to be given rewards for using mass transportation or self-propelled vehicles. Towns and cities need to make mass transportation available. Third, tougher laws need to be made about factory smokestacks and chemical dumping, and they must be enforced. Safe ways of dealing with insects that destroy crops need to be invented. Fourth, safe ways of disposing of nuclear waste need to be created, or nuclear power must be given up as a power source. Thus, lots of attention needs to be given to eliminating the causes of pollution in the next few years if people's health is to be protected and if the earth is going to be saved for future generations.

Moral

In conclusion, human activities are causing pollution and are a real danger to the health of all creatures on the earth. The moral of this paper is that humans need to stop those harmful activities. They need to become very creative in producing new ways to care for the Earth. They need to be careful about the ways they deal with waste or figure out ways to avoid the creation of waste. They need to make new inventions that enable people to ride around, create heat, and produce new products without creating exhaust fumes and nuclear waste products. Only if these and other events happen will life be safe from the causes of pollution.

Opinions

In sum, scientists have stated that human activities, such as the disposal of human waste, vehicle exhaust, factory chemicals, and nuclear waste, are causing pollution and are a real danger to the health of all creatures. Some people choose to ignore the scientists' warnings, often because they just do not want to take the time or invest the money or effort required to dispose of waste properly. However, in my opinion, these same people cannot afford to continue to pollute the air, soil, and water. They cannot afford the costs involved with the serious illnesses that result from polluted food, water, and air. They will not be happy when their children and grandchildren are seriously ill with diseases like cancer. Individuals and businesses need to act immediately to do what needs to be done to resolve the pollution crisis. As guardians of the Earth, people need to be active participants in seeking a peaceful and healthy existence by eliminating the causes of pollution.

Cautions

In conclusion, human activities are causing pollution and are a real danger to the health of all creatures on the Earth. These activities must be eliminated if safe health conditions are to be created. However, a few cautions are in order here. First, this is not a simple problem. Everyone, including individuals, businesses, and the government must work together to create the needed changes. Second, some solutions will cost money. Businesses, such as car makers, must be given incentives for creating more fuel-efficient vehicles and other needed inventions for stopping pollution and cleaning up polluted water, air, and soil. Third, education will be needed to alert everyone to the dangers and to enlist their help. Once these activities are in place, the causes of pollution will be eliminated, and creatures on Earth will have a better chance of survival.

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.)

The “W” Step

Lessons

Lesson 13: Writing Introductory Paragraphs

Lesson 14: Writing Detail Paragraphs

Lesson 15: Writing Concluding Paragraphs

The Topic Sentence

- **Names the Theme Topic**
- **Starts the reader thinking about the topic or grabs the 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**

INTRODUCTORY PARAGRAPH:

Subtopic Structure

Topic Sentence

**Detail
Sentences**

Background Sentence

Sentence about Subtopic 1

Sentence about Subtopic 2

Sentence about Subtopic 3

Thesis Statement

EXAMPLE INTRODUCTORY PARAGRAPH:

Subtopic Structure

Who is Being Deceived?

Deception, whether it is self-inflicted or inflicted upon others, plays a leading role in *Cyrano de Bergerac* and sets up most of the irony and tragedy in the play. Deception is an act that causes a person to believe something that is not true. Often, this act includes some sort of pretense or trickery. In *Cyrano de Bergerac*, the leading character, Cyrano, first deceives himself by believing that he is too ugly to ever win the heart of Roxane, a beautiful woman. Next, he deceives Roxane by speaking and writing to her under the false pretense of being her lover, Christian. As a result, he creates a love between himself, even though he is pretending to be Christian, and Roxane that is so strong that Christian becomes very distraught, and he allows himself to be killed in battle. Even when the proper time comes for Cyrano to tell Roxane that he, not Christian, was the one who had spoken and written to her, Cyrano deceives himself still that Roxane would not love him and remains silent with his secret. Thus, as will be described in detail below, deception of self and others plays as strong a role in this play as some of the major characters.

