Abstract

This starter kit is designed to help districts and teachers set up a House Bill 5 ELA College Preparatory Course at their high schools for seniors at risk of not being college-ready by graduation.

House Bill 5 E.L.A. College Preparatory Course Starter Kit

AVATAR (Academic Vertical Alignment for Training and Renewal) June 2015

**Logistics to Consider When Starting an ELA College Preparatory Course**

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1. The course is named “ELA College Preparatory Course,” but districts should be cautious about emphasizing the “college prep” designation to avoid potential stigmatism for students. Schools need to be careful not to stigmatize the courses by sending letters to parents that indicate a student needs to be “remediated.” Letters to parents recommending that their students take the course should be carefully worded to acknowledge the benefits of the course related to preparing them for college and workforce success. The communication between the school, students, and parents regarding “ELA College Prep” should be positive rather than punitive in tone. In fact, communication with students and parents about the course should highlight the career benefits even for those students who are not planning to go straight to college after they graduate.
2. Schools may choose to integrate the ELA College Prep course with English IV.
3. TSI Writing and Reading Tests:
   1. The Memorandum of Understanding signed by participating school districts states that South Plains College will “exempt students from TSI testing due to successful completion of the course in the local school district.” **Basically, high school seniors who successfully complete the ELA College Prep course will be allowed to enroll in college-level writing and other TSI-reading-restricted courses at SPC up to one year from the high school graduation date.**
   2. ELA College Prep teachers should begin emphasizing TSI writing and reading standards very early in the fall semester of the course. While students do not have to take the actual TSI writing and reading tests, AVATAR recommends administering a Practice TSI test as a benchmark assessment in October. Here are some practice TSI reading and writing tests that may be used as benchmark tests:
      1. Practice TSIA Writing Test: <http://ctle.hccs.edu/gcpass/TSIPracticeTests/writing/writing_quiz/writingpretest/index.html>
      2. Practice TSIA Reading Test: <http://tlr.hccs.edu/gcpass//TSIPracticeTests/reading/reading.htm>
   3. **If** districts choose to have all their ELA College Prep students take the actual TSI writing and reading tests, either in the fall and/or spring, then the school districts (not the students) are responsible for the test registration fees.
      1. Students who fail the TSI writing and reading tests should complete the diagnostic portion of the TSI test, and teachers should then analyze the results for possible weak areas.
4. AVATAR recommends that high school English departments provide more focus at the junior level on ACT/SAT/TSI writing, which may result in fewer students needing the ELA College Prep course as seniors.

**Student Learning Outcomes for ELA College Prep Course**

When planning an ELA College Prep course for seniors, include the following student learning outcomes from *READ 0420: Integrated Reading and Writing*. READ 0420 is the South Plains College developmental course that parallels the HB5 ELA College Prep course for high school seniors. Students who complete the HB5 course successfully are eligible to enroll in college-level reading and writing courses at South Plains College up to one year from their high school graduation date.

