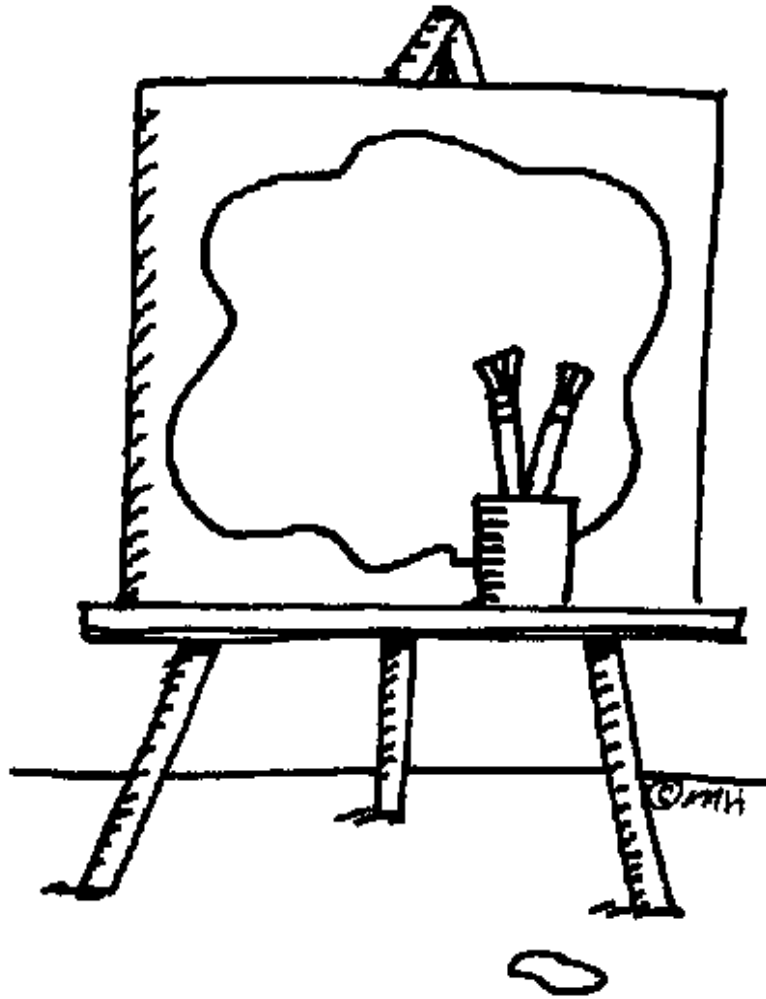


Writing with Pattern Artistry



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Writing with Pattern Artistry

Preface

Since our brains are pattern-seeking devices, the more readily we see a familiar pattern, the more easily we adapt to a difficult task. Good writers support main ideas and compose paragraphs with patterns that provide clarity and logical order, so readers can understand the meaning and purpose for the writing. By using a recognizable pattern, such as comparison, contrast, or description, a writer helps a reader comprehend his thoughtfully organized work. Signal words alert readers to recognize the selected pattern.

When students become familiar with the various writing patterns, they see how experienced authors select those that best fit their purposes. Then they can imitate these patterns to provide logical order in their own writing. Just like putting a puzzle together, a writer selects the pieces that fit to make the communication picture complete.



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Writing with Pattern Artistry

Supporting ideas with organizational techniques provides meaningful writing experiences. Using these rhetorical patterns clarifies and simplifies the writer's purpose for the reader.

Accomplished writers develop their ideas within paragraphs and structure support to convey their thoughts with examples, causes, effects, comparisons, contrasts, and other stylistic devices.

Consider my kitchen comparison: When I hurry to bake a cake, I select a recipe book and lay it on my kitchen table; then I proceed to get the sugar from a top cupboard shelf behind me. Next, I cross my kitchen to secure a measuring cup. Then from my silverware drawer across the room, I take a knife to level off the sugar before I run back to the kitchen table to consult my recipe for the next ingredient – flour.

Whew! That's just the beginning. Now, I realize that if I had laid my ingredients out in order before I began running to assemble them, I could have saved time and confusion. Lining up utensils and ingredients for the recipe in order would simplify the process and help me keep track of the production steps.

Just as my cooking experience would have improved with an organizational pattern, writing activities succeed when a process guides them.

Let's revisit my kitchen scenario: When I realized that I was making the cake-baking a difficult experience, I thought about the **causes** for the difficulty: I wasn't organized; I didn't consider how much time I would be wasting. I should have also considered the **effects** of my lack of planning before baking. I was duplicating my efforts by running back to the same cupboards several times; I was becoming frustrated by the amount of work this simple task was creating.

When I stopped to consider what I needed to change, I thought about the **process**, the steps required, for baking the cake. I placed my ingredients in order. I also looked at the **degree of importance** of my tasks as I selected the process I would follow. Was it most important to turn on my oven before beginning or to flour my cake pan first?

Patterns of thinking that help me order the steps for baking a cake drive order in the writing process as well. The writer first determines the purpose for writing, then selects an approach or order of reasoning to clearly convey the information or ideas. Using organizational patterns to support the writer's main idea is paramount to the reader's success in understanding, remembering, and implementing the information.

The Purpose of This Manual

This manual, designed to supplement Language Arts instruction, provides lessons that connect reading with writing. By studying models and understanding authors' organizational patterns and techniques, students will employ those elements to empower their personal writing with confidence, clarity, style, and voice.