By Jesse Schumaker as a high-school student

INTRODUCTORY PARAGRAPH:

Lead-Off/Follow-Up Structure

Topic Sentence

**Detail
Sentences**

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

Thesis Statement

EXAMPLE INTRODUCTORY PARAGRAPH:

Lead-Off/Follow-Up Structure

A Great Man Caught at a Terrible Time

Lyndon Baines Johnson was the thirty-sixth President of the United States, serving between 1963-1969. Interestingly, he became the President after a long career as a politician in an unusual way. He had been elected as Vice President, and when President John F. Kennedy was assassinated, Lyndon Johnson became the new President. As President, he presided over a country in turmoil. Because of the war in Vietnam and racial riots in American cities, conflict was a big part of daily life at that time. Nevertheless, President Johnson's early life, his political experiences, and the ways he addressed the major issues that confronted him as President point to the conclusion that he was an extraordinary man and a great President.

By Scott Schumaker as a junior-high student

INTRODUCTORY PARAGRAPH:

Open Structure

Topic Sentence

**Detail
Sentences**

Background Sentence

Detail Sentence 1

Detail Sentence 2

Detail Sentence 3

Thesis Statement

EXAMPLE INTRODUCTORY PARAGRAPH:

Open Structure

A World Where No One Shines

Ayn Rand's *Anthem* is a novel about a world in which the word "I" has vanished, and people are forced to be part of a world where no one can be an individual, no one can shine. In this collectivist world, people are forced to be like everyone else, and they are not allowed to think thoughts that others do not think. They are not allowed to like any one person more than another, and they are certainly not allowed to write their own thoughts on paper. When people are born in this world, they are given a title and a number, and it is inscribed on a band which is attached around their wrists. Their jobs are chosen by a council, and they have to do these jobs whether they like them or not. After doing their chosen jobs throughout their lives, they are put in a house for "elders" where they sit and wait until they die. This is the world in *Anthem* before Equality 7-2521 was born. The journey that this character takes from discovering that he is an individual, through breaking the laws of the land, and finally giving himself a name is a journey that shows incredible courage and strength of character.

By Scott Schumaker as a high-school student

The Thesis Statement

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

Introductory Paragraph Checklists

Introductory Paragraph: Subtopic Structure

- Topic Sentence
- Background Sentence
- Sentence about Subtopic 1
- Sentence about Subtopic 2
- Sentence about Subtopic 3
- Thesis Statement

Introductory Paragraph: Lead-Off/Follow-Up Structure

- Topic Sentence
- Lead-Off Sentence
- Follow-Up Sentence
- Lead-Off Sentence
- Follow-Up Sentence
- Thesis Sentence

Introductory Paragraph: Open Structure

- Topic Sentence
- Background Sentence
- Detail Sentence 1
- Detail Sentence 2
- Detail Sentence 3
- Thesis Statement

Introductory Options:

- Definitions
- Descriptions
- Stories
- Scene Description
- Historical Facts/Events
- Exciting Details
- Quotations
- Warnings
- Problems/Questions
- Provocative Statements
- Combinations

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: _____

2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

(1 pt.)

Thesis Statement: _____

3. TOPIC: PLANTS

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

(1 pt.)

Thesis Statement: _____

4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

(1 pt.)

Thesis Statement: _____

5. TOPIC: TYPES OF HOME AIDS

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

(1 pt.)

Thesis Statement: _____

(5 pts.)

Model Theme

Pollution: A Human-Caused Disaster

Pollution has many human causes. It is unclean air, water, and soil, and it can make people and animals sick and even cause death. In fact, 50,000 deaths per year are caused by only one type of air pollution. For those who are still living, 2299 bodies of water in the United States are so polluted that the fish caught in those waters should not be eaten because they will make people sick. Engine emissions contribute to asthma and other lung diseases, as evidenced by the fact that the asthma rate for children under the age of five has increased more than 74% over the past 20 years. Understanding the causes of pollution, including human waste, vehicle exhaust, industry waste, and nuclear waste is one step toward eliminating them and protecting everyone's health.

The oldest cause of pollution is human waste. One type of human waste is created because of a throw-away mentality. People are constantly using things, breaking them, and throwing them away instead of getting them fixed. Another type of waste is created when people throw away perfectly good items. Old clothes, left-over food, and food containers are thrown away for no other reason than that they are not wanted. A third type of waste is created by paper usage. People discard paper items like newspapers, magazines, junk mail, and other papers they no longer need. All of these items may be put in the garbage or just thrown on the streets as litter. If they are put in the garbage, the garbage is taken to a dump and piled up in a mountain of waste.