**READ 0420: Integrated Reading and Writing Course**

**(Source: South Plains College/Texas Higher Education Coordinating Board)**

**Student Learning Outcomes**: Upon successful completion of this course, students will

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

**Sample Scope and Sequence for**

**Integrated English IV/ELA College Prep Course**

***(Provided by Frenship High School English Department, May 2015)***

|  |  |  |
| --- | --- | --- |
| **Timeline** | **Concepts to Learn** | **Unit of Study (TEKS)** |
| **Unit 1:**  *The Origins of a Nation* and *Reflections of Common Life*  *449-1485*  **4 weeks**  What makes a true hero?  Does fate control our lives? | The Anglo-Saxon Epic: *Beowulf*  Historical Writing, Poetry, Allegory, and Letters: The English Church and People  Epic Poetry Devices  Analytical Reading-Response Writing  Advanced Vocabulary Development  Editing and Revising Skills  Advanced Grammar and Mechanics Usage  Parts of Speech Practice  Rhetorical Devices Exercises  Diction and Syntax Analysis  Advanced Sentence Construction  Nonfiction Texts and Current Event Connections  Various Essay-Writing Exercises  TSI Preparation  ACT/SAT Preparation | **Unit 1: The Anglo-Saxons and Medieval Period**  1ABDE; 2; 2C; 3; 5; 5AB; 7; 8; 9ACD; 11B; 12ABCD; 13ABCDE; 14AC; 15ACD; 16; 17AB; 25; 26  Unit 1 Assessment: Literary Texts, Genre Connections, Rhetorical Devices, Advanced Vocabulary, Analytical Writing, Editing and Revising |
| **Unit 2:**  *The Medieval Times* (cont.) and *The Age of Chaucer*  *449-1485*  **5 weeks**  Who really shapes society?  Can people live up to high ideals? | Poetry: *The Canterbury Tales*  Medieval Narratives, Tales, Ballads, and Romance: *Sir Gawain and the Green* Knight and *Le Morte d’ Arthur*  Poetic Devices  Film Analysis and Genre Comparisons *(King Arthur; Camelot)*  Analytical Reading-Response Writing  Advanced Vocabulary Development  Editing and Revising Skills  Advanced Grammar and Mechanics Usage  Parts of Speech Practice  Rhetorical Devices Exercises  Diction and Syntax Analysis  Advanced Sentence Construction  Nonfiction Texts and Current Event Connections  Various Essay-Writing Exercises  TSI Preparation  ACT/SAT Preparation | **Unit 2: Medieval Poetry, Tales, and Narratives**  1ABDE; 2; 2C; 3; 5; 5AB; 7; 8; 9ACD; 11B; 12ABCD; 13ABCDE; 14AC; 15ACD; 16; 17AB; 25; 26  Unit 2 Assessment: Poetry, Tales, and Narratives; Genre Connections, Rhetorical Devices, Advanced Vocabulary, Analytical Writing, Editing and Revising  **TSI Benchmark** |
| **Unit 3:**  *A Celebration of Human Achievement* and *The English Renaissance*  *1485-1660*  **5 weeks**  Should religion be tied to politics?  Why is love so complicated?  What is the ideal society?  Why do people seek power? | Poetry: *Pastoral Poems and Sonnets*  Drama: Shakespeare’s *Macbeth*  Film Analysis and Genre Comparisons (*Macbeth* [PBS]*)*  Fiction, Essays, Debate: *The Rise of Humanism*  Scripture, Epic Poetry, and Allegory: *Spiritual and Devotional Writings*  Poetry and Nonfiction: *The Metaphysical and Cavalier Poets*  Poetic Devices  The Rules of a Sonnet  Dramatic Devices  Analytical Reading-Response Writing  Advanced Vocabulary Development  Editing and Revising Skills  Advanced Grammar and Mechanics Usage  Parts of Speech Practice  