How to Use This Manual

Each lesson connects reading and writing; however, the emphasis is on the writing term. In-depth exploration of the meaning in the mentor text is left to the teacher.

Each lesson stands on its own and is not dependent on any other lesson as a prerequisite. Consequently, teachers can select the lessons that support what they are already teaching.

Each lesson can be used by all grade levels, 7 – 12, and can be modified by the teacher when necessary.

Each lesson presents writing experiences that practice pattern artistry and allow for scaffolding experiences. Writing assignments provide ideas to help students quickly immerse themselves in the student artistry prompt.

Each lesson has only one writing skill to provide focus without confusion, so students can thoroughly master that lesson.

Lessons often suggest that teachers write brainstormed lists on the board (or overhead, or doc cam). This will cement these ideas in the minds of the visual learners and provide a reference to reinforce their writing.

Mentor texts range from simple to more complex. Texts come largely from Language Arts anthologies and also from assorted novels and nonfiction pieces. Occasionally, professional models, written by teachers, provide examples. The extra examples can be used as the teacher deems fit to extend the lesson or reinforce the concept.

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For the PowerPoint presentation, go to <http://secondarypgms.brevard.k12.fl.us/areas.html#Writing>

Addition

Definition: Addition creates a clearer understanding of the topic by adding information for emphasis.

Mentor Text

People are living longer in the 21st century. Life expectancy can be increased by eating healthy foods and by reducing food volume. Most people can reduce their caloric intake and feel just fine as long as the foods they are putting into their bodies are nutritionally sound. Equally important factors in a longer life expectancy include socializing with friends or relatives and exercising.

Professional Model

Teacher Artistry


Read the mentor text aloud.

 Ask students the following:

Besides eating habits, what additional information creates a clearer understanding of the steps to increase life expectancy?

Where are the transitional words?

Why is the mentor text an effective form of writing?

 Have students underline or highlight the additional information in the following passage and circle the transitional words or phrases.

If you are having trouble sleeping, make sure your room is “sleep friendly.” Replace old pillows. Make sure your TV doesn't stay on all night. Also, you should minimize the clutter in your room to reduce the stress level you feel before you go to sleep. Additionally, if noise from other rooms is keeping you awake, move your bed to a wall farthest from the noise to reduce your distractions.

Professional Model

Student Artistry

- ✍ Put students in groups.
- ✍ Choose one of the following three examples and add information to it, to create a clearer understanding of the topic.
- ✍ Use transition words to introduce the additional information. Possible transitions: “not only this, but,” “in addition to,” “as a matter of fact,” “what is more,” “actually,” “besides this,” “not only this, but also,” “equally important,” “another important benefit”
- ✍ Share final products with the class.

Example 1: Cell phones are essential. Imagine getting a flat tire in the middle of nowhere at 10 o'clock in the evening, then realizing you don't have a spare tire! A cell phone would definitely come in handy in this situation.

Example 2: Math is a necessity in everyday life. You use it when you're buying lunch: \$1.50 nachos + \$1.00 soda = \$2.50. Yes! You have \$3.00; you have enough to buy both.

Example 3: The world is clearly a better place because of music. Recently, when Haiti suffered a devastating earthquake, musicians like Wyclef Jean, Beyonce, Alisha Keyes, and many others came together for a concert and all proceeds from the concert (e.g., ticket sales, CD sales, online music sales) were donated to Haiti in an attempt to help the country meet basic needs for its people and to begin the long process of rebuilding.

Other Example

The following was taken from an editorial about responsible reporting.

It's difficult to justify images of starved starlets entering rehab or famous families falling apart by citing the public's “right to know.” Even worse are the photos of “real-life” people, our neighbors and friends, whose lives have been touched by terrible tragedy. Images of their heartbreak are callously used to sell magazines and newspapers with little regard for the people's dignity or privacy.

“Editorial: Responsible Reporting” from McDougal
Littell's *Interactive Reader & Writer with Strategic
Reading Support*, Grade 9

Argumentation

Definition: Argumentation presents evidence to convince the reader to agree with a particular viewpoint, to make a particular decision, or to take a particular course of action.

Mentor Text

The following is an excerpt from an essay promoting mandatory vaccinations for children in the United States.

Children's immunization programs should not be optional. Failure to vaccinate a child would greatly increase his or her risk of contracting dangerous infectious diseases; it would also expose other children to illness and possibly lead to a deadly epidemic. On occasion children have mild negative reactions to vaccines, but severe adverse reactions are extremely rare. Furthermore, there is no evidence linking vaccines to disorders such as autism, sudden infant death syndrome . . . or asthma. The hazards associated with illness such as...measles and polio are far greater than the risks posed by immunization. Allowing parents to opt out of vaccinating their children would endanger public health.


Steven P. Shelov, "Parents Should Not Be Allowed to Opt Out of Vaccinating Their Children"

Teacher Artistry


Read the mentor text aloud.


 Ask students to respond to the following:

- What words or phrases prove this writer's support is persuasive?
- What transitions tie his ideas together?
- How does his last statement show the author's intent to persuade?
- Why is his last statement a call to action?

 Put the following statement on the overhead or the board:

Cell phones should not be allowed on school grounds.

 On their own paper, students must, even if they do not agree with the statement, generate a list of examples to reinforce this statement.