Besides the garbage that people produce, the different kinds of vehicles that they use are causing a more recent kind of pollution. For example, cars, trucks, buses, and planes burn fuel, and the exhaust from the engines pollutes the air. Some cities have so much air pollution from vehicles that the air is constantly filled with a foggy substance called smog. For another example, boats and ships also cause pollution. First, the exhaust from the fuel they burn goes into the air and water. Second, oil spills out of them when they are ruptured, and this pollutes the water and the beaches. For a final example, space ships and satellites pollute the air with their exhaust when they take off. They pollute space if they are left out in space.

Another more recent type of pollution is caused by the factories and farms across the nation. First, burned fuels are sent into the air by factories through their big smokestacks. The air near these smokestacks turns the air gray and foul smelling. Second, left-over chemicals are often buried in the ground. Sometimes, they are directly dumped into rivers by factory workers. Third, farmers use chemicals on their crops to kill bugs and other pests. These chemicals are washed into the ground by rain and eventually enter the rivers. Chemicals from both factories and farms pollute the earth and the water and make them less usable for planting crops and drinking.

The most recent cause of pollution is nuclear waste. Unfortunately, nuclear power plants sometimes have breakdowns. As a result, the nuclear energy leaks out into the air around the plants. Even when there are no breakdowns, workers still need to discard left-over materials. For example, when workers no longer need the rods that they use in power plants, hospitals, or other businesses, they need to get rid of them somehow. However, there are few good ways of disposing of them because the rods still have a lot of radiation in them. People have gotten very sick when nuclear waste has been discarded near their homes.

To conclude, understanding these four major causes of pollution can lead to solutions that protect the land, air, and water on the Earth. Each cause needs to be the focus for inventing new solutions. First, people need to find new ways to recycle broken equipment and garbage. People need to invent ways to package things in containers that are either reusable or recyclable. Recycling needs to be made easier and less inconvenient. Second, fuels or ways of powering vehicles need to be created that do not pollute the air or water; vehicles need to be created that more cleanly use today's fuels. People need to be given rewards for using mass transportation or self-propelled vehicles. Towns and cities need to make mass transportation available. Third, tougher laws need to be made about factory smokestacks and chemical dumping, and they must be enforced. Safe ways of dealing with insects that destroy crops need to be invented. Fourth, safe ways of disposing of nuclear waste need to be created, or nuclear power must be given up as a power source. Thus, lots of attention needs to be given to creating solutions that eliminate the causes of pollution in the next few years if people's health is to be protected and if the Earth is going to be saved for future generations.

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: _____

(2 pts.)

2. Background Sentence: _____

(2 pts.)

3. Sentence about Subtopic 1: _____

(2 pts.)

4. Sentence about Subtopic 2: _____

(2 pts.)

5. Sentence about Subtopic 3: _____

(4 pts.)

6. Thesis Statement: _____

(16 pts.)

Lesson 13

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

Name: _____

Date: _____

Writing Introductory Paragraphs: Lead-Off/Follow-Up 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: _____

(2 pts.)

2. Lead-Off Sentence: _____

(2 pts.)

3. Follow-Up Sentence: _____

(2 pts.)

4. Lead-Off Sentence: _____

(2 pts.)

5. Follow-Up Sentence: _____

(4 pts.)

6. Thesis Statement: _____

(16 pts.)

Lesson 13

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

Name: _____

Date: _____

Writing Introductory Paragraphs: Open 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: _____

(2 pts.)

2. Background Sentence: _____

(2 pts.)

3. Detail Sentence: _____

(2 pts.)

4. Detail Sentence: _____

(2 pts.)

5. Detail Sentence: _____

(4 pts.)

6. Thesis Statement: _____

(16 pts.)

Purpose of a Detail Paragraph

- **Covers information related to one of the subtopics**
- **Helps to form the body of the theme**

Parts of a Detail Paragraph

- **Topic/Transition Sentence**
- **Lead-Off Sentences**
- **Follow-Up Sentences**

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)**

Example:

My most favorite part of my summer vacation was the trip I took to Disney World.