Rhetorical Devices Exercises  Diction and Syntax Analysis  Advanced Sentence Construction  Nonfiction Texts and Current Event Connections  Various Essay-Writing Exercises  TSI Preparation  ACT/SAT Preparation | **Unit 3: Literature from The English Renaissance**  1ABC; 2; 2ABC; 3; 4; 5B; 6; 7; 8; 9ABD; 10AB; 11B; 12ABCD; 13ABCDE; 14BC; 15ACD; 16; 17; 17AB; 18; 19; 24A; 26  Unit 3 Assessment: Drama and Poetry; Genre Connections, Rhetorical Devices, Advanced Vocabulary, Analytical Writing, Editing and Revising |
| **Unit 4:**  *Tradition and Reason* and *The Restoration and The 18th Century*  *1660-1798*  **4 weeks**  What can fix society’s problems?  Can science tell us how to live?  What topics are newsworthy?  What is a woman’s role in public life? | Nonfiction: *Social Observers*  Poetry, Essay, and Fiction: *Satirical Voices (“A Modest Proposal”)*  Biographyand Poetry: *The Age of Johnson*  Poetry, Diary, and Essay: *The Rise of Women Writers*  Satirical Devices  Poetic Devices  Analytical Reading-Response Writing  Advanced Vocabulary Development  Editing and Revising Skills  Advanced Grammar and Mechanics Usage  Parts of Speech Practice  Rhetorical Devices Exercises  Diction and Syntax Analysis  Advanced Sentence Construction  Nonfiction Texts and Current Event Connections  Various Essay-Writing Exercises  TSI Preparation; ACT/SAT Preparation | **Unit 4: Literature from The Restoration**  1BCE; 2; 2AC; 3; 5ABCD; 6; 8; 10AB; 11B; 12B; 13ABCDE; 15AC; 16; 16ABCDEFG; 17; 17A; 18; 19; 25; 26  Unit 4 Assessment: Fiction and Nonfiction; Genre Connections, Rhetorical Devices, Advanced Vocabulary, Analytical Writing, Editing and Revising  **Final Exam** |
| **Units 5:**  *The Power of Research*  **4 weeks**  Why conduct research?  What is the research process?  How do I avoid plagiarism?  How can I apply what I have learned in the future?  When does literature mirror real life? | Poetry Analysis through Research   * The Research Process   + Choosing and Shaping a Topic   + Developing a Research Plan   + Finding Relevant Sources   + Conducting Research   + Evaluating and Choosing Sources   + Notetaking, Parenthetical References, and Avoiding Plagiarism   + Planning and Prewriting   + Drafting   + Revising and Editing   + Publishing   + Works Cited * EasyBib | **Unit 5: Research**  1E; 9ACD; 11A; 13CDE; 15D; 20; 20AB; 21; 21ABC; 22ABC; 23ABCDE  Unit 5 Assessment: Research Paper |
| **Unit 6:**  *Emotion and Experimentation* and *The Flowering of Romanticism*  *1798-1832*  **3 weeks**  What can people learn from nature?  Is emotion stronger than reason?  When is the ordinary extraordinary?  How does war change our values? | Poetry: *Revolt Against Neoclassicism*  Poetry: *The Lake Poets*  Poetry and Novel Excerpt: *The Late Romantics*  Film Analysis and Genre Comparisons (*Frankenstein)*  Jane Austen’s Legacy with Film Analysis and excerpts *(Emma* or *Pride and Prejudice)*  Poetic Devices  Analytical Reading-Response Writing  Advanced Vocabulary Development  Editing and Revising Skills  Advanced Grammar and Mechanics Usage  Parts of Speech Practice  Rhetorical Devices Exercises  Diction and Syntax Analysis  Advanced Sentence Construction  Nonfiction Texts and Current Event Connections  Various Essay-Writing Exercises  TSI Preparation  ACT/SAT Preparation | **Unit 6: Literature from The Romantic Era**  1E; 2; 2AC; 3; 5AB; 7; 9BCD; 10AB; 11B; 12BC; 13ABCDE; 14B; 15ACD; 18; 24AB  Unit 6 Assessment: Poetry and Fiction; Genre Connections, Rhetorical Devices, Advanced Vocabulary, Analytical Writing, Editing and Revising  **TSI Assessment (for students who did not pass the fall benchmark)** |