 Together create a list, using their examples, and have students discuss the strengths of the examples. For instance, do some of the examples contain faulty reasoning? Do some examples seem more valid than others? Why?

Student Artistry

- ✍ Choose one of the opinion statements below and create a paragraph that supports the statement with persuasive language. Watch out for faulty reasoning (all my friends do it, so why can't I?) Be sure to connect your sentences with appropriate transitions. Use respectful language. End with a closing statement that calls the reader to action.

Opinion Statements:

Students should go to school for 10 hours a day.

The driving age should be increased to 18.

There should be a law requiring high school graduates to serve two years in the military.

Other Examples

The following are the first 4 paragraphs from an argumentation essay written by Joseph Perkins. He contradicts what he sees as a common misconception about why people are homeless.

Back in the days when the homeless problem was in vogue, I decided to investigate for myself whether economic policies were to blame for the growing legions of street people who seemed to have invaded America's cities.

So I spent a night at New York's Grand Central Station, which was a favorite gathering place for many of the city's homeless.

I quickly discovered that contrary to the news reportage at that time, the homeless were not “people like you and me” who simply had fallen upon hard times. I saw no yuppies in threadbare suits sifting through the trash bins. I saw no middle-class families huddled on benches.

What I did see were dozens upon dozens of pitiable men and women who were suffering from some dysfunction or another. Some were afflicted with mental problems. Others were drug or alcohol abusers. Clearly their homelessness owed not to economic [hard times], but simply to self-destruction.

Joseph Perkins, “Homeless: Expose the Myths”

The following are paragraphs 3-5 from an argumentation essay by June Tangney. She is arguing against the use of public humiliation for punishment.

Judges across the country are sentencing offenders to parade around in public carrying signs broadcasting their crimes, to post signs on their front lawns warning neighbors of their vices, and to display “drunk driver” bumper stickers on their cars.

A number of social commentators have urged America to embrace public shaming and stigmatization as cheaper and effective alternatives for curbing a broad range of nonviolent crimes. Punishments aimed at public humiliation certainly appeal to our sense of moral righteousness. They do indeed appear fiscally attractive when contrasted with escalating costs of incarceration.

But recent scientific evidence suggests that such attempts at social control are misguided. Rather than fostering constructive change, shame often makes a bad situation worse.

June Tangney, “Condemn the Crime, Not the Person”

Other Examples, cont.

Five score years ago, a great American, in whose symbolic shadow we stand, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.

Martin Luther King Jr., "I Have a Dream"

Cause and Effect

Definition: A cause is the reason or motive for some action (effect) while an effect is produced as the result of a previous action (cause).

Mentor Text

Everyone's had the experience. You walk past the open door of a bakery, and the smell of fresh chocolate chip cookies transports you to your grandmother's kitchen. You bend to tie your shoelace, and the odor of the asphalt recalls hot summer afternoons stretching out lazily in front of you. Particular smells have the power to call up vivid memories – usually from long ago. They can also prompt the strong emotions associated with these memories.

“Linking Smell and Memory,” from McDougal Littell’s *Interactive Reader & Writer for Critical Analysis, Grade 9*

Teacher Artistry

Read the mentor text aloud.

✿ Draw a T-Chart on the board and label it as follows:

Smells	
Causes	Effects

✿ As a class, identify the causes in the mentor text and their effects. Write the students’ responses on the board.

Student Artistry

- ✍ Allow students to work in pairs or small groups and instruct students to do the following:
- ✍ Draw a T-Chart on a piece of paper. Head the paper as “Successful Student.” Label the left column “Causes” and the right column “Effects.”
- ✍ Think about a person who is successful in school and brainstorm multiple causes and effects which led to this success. Fill in the chart.
- ✍ Share the charts with the class.
- ✍ Direct students to write a paragraph explaining how a student becomes successful in school.

Other Examples

Scanning his parched pastures last June, Gerald Long knew he had a problem. With one dry year behind him and another staring him in the face, the Bainbridge, Georgia, rancher had no hay to sustain his cattle through the winter. There was none from the year before, and with so little rain, his spring crop had failed. To make up for the shortage, he'd have to plant an extra feed crop and hope his overtaxed irrigation system would provide enough water to make it grow. It was something that he hadn't done in 35 years of farming and that would saddle him with thousands of dollars in increased costs. "I had to push everything to the maximum to make sure we had some winter feed for the cows," he says. "But you do what you have to do."

Vetter, Joseph. "Dry Times." *Reader's Digest* May 2008: 120 – 131. Print.

I felt like I was dead when people around me laughed, and their smiles only made me feel more isolated and unhappy. I carried a weight as heavy as the earth. Anger boiled inside me and made me wonder if I was losing my mind. Sanity could not exist as long as I held onto the desire for vengeance against those who had taken my childhood. Trapped by my mental confusion, I blamed myself for what I was feeling, and lashed out at everyone around me.

Alephonsion Deng, "I Have Had to Learn to Live with Peace"

This past Halloween, I semi-permanently dyed my hair black as part of my costume. While the resulting hue was more of a dark purple, I thought I would enjoy the comments my new hair color would gather during school the next day. However, I found that some of my friends were so shocked by my locks that they insulted them before even greeting me. I noticed that some people went so far as to alter their paths to avoid me and my apparently socially unacceptable hair.

