

Goals for Writing - Structure and Conventions

Review the grading sheet for your essay on either the farming or the economic activity in the three regions of the colonies. Use the feedback you were given to choose three areas of improvement in your next essay. In the box below each of your three chosen areas for improvement, copy the comments on your paper and grading sheet that you will help you plan your improvement.

Possible Structure Goals

Topic sentence of essay

- States main idea?
- Responds to the question or prompt - using its wording?

Sentence introducing supporting area

- States main point of that area
- Details that develop this point will follow

Conclusion

- Does not simply restate the topic
- Provides a thoughtful comment on the overall topic

Ideas are in a logical order that is obvious to the reader.

- Examples - Least to most important, Chronological (Time Order), Most common to least common

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Possible Conventions Goals

Full sentences must be used: no fragments, no run-ons.

Record any fragments or run-ons marked on your paper below.

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Avoid vague pronoun reference – They? Who?, It? What?

Record three sentences marked on you paper as having vague pronouns below.

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All students should record spelling and capitalization errors.

Spelling Errors - Record all.	Capitalization Errors - Record all.

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Model of a well written answer –

Accounts can differ for many reasons. The way a person understands what he is being asked might cause accounts to differ. A person who thinks a map of the school must include the outside might draw a different map than a person who thinks school only means inside the building. A person might also not include the same things in their account because their experiences might cause accounts to differ. A person who has never had a design and technology class might not put those rooms on his map because he never even thinks of them and certainly does not think them important. But even if two people include the same things, skills could cause accounts to differ. If a person is a trained artist and has been taught to observe, he might give a better description or draw a clearer map. Emotions can cause accounts to differ because they can interfere with a person's ability to focus on the topic he is being asked about or be unable to use his skills. If a person is very frightened of the police, she might not be able to think clearly enough to remember many details or might be afraid to say the wrong thing. Finally two people might simply want their accounts to be different; they might have different goals for their accounts. A person who wants to inspire hope might choose a different account of 9-11 for the newspaper than a person who is trying to inform people of the facts. So every account may be "true" to the person who gives it.

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