| **Unit 7:**  *An Era of Rapid Change* and *The Victorians*  *1832-1901*  **5 weeks**  When is progress a problem?  Can values be imposed?  Is it better to escape or face reality?  Why do people fear change? | Poetry, Nonfiction, and Novel Excerpt: *The Influence of Romanticism*  Short Stories and Novel Excerpt: *Realism in Fiction*  Commentary, Poetry, and Drama: *Victorian Viewpoints* and *The Importance of Being Earnest*  \*Novella: *The Strange Case of Dr. Jekyll and Mr. Hyde*  Film Analysis and Genre Comparisons (*Great Expectations; Wuthering Heights)*  Poetic Devices  Dramatic Devices  Analytical Reading-Response Writing  Advanced Vocabulary Development  Editing and Revising Skills  Advanced Grammar and Mechanics Usage  Parts of Speech Practice  Rhetorical Devices Exercises  Diction and Syntax Analysis  Advanced Sentence Construction  Nonfiction Texts and Current Event Connections  Various Essay-Writing Exercises  TSI Preparation  ACT/SAT Preparation  **\*possible Victorian novella choice** | **Unit 7: Victorian Literature**  1BDE; 2; 2AC; 3; 4; 5ABCD; 6; 7; 9BC; 10AB; 11AB; 12ABCD; 13ABCDE; 14; 14AC; 15ACD; 16; 17; 17A  Unit 7 Assessment: Poetry, Nonfiction, and Fiction; Genre Connections, Rhetorical Devices, Advanced Vocabulary, Analytical Writing, Editing and Revising |
| **Unit 8:**  *New Ideas and New Voices* and *Modern and Contemporary Literature*  *1901-Present*  **8 weeks**  What does it mean to be modern?  Are we all alone?  How important is culture?  Why is there always war? | Poetry, Short Stories and Novel Excerpt: *The Challenge of Modernism*  Poetry, Short Stories, and Drama: *The Irish Literary Renaissance*  Film Analysis and Genre Comparisons (*Pygmalion; My Fair Lady)*  Poetry, Essay, Novel Excerpt, Speech, and Memoir: *Responses to War and Colonialism*  Poetry, Drama, and Short Story: *Postwar Writers*  Film Analysis and Genre Comparisons (*Angela’s Ashes)*  Wartime Propaganda: Ethos, Pathos, Logos  Poetry, Novel Excerpt, and Short Story: *Legacy of Empire*  Post-Modernism (1950-Present):  \*Novel or Musical: *The Curious Incident of the Dog in The Night*  *\**Novel: *Little Bee*  Poetic Devices  Dramatic Devices  Analytical Reading-Response Writing  Advanced Vocabulary Development  Editing and Revising Skills  Advanced Grammar and Mechanics Usage  Parts of Speech Practice  Rhetorical Devices Exercises  Diction and Syntax Analysis  Advanced Sentence Construction  Nonfiction Texts and Current Event Connections  Various Essay-Writing Exercises  TSI Preparation  ACT/SAT Preparation  **\*possible contemporary novel/musical choices** | **Unit 8: Modern and Contemporary Literature**  1ABCE;2; 2AC; 3; 4; 5ABCD; 6; 7; 8; 9ABCD; 10AB; 11B; 12ABCD; 13ABCDE; 14; 14AB; 15ABD; 16; 17; 17B; 18; 19; 24AB; 25; 26  Unit 8 Assessment: Poetry, Nonfiction, and Fiction; Genre Connections, Rhetorical Devices, Advanced Vocabulary, Analytical Writing, Editing and Revising; Propaganda  **Final Exam** |