Colleen Veit, "Beauty Is in the Eye of the Beholder"

This man who appeared to have all the time in the world, who dawdled with his daughter each morning because (he told me once) he wanted to ease any anxiety she had about parting for the day, would wait until she was in the building, then, literally, run past me, with his tie flying over his shoulder, in a rush because he was always late for his morning meetings.

JoAnn Deak, Ph.D., with Teresa Barker,
"Fathers and Daughters: Soul Mates, Strangers, and a Delicate Dance"

Cause

Definition: A cause is the reason or motive for some action (effect).

Mentor Text

They arrived in Napa Valley on a February night, and the next morning Robledo joined a field crew at Christian Brothers Winery. He had never seen grapevines before – “They looked like small trees,” he recalled – but he was soon captivated by the ever-varying cycle of pruning, grafting, thinning and spraying. He also realized that the craft, if one became skilled at it, could offer a way out of poverty. To his eyes, the labor camp bunkhouse seemed luxurious. But he sensed there was an even better life waiting, if only he could grab it.

And so he came to a decision: Unlike his kinfolk, who frequently returned to Mexico, Robledo would stay.

Miller, Kenneth. “Fields of Dreams.”
Reader’s Digest May 2007: 104-111. Print.

Teacher Artistry

Read the mentor text aloud.

- ✚ Ask for volunteers to identify the causes of the action in the paragraph and write them on the board.
- ✚ Write the following sentence on the board:

This was my favorite book.
- ✚ Ask students to generate causes (reasons) for a book’s being their favorite and write their answers on the board

Student Artistry

- ✚ Write the following sentences on the board:

Disney World is my favorite vacation spot.
Mom made my sister clean her room.
Sean was named Outstanding Student of the Year.
Our family decided to adopt a dog from the animal shelter.
Patrick and Juan stopped speaking to each other.
I bought a new bicycle instead of a new car.
- ✚ Instruct students to choose one of the above sentences and write a paragraph that explains at least three causes for the statement.
- ✚ Allow students to share their writing with either a partner or the class.

Other Examples

There was no love lost between settlers and cowboys on the trail. Those jay-hawkers would take up a claim right where the herds watered and charge us for water. They would plant a crop alongside the trail and plow a furrow around it for a fence, and then when the cattle got into their wheat or their garden patch, they would come cussing and waving a shotgun and yelling for damages. And the cattle had been coming through there when they were still raising pumpkins in Illinois.

Geoffrey C. Ward, “The Real Story of a Cowboy’s Life”

Although France and Britain both threatened U. S. ships between 1805 and 1814, Americans focused their anger on the British. One reason was the British policy of impressment, the practice of seizing Americans at sea and “impressing,” or drafting, them into the British navy. Americans grew even angrier after learning that officials in British Canada were supplying arms to Native Americans in support of their ongoing battle against American settlers. A group of young congressmen from the South and the West, known as war hawks, demanded war.

The Americans: Reconstruction to the 21st Century

Tree planting became a natural choice to address some of the initial basic needs identified by women. Also, tree planting is simple, attainable and guarantees quick, successful results within a reasonable amount of time. This sustains interest and commitment.

So, together, we have planted over 30 million trees that provide fuel, food, shelter, and income to support their children’s education and household needs.

Wangari Muta Maathai, “2004 Nobel Peace Prize Speech”

I was no soldier. I hated Boy Scouts. I hated camping out. I hated dirt and tents and mosquitoes. The sight of blood made me queasy, and I couldn’t tolerate authority, and I didn’t know a rifle from a slingshot.

Tim O’Brien, “On the Rainy River”

I had indeed lost my mind, for all the smoldering emotions of that summer swelled in me and burst – the great need for my mother who was never there, the hopelessness of our poverty and degradation, the bewilderment of being neither child nor woman and yet both at once, the fear unleashed by my father’s tears. And these feelings combined in one great impulse toward destruction.

“Lizabeth!”

I leaped furiously into the mounds of marigolds and pulled madly, trampling and pulling and destroying the perfect yellow blooms.

Eugenia W. Collier, “Marigolds”

Though I was already a towering five-feet eight-inches, I was mild-mannered and cheerful. I also excelled in my classes. With my parents’ encouragement, I was reading several grade levels above the other fourth-graders and earning straight As. Naturally, I was hated.

Abdul-Jabbar, Kareem. “My One Big Shot.”
Reader’s Digest July 2007: 91 – 94. Print.

Chronological Order

Definition: Chronological order incorporates details that follow a time sequence.




Mentor Text

Dusk was falling at five o'clock, when the dancing came to an end, and on the way home alone I bought a Navajo dog . . . and the man gave me a bit of rope with which to pull it home . . . Even though it was nearly strangled on the way, it wagged its bushy tail happily all the while. That night I tied the dog up in the garage, where there was a warm, clean pallet, wholesome food, and fresh water, and I bolted the door. And the next morning the dog was gone, as in my heart of hearts I knew it would be . . . It had gnawed the rope in two and squeezed through a vent in the door . . . the dog had done what it had to do . . . had been true to itself and to the sun and moon. . . . In my mind's eye I could see it at that very moment, miles away, plodding in the familiar shadows, its tail drooping a little after the harrowing night, but wagging, in its dog's mind contemplating the wonderful ways of mankind.



N. Scott Momaday, "The Names, A Memoir,"

Teacher Artistry

Read the mentor text aloud.

-  Ask students to look for transitions that indicate chronological order.
-  With the students' help, underline the chronological transitions.
-  Discuss how the transitioning moves the piece forward.