DETAIL PARAGRAPHS:

The Detail Sentences

- **Cover the information under the subtopic**
- **Include transitions related to the sequence (in Lead-Off Sentences)**
- **Follow the specified order on the TOWER Diagram**
- **Represent a variety of sentence types**

Model Detail Paragraph

To begin, Lyndon Baines Johnson's life started in a simple way when he was born on August 28, 1908, near Stonewall, Texas, but his political roots soon became clear. Lyndon's father, Sam Johnson, Jr., was a farmer who wanted to become more. He became a school teacher for three years, and then he was elected into the Texas House of Representatives, where he found his real love, politics. Meanwhile, as Lyndon grew to school age, people became aware that he was very smart and excelled in his studies and debate. He graduated from Johnson City High School in Texas in 1924. After finishing high school, Lyndon decided to take a break from school and went to the West Coast. After a period of wandering, he hitchhiked back to Texas where he told his mother that his brain might not be ready for college, but he would try. He enrolled in Southwest Texas State Teachers College, and he graduated in 1930. Next, Johnson taught at a Houston high school for a year. The following year, Johnson became the secretary for Texas Congressman Richard Kleberg and accompanied him to Washington, D.C. His career in politics had begun.

By Scott Schumaker as a junior-high student

General Theme Writing Checklists

Introductory Paragraph

- ___ Topic Sentence
- ___ Detail Sentence 1
- ___ Detail Sentence 2
- ___ Detail Sentence 3
- ___ Detail Sentence 4
- ___ Thesis Statement

Detail Paragraphs

- ___ Topic/Transition Sentence
- ___ Lead-Off Sentence with
Transition
- ___ Follow-Up Sentence
- ___ Lead-Off Sentence with
Transition
- ___ Follow-Up Sentence
- ___ Lead-Off Sentence with
Transition
- ___ Follow-Up Sentence

Concluding Paragraph

- ___ Concluding Transition Sentence
- ___ Detail Sentence 1
- ___ Detail Sentence 2
- ___ Detail Sentence 3
- ___ Detail Sentence 4
- ___ Clincher Sentence

Think
Organize it
Write a draft
Evaluate it
Refine it

Lesson 14

Learning Sheet 1A

Name: _____

Date: _____

Writing Topic/Transition Sentences

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: _____

2. TOPIC: TYPES OF TRANSPORTATION

Subtopics: Land transportation, Water transportation, Air transportation

(1 pt.)

Topic/Transition Sentence: _____

3. TOPIC: PLANTS

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

(1 pt.)

Topic/Transition Sentence: _____

4. TOPIC: FOODS

Subtopics: Breakfast foods, Lunch foods, Dinner foods

(1 pt.)

Topic/Transition Sentence: _____

5. TOPIC: TYPES OF HOME AIDS

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

(1 pt.)

Topic/Transition Sentence: _____

(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: _____

(2 pts.)

2. Lead-Off Sentence: _____

(2 pts.)

3. Follow-Up Sentence: _____

(2 pts.)

4. Lead-Off Sentence: _____

(2 pts.)

5. Follow-Up Sentence: _____

(2 pts.)

6. Lead-Off Sentence: _____

(2 pts.)

7. Follow-Up Sentence: _____

(16 pts.)

CONCLUDING PARAGRAPH:

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

EXAMPLE:

To conclude, my summer vacation included a variety of fun activities, including trips, a family reunion, and days at the pool, some of which I would recommend.

CONCLUDING PARAGRAPH:

Detail Sentences

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

CONCLUDING PARAGRAPH:

Subtopic Structure

Concluding Transition Sentence

**Detail
Sentences**

**Sentence about Concluding
Option**

Sentence about Subtopic 1

Sentence about Subtopic 2

Sentence about Subtopic 3

Clincher Sentence

EXAMPLE CONCLUDING PARAGRAPH:

Subtopic Structure

To summarize, in a variety of ways, a major role in *Cyrano de Bergerac* is played by deception. The moral of this story might be that deception only leads to misery. Cyrano's self-deception leads him to believe that a beautiful woman could not possibly love him. His deception of her leads her to believe that her lover is a wonderful man and leads to his friend's unhappiness and death. Finally, his deception leads to him living with a miserable predicament for the rest of his life. He cannot tell Roxane the truth because she is so heartbroken over the loss of her lover. Although he is not actively lying to her at this point, his omission of the truth is truly deceptive. It takes the impending tragedy of his untimely death for him to reveal to her that it was he, not Christian, who had spoken to her from beneath the balcony and had written all of the letters. The deception finally ends; however, ironically, it is too late for the lovers to ever be together.

By Jesse Schumaker as a high-school student