**South Plains College English Department:**

**Key Concepts and Skills for Developmental Writing Courses**

***(Compiled by Sharon Race, Asst. Professor of English and Developmental English Instructor)***

In South Plains College developmental writing courses, students learn to:

1. Understand writing as a process: planning, drafting, revising, editing
   * I have students create paragraphs and essays in class. I take them step-by-step through the stages of brainstorming, clustering/mapping, outlining, drafting, revising, and editing. The first two essays involve whole-class brainstorming, and I model the process of clustering for them. I work one-on-one with students when I check their clustering, thesis statements, topic sentences, and rephrased thesis. (See Appendix for a sample brainstorming page for argumentation topics and a clustering page.)
2. Use various rhetorical modes for various writing purposes, audiences, and topics:
   * Paragraph writing: illustration, cause/effect analysis, process analysis, comparison/contrast, argumentation, etc.
   * Essay writing: cause/effect analysis, argumentation, film or book evaluation, etc. (None of the writing assignments in my developmental writing courses involve using sources because students are not able to use research for the TSI writing test)
3. Understand and employ basic paragraph structure: (see Appendix for a basic paragraph outline)
   * Topic sentence, supporting details, closing statement
4. Understand and employ basic essay structure: (see Appendix for a basic essay outline)
   * Introduction, thesis statement, body paragraphs, conclusion
5. Understand and apply the four major characteristics of strong essays:
   * Unity, support, coherence, strong sentence skills
6. Employ sentence skills to edit their writing for effective and successful communication:
   * Make sure students avoid these major errors:
     1. Sentence fragment
     2. Fused sentence
     3. Comma splice
     4. Pronoun-antecedent agreement error
     5. Subject-verb agreement error
     6. 3 spelling/wrong word errors = one major error
   * Other errors: faulty parallelism, misplaced/dangling modifiers, apostrophe usage, comma usage, etc.

**Resources for Teaching the House Bill 5 College Prep ELA Course**

1. **HB 5 College Preparatory English Content Framework:** [**http://www.tacc.org/uploads/tinymce/texas%20success%20center/college%20preparatory%20course%20-%20english%20framework%20june%20final%20draft.pdf**](http://www.tacc.org/uploads/tinymce/texas%20success%20center/college%20preparatory%20course%20-%20english%20framework%20june%20final%20draft.pdf)

* Developed by the Texas Success Center (TSC), a division of the Texas Association of Community Colleges (TACC)
* Contains a course description for a college prep ELA course, a list of twelve student learning outcomes, and an outline of instruction covering writing, reading, communication skills, and research.
* Helpful for overall organization; no lesson plans are included.
* The third page of the TSC document lists many of the resources below.

1. **College Readiness Assignments for Texas (CRAFT):** [**http://craftx.org/**](http://craftx.org/)
   * Information about CRAfT: <http://craftx.org/focus-pedagogy-developmental-courses-and-cras>
   * Stand-alone lessons in different subject areas designed by high school and college faculty to prepare students for college and career success.
   * Scroll to the bottom of the home page and click on the ELA icon to view **fourteen** College Readiness Assignments for ELA, ready for classroom use, with the corresponding TEKS and CCRS already identified in the lesson plans. The lesson plans and scoring guides are free downloads.
2. **Southern Regional Education Board (SREB) Free Literacy Ready Course:** [**http://www.sreb.org/page/1683/literacy\_ready.html**](http://www.sreb.org/page/1683/literacy_ready.html)
   * *Literacy Ready* prepares high school students to **read and write about college-level texts** in core subjects.
   * Six units/modules (register and download for free; also available or coming soon on *iTunes U*)
     + two social science units (1 more difficult; 1 less difficult)
     + two English units “
     + two science units “
   * The content of each discipline is at the forefront of the curriculum, while literacy skills specific to each discipline are emphasized in **reading and writing assignments** based on the content.
3. **SA Ready: College-Career-Life:** [**http://www.sa-ready.org/lessons/**](http://www.sa-ready.org/lessons/)
   * SA Ready gives teachers free access to high quality lesson plans and teaching resources.SA Ready lessons are aligned with Texas College and Career Readiness Standards (CCRS).
   * Filter lessons by “high school” level and “English.” There are forty lessons available in English, and they can be filtered further by browsing the lesson tags, such as “main idea,” “textual evidence,” “persuasive essay,” etc. Some lesson title examples:
     + *Says Whom? An Introduction to Various Methods of Formal Citation* (includes a PowerPoint, lesson plan, and assignment for teaching MLA citation)
     + *Writing For the SAT: A Brief Guide For the SAT Essay Section* (includes a PowerPoint, lesson plans, several resources, and an assignment for teaching students how the SAT Essay section is structured and basic techniques for writing effective persuasive essays for the test)
4. **YouTube lessons for writing skills** created by Asst. Professor Sharon Race (YouTube Channel: runtherace4)
   * Sentence fragments: <https://www.youtube.com/watch?v=oO8bei2ecOs>
   * Fused sentences and comma splices: <https://www.youtube.com/watch?v=SDFRmT1zzbE>
   * Pronoun-antecedent agreement errors: <https://www.youtube.com/watch?v=_cMSaylbLTY>
   * Inconsistent point of view/shift in person/shift in point of view: <https://www.youtube.com/watch?v=zV9bgv2LfFQ>
   * Misplaced and dangling modifiers: <https://www.youtube.com/watch?v=az1iDR10SSw>
   * Apostrophe errors: <https://www.youtube.com/watch?v=KRfYok7cpHo>
   * Handling quotations in MLA papers: <https://www.youtube.com/watch?v=_-nnMmT1wf4>
5. **Houston Community College FREE TSI Reading and Writing Review Courses and Practice TSI Tests:** 
   * **College Prep Writing Review:** [**http://tlr.hccs.edu/gcpass//PREPWriting/PrepWriting.htm**](http://tlr.hccs.edu/gcpass//PREPWriting/PrepWriting.htm)**.** Each section below contains short (four-minute) instructional videos created by the English department at HCC, followed by “test yourself” activities to prepare students to take the TSI Writing test and develop college-ready writing skills.