Student Artistry

-  Create a time line for one of the following:
 - preparing for a date
 - getting ready for school
 - getting ready to play in a game or perform in a concert
-  Use your time line and transitions that signal time to create a chronological paragraph.

Other Examples

Nate Pickett, a 23-year-old insulation sales rep, had just finished lunch and was leaving Toole, Utah, in his small pickup truck, headed for his next job. It was about 2 p.m., and he was driving on a long stretch of highway when his head began to bob and his eyelids grew heavy and started to close. Pickett frequently drove while drowsy. He was married, working full-time and attending school part-time. He and his co-workers joked about the times when they had caught themselves falling asleep at the wheel. But that day in October 2004, Pickett was unusually sleepy and decided to pull off at the next exit and nap. What Pickett didn't realize is that although parts of his brain were relatively alert, other parts were already shutting down. Sleep had crept up on him.

Matson, Mandy. "Asleep at the Wheel."
Reader's Digest Apr. 2007: 94-101. Print.

Although people think that horses are beautiful but dumb, I'm an expert who knows better. . . . One December 24, I rode over to take a friend his Christmas present. Once I was there, my friend and I decided to have a little Christmas cheer. Time sped past, but suddenly I realized that dusk had fallen and so had about three inches of snow. Hurriedly jingling out a few last Christmas wishes to my friend and his family, I mounted Baron and trotted down the drive. My wife would be seething that I was late for dinner on Christmas Eve. If I cut through the woods on a little trail only Baron and I knew, I could save about four miles. So I curved left to the trail. At first, it was beautiful in the woods, white and silent. That horse and I could have been alone in the world. Then, crash! Baron stumbled over a deadfall branch, and we both thudded to the ground. Baron struggled to his feet and bolted fifty yards away. But I knew I wasn't going to get up without help; something important was broken. . . . It was up to Baron to help me. I called him softly. He came and nuzzled me. Then I commanded, "Kneel, kneel." . . . He kneeled. Then, somehow, half-fainting, I draped myself across the saddle. On command, he rose. On command, he followed the path home, walking. Baron probably saved my life that night.

Robert B. Donald, James D. Moore, Betty Richmond Morrow,
Lillian Griffith Wargetz, Kathleen Werner, eds.
from Writing Clear Paragraphs

Classification

Definition: Classification is writing that groups individual objects or ideas into categories.

Mentor Text

The following is the third paragraph in an essay titled “Four Kinds of Reading” by Donald Hall. In it he explains the first kind of reading he calls “reading for information”. The three remaining kinds he calls literary, intellectual, and narcotic.

It seems to me possible to name four kinds of reading, each with a characteristic manner and purpose. The first is reading for information – reading to learn about a trade, or politics, or how to accomplish something. We read a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. With most of this material, the reader can learn to scan the page quickly, coming up with what he needs and ignoring what is irrelevant to him, like the rhythm of the sentence, or the play of metaphor. Courses in speed reading can help us read for this purpose, training the eye to jump quickly across the page. If we read the *New York Times* with the attention we should give a novel or a poem, we will have time for nothing else, and our mind will be cluttered with clichés and dead metaphor. Quick eye-reading is a necessity to anyone who wants to keep up with what's happening, or learn much of what has happened in the past. The amount of reflection, which interrupts and slows down the reading, depends on the material.

Donald Hall, “Four Kinds of Reading”

Teacher Artistry

- ✿ Read the introductory note to begin the lesson, then ask students to listen carefully for details about the writer’s first kind of reading. After they hear the passage, project the paragraph for students to read to locate details about:

Why we read for information (circle these).

What we read for information (highlight these)

How we read for information (underline these)

- ✿ Show students that classification is not always as simple as making lists.

Student Artistry

- ✍ Instruct students to make a chart with the headings of “urban” and “rural”. Classify the words from the following lists in their respective columns:

skyscraper
theater
subway
farm
clapboard homes
tractor
technology
agriculture
general store
fields
cattle
rodeo

- ✍ Write a classification paragraph to show either a rural or an urban setting.

Other Examples

There are at least four kinds of doublespeak. The first is the euphemism, an inoffensive or positive word or phrase used to avoid a harsh, unpleasant, or distasteful reality. But a euphemism can also be a tactful word or phrase which avoids directly mentioning a painful reality, or it can be an expression used out of concern for the feelings of someone else

William Lutz, “Doublespeak”

Oppressed people deal with their oppression in three characteristic ways. One way is acquiescence: the oppressed resign themselves to their doom. They tacitly adjust themselves to oppression, and thereby become conditioned to it. In every movement toward freedom, some to the oppressed prefer to remain oppressed.

Martin Luther King, Jr., “The Ways of Meeting Oppression”

Comparison and Contrast

Definition: A comparison points out the ways that two or more people, places, or things are alike. A contrast points out how they differ. Three options for organizing a comparison or contrast paragraph are subject-by-subject, point-by-point, or a combination of the two.

Mentor Text

Stella had grown up reading Robert Louis Stevenson, learning to swim and play tennis, developing a taste for roast beef, mashed potatoes, sweets, aspirin tablets, and soda pop, but she looked upon her mother and father as friends. But it was very unlikely that she knew where her great-grandfather was born, or whether or not she was related to another strange Green she might chance to meet. Jade Snow had grown up reading Confucius, learning to embroider and cook rice, developing a taste for steamed fish and bean sprouts, tea, and herbs, and she thought of her parents as people to be obeyed. She not only knew where her ancestors were born but where they were buried, and how many chickens and roast pigs should be brought annually to their graves to feast their spirits.

Jade Snow Wong, Fifth Chinese Daughter

Teacher Artistry

Read the mentor text aloud.

- ✦ Instruct students to examine the organization of the mentor text. Did the author use subject-by-subject, point-by-point, or a combination of the two?
- ✦ Ask students to identify what types of things are being compared.
- ✦ Draw the following chart on the board. Ask students to fill in other items that are compared in the passage.

	Stella Green	Jade Snow
hobbies		
reading		

Alternate Activity

- ✂ Tell students they are going to work in pairs and draw a Venn diagram that compares the fast food restaurants, McDonald's and Wendy's.
- ✂ Ask students to list elements for comparison and contrast (e.g., taste, price, customer service).
- ✂ Share with the class.

Student Artistry

- ✂ Choose one of the topics listed below and write a compare and contrast paragraph:

two popular television shows
two seasons
two sports
two cars
two celebrities

- ✂ Share writing with the class.

Other Examples

So Grant and Lee were in complete contrast, representing two diametrically opposed elements in American life. Grant was the modern man emerging; beyond him, ready to come on the stage, was the great age of steel and machinery, of crowded cities and restless, burgeoning vitality. Lee might have ridden down from the old age of chivalry, lance in hand, silken banner fluttering over his head. Each man was the perfect champion of his cause, drawing both his strengths and weaknesses from the people he led.

Yet it was not all contrast, after all. Different as they were—in background, in personality, in underlying aspiration—these two great soldiers had much in common. Under everything else, they were marvelous fighters. Furthermore, their fighting qualities were really very much alike.

Bruce Catton, “Grant and Lee: A Study in Contrasts”

Did you ever long for a special item of clothing? In “The Scholarship Jacket” by Marta Salinas, Martha wants a jacket that her school awards for good grades. In “Thank You, M'am” by Langston Hughes, Roger wants a pair of blue suede shoes. The characters are about the same age, and it's easy to sympathize with them both because they are struggling to grow up in an unfair world. Martha and Roger are very different characters, however, because they have different reasons for what they want, different ways of trying to get it, and different lives at home.

Student example: “Martha and Roger: Different People, Different Lives”
from McDougal Littell Literature, 2009.

Other Examples, cont.

Stage vs. Set

Theater or television? If you are under eighteen, you more than likely said “television”. Have you ever stopped to consider what the magical world of theater has to offer?

Anyone who has been to the theater can tell you that there is nothing like the feeling of sitting and watching people perform. Actors get something special out of theater too. Knowing that hundreds of people are watching your every move creates a special kind of excitement.

There is also variety. In live theater, every show is different. When you watch a rerun on television, it's the exact same thing every time. With theater, you get a different experience every night. You can go see the same show with a different cast or director and the performance will be totally different. An actor might forget a line and improvise or suddenly decide to change the way he or she is playing the character in a scene. The audience never knows exactly what will happen.

Student example: “Stage vs. Set” from Timeless Voices, Timeless Themes,
Prentice Hall, 2003.

Comparison

Definition: Comparison involves finding similarities between two or more things, people, or ideas.

Mentor Text

The Golden Retriever and the Labrador Retriever are two breeds of dogs that were historically developed as gun dogs to retrieve ducks and game birds during hunting parties. Both the Golden and Labrador Retrievers possess a friendly, eager-to-please personality and are very popular family dogs, known for their patience with children. Like the Golden Retriever, the Labrador Retriever breed is intelligent and suited for a variety of roles including guide dog, hunting dog, illegal drug detector, and a valued member of search and rescue teams.

Professional Model

Teacher Artistry

Read the mentor text aloud.

- ✂ Create a list of characteristics both dogs share.
- ✂ Circle specific words that signal the comparison.
- ✂ Ask students to create a list of transition words that can be used for comparison.
- ✂ As a class, have students compare elementary school to middle school or high school.

On the board, write the following chart:

	Elementary School	Middle/High School
supplies		
food		

- ✂ Ask students to brainstorm other things that are similar between elementary school and middle or high school and list the additional items on the chart.
- ✂ Once the comparison chart is completed, together create a class paragraph with comparison transition words.
- ✂ Read the class paragraph aloud when finished.

Student Artistry

- ✍ Instruct students to write a paragraph comparing one of the following pairs:
 - two cities
 - two friends
 - two cars
 - two restaurants
 - two books
- ✍ Include transition words that compare.
- ✍ Share writing with the class.

Other Examples

In some ways the two courses were alike. For example, Jason and I had the same teacher and the same writing assignments. We had to read the same short stories, plays, poems, and articles, as well as *Invisible Man*, a novel by Ralph Ellison. The course materials were posted on the course's website for both traditional and online students. And of course, we would both take proctored exams. According to the course syllabus, our final grades would depend on the same thing: papers, exams, and class participation.

Marc Williams, "The Online Alternative"

The wildlife photographer also needs to stalk his "prey" with knowledge and skill in order to get an accurate "shot". Like the hunter, he has to understand the animal's patterns, characteristics, and habitat; he must become animal-like in order to succeed. And like the hunter's, his pursuit is much more prolonged and complicated than the shot itself. The stalking processes are almost identical and give many of the same satisfactions.