Excellent

* + - Pretest
    - Section 1: The Writing Process: Overview
    - Section 2: The Writing Process: Planning and Drafting
    - Section 3: Parts of an Essay: Thesis Statement
    - Section 4: Parts of an Essay: Introductions
    - Section 5: Parts of an Essay: Body Paragraphs
    - Section 6: Parts of an Essay: Conclusions
    - Section 7: The Writing Process: Revising
    - Section 8: Strategies for Writing a Timed Essay
    - Section 9: Common Grammar Issues (lessons on Apostrophes, Capitalization, Commas, Modifiers, and Subject/Verb Agreement)
  + **College Prep Reading Review:** [**http://tlr.hccs.edu/gcpass//prepreading/prepreading.htm**](http://tlr.hccs.edu/gcpass//prepreading/prepreading.htm)**.** Each section below contains short instructional videos created by faculty at HCC, followed by “test yourself” activities to prepare students to take the TSI Reading test and develop college-ready reading skills.
    - Pretest
    - Section 1: Understanding Vocabulary in Content
    - Section 2: Finding the Topic or Subject of Written Work
    - Section 3: Identifying the Main Idea
    - Section 4: Supporting Details
    - Section 5: Recognizing the Difference Between Facts & Opinions
    - Section 6: Recognizing the Author's Purpose
    - Section 7: Recognizing the Author's Tone
    - Section 8: Inference
    - Posttest
  + **Helpful overview of the TSI Assessment Test:** [**http://tlr.hccs.edu/gcpass//TSIInformation/tsiindex.html**](http://tlr.hccs.edu/gcpass//TSIInformation/tsiindex.html)
  + **Practice TSIA Writing Test:** [**http://ctle.hccs.edu/gcpass/TSIPracticeTests/writing/writing\_quiz/writingpretest/index.html**](http://ctle.hccs.edu/gcpass/TSIPracticeTests/writing/writing_quiz/writingpretest/index.html)
  + **Practice TSIA Reading Test:**

[**http://tlr.hccs.edu/gcpass//TSIPracticeTests/reading/reading.htm**](http://tlr.hccs.edu/gcpass//TSIPracticeTests/reading/reading.htm)