Barbara Bowman, "Guns and Cameras"

Contrast

Definition: Contrast involves finding differences between two or more things, people, or ideas.

Mentor Text

Although they grew up together, Maggie and Dee, the two sisters in Alice Walker's short story "Everyday Use" are very different. Maggie who was burned in a fire, is shy and has low self-esteem. When she walks she shuffles her feet and looks down at the ground. Her sister Dee, however, is confident and outgoing. She looks people in the eye when she talks to them and is very opinionated. Maggie never complains or asks for anything more than she has. She has remained at home with her mother in rural Georgia. In contrast, Dee has always wanted nicer things. She has gone away to school and hardly ever visits her mother and Dee. The biggest difference between Maggie and Dee is their attitude toward tradition. Although Maggie values her family's traditions, Dee values her African heritage. Maggie cherishes her family's handmade quilts and furniture, hoping to use them with her own family. In contrast, Dee sees handmade objects as things to be displayed and shown off, not used every day. The many differences between Maggie and Dee add conflict and tension to the story.

Margaret Caracappa, "Two Sisters"

Teacher Artistry

Read the mentor text aloud.

- 🔗 Ask students to identify character traits the author uses to contrast Maggie and Dee on the following chart.

Maggie	Dee
shy	outgoing
low self-esteem	confident

✂ Write the following sentences on the board:

My mother (or father) and I are very different.
My sibling (or cousin) and I are very different.
My friend and I have very different hobbies.

✂ Have students choose one of the sentences and list 3 or 4 differences between the two subjects.

✂ Share responses.

Student Artistry

✂ Choose one of the topics listed below and write a paragraph contrasting the differences.

Contrast two seasons of the year.
Contrast two television shows.
Contrast yourself to a sibling.
Contrast two sports.

✂ Be sure to add transition phrases.

✂ Share writing with the class.

Other Examples

Immigration to the United States is quite different today from what it was a century ago. In the late nineteenth and early twentieth centuries, most immigrants to the United States came from southern and eastern Europe. In the last fifty years, however, about 80% of the immigrants have come from Latin America, the Caribbean, and Asia. A hundred years ago, most of the immigrants were uneducated, unskilled, and poor. Although some recent immigrants are in similar circumstances, many more of the recent arrivals are well-educated professionals who are not poor.

student example paragraph from “Immigration: Past and Present”.
Focus on Writing, Bedford/St. Martin's, 2008.

As the semester continued, I realized that the courses were run very differently. In Jason's class, the instructor gave short lectures about various writers and works and provided historical backgrounds when necessary. She also answered questions as they came up and helped move the class discussion along. In my [online] course, the instructor posted a lecture every week, along with a set of questions. Our assignment was to read the lecture material and email her our answers to the questions.

Marc Williams, “Online Alternative”

Other Examples, cont.

Most of these similarities, however, are only on the surface. They result from the fact that Gene and Finny come from extremely similar backgrounds. The truth is, as individuals, they are as different as any two people can be. Gene is good at academics, while Finny is a great athlete. Gene is plagued by self-doubts and insecurities, whereas Finny is amazingly confident. Gene forces himself to do brave things (such as jumping from a tree branch into the river) especially when others are urging him on, but Finny does them easily and fearlessly. Gene is a follower; Finny his leader. Finny doesn't care much about following rules; in one scene he wears the school tie as a belt. In contrast, Gene admires that type of nonconforming behavior but would not do it himself.

student example from Writer's Companion

Eskimo clothing was extremely efficient. It was lightweight, comfortable, warm, and allowed the wearer to move around easily. A complete winter outfit weighed only about ten pounds. By contrast, an average Minnesota businessman wears twenty to thirty pounds of clothing on his way to work in winter; if caught in a sudden blizzard, he would be in danger of freezing to death. Getting dressed takes him about fifteen times as long as it took an Eskimo—an important consideration at temperatures below freezing.

Charlotte and David Ye, “The Igloo”

Definition

Definition: Definition communicates precisely what the writer wants to say by stating exactly what a word or phrase means.

Mentor Text

The following is an excerpt from an essay by Charles Panati. In it he defines a specific eating utensil by saying what the term means, showing how it originated, and detailing its function.

“For centuries, the Chinese had taught that it was uncouth and barbaric to serve a large carcass that in any way resembled the original animal. In addition, it was considered impolite to expect a dinner guest to struggle through a dissection that could have been done before-hand, in the kitchen, out of sight . . . That belief dictated food size, which in turn suggested a kind of eating utensil. Chopsticks—of wood, bone, and ivory—were perfectly suited to conveying the precut morsels to the mouth, and the Chinese word for the implements, kwai-tse, means “quick ones.” Our term “chopsticks” is the English phonetic version of kwai-tse.”

Charles Panati, *“Extraordinary Origins of Everyday Things”*

Teacher Artistry

Read the mentor text aloud.

- ✦ Ask students to identify the word being defined, the class or groups of objects to which it belongs, its particular characteristics, and its function or purpose.
- ✦ Using the mentor text as a guide, ask students to generate a list of words that they might use to write a definition paragraph for one of the following items:

a fork
an electric toothbrush
flip flops
a lunch box

object	definition	use

Student Artistry

- ✍ Ask students to think about an object somewhere in their homes. It might be something large like an unusual piece of furniture or something small that might be in a junk drawer or a box of stored items.
- ✍ On a chart labeled “object” “definition” and “use”, write exactly what that object is called, what group of things it belongs to, and what it does or what it is used for.
- ✍ Write about that object in a paragraph which effectively defines it.