1. **Texas Higher Education Coordinating Board Developmental Education/Texas Success Initiative Web Site:** [**http://www.thecb.state.tx.us/index.cfm?objectid=233A17D9-F3D3-BFAD-D5A76CDD8AADD1E3**](http://www.thecb.state.tx.us/index.cfm?objectid=233A17D9-F3D3-BFAD-D5A76CDD8AADD1E3)
   * On the web page, click on the following titles to get some helpful information for your students about the TSI writing and reading tests, as well as sample questions and essay topics:
     1. **TSI ASSESSMENT RESOURCES**
        + **Test Content (July 2013)**
        + **Sample Test Questions (July 2013)**
        + **WritePlacer Sample Essays (July 2013)**
        + **Student Informational Brochure (July 2013)**
        + **Interpreting Your Score (July 2013)**

*Above resource list compiled by Asst. Professor Sharon Race, Department of English, South Plains College--June 2014*

**Other Resources for Teaching College Prep ELA Courses**

1. **Teachers Pay Teachers** – <https://www.teacherspayteachers.com/>
   1. Task cards – grammar, literary analysis
   2. Ted Talks Analysis – Ethos, Pathos, Logos
   3. “Survive the Writing Challenge”
   4. Depth and Complexity Icons
2. **Cornell Notes** – <http://lsc.cornell.edu/LSC_Resources/cornellsystem.pdf>
3. **Word Generation Essays** - <http://wordgen.serpmedia.org/>
4. **SLAM** – State answer, Locate evidence, Add explanation, Meaningful conclusion

<https://www.teacherspayteachers.com/Product/SLAM-Response-Guided-Reading-Response-163519>

*Description*: SLAM helps students compose short-answer responses or body paragraphs of an essay.

1. **PEEL** – Point, Evidence, Explanation, Link

<https://www.teacherspayteachers.com/Product/PEEL-Writing-Strategy-Short-Responses-and-Multi-Paragraph-Compositions-691921>

<http://teachingrocks.ca/wp-content/uploads/2012/12/peel-graphic-organizer.pdf>

*Description*: PEEL helps students compose short-answer responses or full-length essays.

1. **Research Process** – Knowledge of databases; credible sources; composing a paper by incorporating quotes, paraphrasing, commentary, and citations

*Description*: These are key components of the research process, which high school seniors need to understand as they enter their freshman year in college.

1. **Gretchen Bernabei Writing Resources**

<http://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Dstripbooks&field-keywords=-%09Gretchen+Bernabei>+

1. **Kelly Gallagher Writing Resources**

<http://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Dstripbooks&field-keywords=-%09Kelly+Gallagher+&rh=n%3A283155%2Ck%3A-%09Kelly+Gallagher>+

1. **Peer Journaling/Editing**

*Above resource list compiled by AVATAR ELA Team, May 2015.*

**Appendix**

1. Brainstorming Page for Argumentation Topics
2. Clustering Page
3. Basic Paragraph Outline Form
4. Basic Essay Outline Form
5. Master Syllabus for READ 0420 (Integrated Reading and Writing) at South Plains College: of special note is the list of Student Learning Outcomes for this course.

**Brainstorming Page for Argumentation Topics**

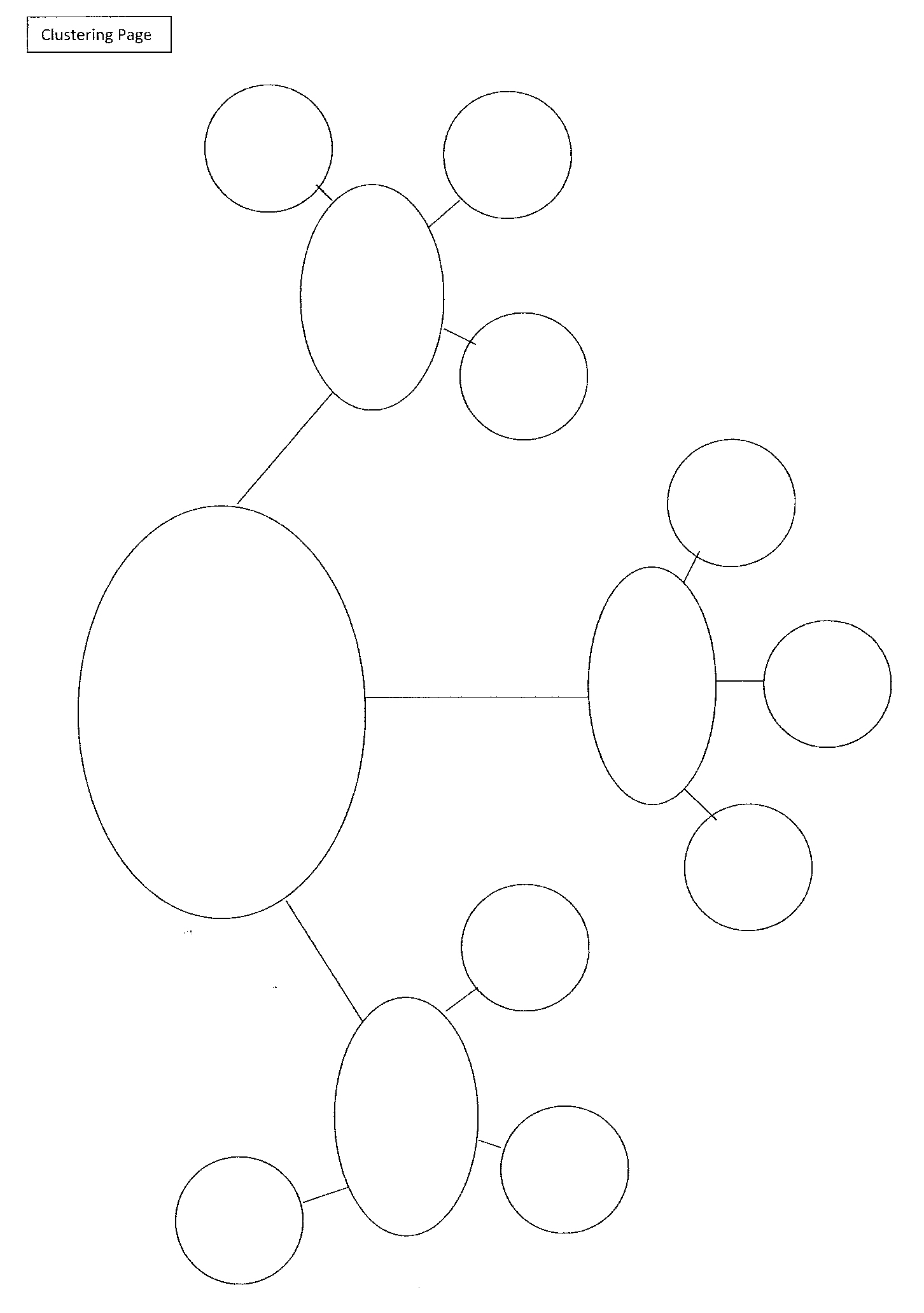
Issue Question:­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Your Position (Thesis):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Basic Paragraph Outline**

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

Supporting idea 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Detail:

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Detail:

Supporting idea 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Supporting idea 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Closing Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Basic Essay Outline**

**Essay Title (Capitalize all major words):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I. Introduction (First Paragraph of Essay)**

1. (Options: funnel introduction—move from broad topic to narrowed topic; or start with an opposite idea; or emphasize the importance of your topic; or give background information; or use an incident or brief story; or use a quotation):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Thesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**II. First Body Paragraph (Second Paragraph of Essay)**

**Topic sentence**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Details:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Details:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**III. Second Body Paragraph (Third Paragraph of Essay)**

**Topic sentence**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Details:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**IV. Third Body Paragraph (Fourth Paragraph of Essay)**

**Topic sentence**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting idea 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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V. **Conclusion (Last Paragraph of Essay)**:

1. Rephrased Thesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. (Options: end with a summary of your three main points and a final thought; or end with a

thought-provoking quotation; or give a prediction, suggestion, quotation, or recommenda-tion):

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