Note: For a more challenging activity, write about an abstract noun like generosity, kindness, authority, power, friendship, etc.

Other Examples

“It is paradoxical stuff, kitsch: It is obviously bad: so bad that you can scarcely understand how any human being would spend days and weeks making it, and how anybody else would buy it and take it home and keep it and dust it and leave it to her heirs. It is terribly ingenious, and terribly ugly, and utterly useless; and yet it has one of the qualities of good art – which is that, once seen, it is not easily forgotten. Of course it is found in all the arts: think of Milan Cathedral, or the statues in Westminster Abbey, or Liszt's settings of Schubert songs. There is a lot of it in the United States – for instance, the architecture of Miami, Florida, and Forest Lawn Cemetery in Los Angeles. Many of Hollywood's most ambitious historical films are superb kitsch. Most Tin Pan Alley love songs are perfect 100 per cent kitsch.

Gilbert Highet, “*Kitsch*”

“So how do you define “waste”? David Walker of the Government Accountability Office (GAO), a federal watchdog agency, calls it “the government's failure to give taxpayers the most for their money.” For our part, we used the kind of household test you would use on a piece of meat sitting in your refrigerator: If it smells rotten, it's waste. And there is plenty to sniff out. Our government regularly pays for products and services it never gets, wildly overpays companies to do things it could do more cheaply itself, loses money outright due to lax accounting and oversight, fails to collect what it's owed, and antes up for unnecessary programs.”

Ryan Grim with Joseph Keller. “You've Been Had!”
Reader's Digest January 2008: 86-95. Print.

Degree of Importance

Definition: Degree of importance presents information arranged from either least important to most important or from most important to least.

Mentor Text

Recently, I decided that I was not using my time as efficiently as I wanted to. Therefore, I decided to refine my activities to better utilize the minutes of my days. The most important habit I had to overcome was not setting clear goals for myself. I found by listing and then prioritizing what I needed to accomplish, I would be much more focused and productive. The next important time management skill I put in place was combining trips when I traveled to complete errands. By waiting until I had two or more items to pick up west or north of town, I eliminated traveling time waste. Last and probably least important, I saved all email responses until the end of my day. This kept me from constantly checking to see who was sending me annoying messages about purchasing another product or jokes that I had read a number of times already. These simple tricks have helped me to eke out at least another hour of free time.

Professional Model

Teacher Artistry

Read the mentor text aloud.

- ✦ Ask students to identify the changes the author will make to use time more wisely.
- ✦ Write the changes on the board.
- ✦ Determine whether they are arranged least important to most, or most important to least.
- ✦ Put the following list on the board and have students arrange them in order of importance from most to least or least to most.

People I Want to Meet
President Obama
Oprah Winfrey
Paul McCartney
Sandra Bullock
Dwight Howard

- ✦ Ask students to share their ordered list and explain the reasons why they chose to present it that way.

Student Artistry

- ✍ Instruct students to use their ordered list to write a paragraph organized by degree of importance.

Other Examples

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every Southern state, with headquarters in Atlanta, Georgia. . . . Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came, we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here.

Martin Luther King, Jr., “Letter from Birmingham Jail”

Most of the team members had worked nonstop for more than forty-eight hours, and Kranz finally ordered a six-hour respite. Yes, they needed their sleep, but even more compelling was the fact that the most critical troubleshooting might finally be behind them.

Michael Useem, “The Race to Save Apollo 13”

And two things add to your pain and trouble. First, it costs a lot, \$3 and up. And worst of all, what you’re paying for is the privilege of doing the work that should be done by those who take your money.

Stanley Fish, “Getting Coffee is Hard to Do”

Even though I didn’t relish the idea of being in New York City, I decided to attend graduate school there for several important reasons. First of all, Columbia University allowed individualization in programming. Perhaps most important, I learned on my first visit to the university that the professor who would be my advisor would allow me to do much of my work in Rochester and travel to New York only for special meetings. The university also accepted work I had previously done and applied it to my degree. Besides the coursework, I knew and respected the two professors who would be my advisors. Both people have taught and researched in the field for many years. They have much information to share and I knew I could learn a lot from them. Despite my reservations about spending time in New York City, I found that once I became familiar with the part of Manhattan where Columbia is located, I could get around easily. Streets and avenues run perpendicular to one another, so it was difficult to become lost. When I became braver, I learned to take the subways as well as the buses instead of taxis and saved myself a lot of money. Even though at first I had doubts about studying in New York, it was a good decision.

“Supporting English Acquisition.” *Rochester Institute of Technology*.
n.p., n.d. Web. 28 June 2010.

Description

Definition: Description presents information with visual details that present images.

Mentor Text

It was a narrow room, with a rather high ceiling, and crowded from floor to ceiling with goodies. There were rows and rows of hams and sausages of all shapes and colors—white, yellow-red, and black; fat and lean and round and long—rows of canned preserves, cocoa and tea, bright translucent glass bottles of honey, marmalade, and jam; round bottles and slender bottles, filled with liqueurs and punch—all these things crowded every inch of the shelves from top to bottom

Thomas Mann, “Felix Krull”

Teacher Artistry

Read the mentor text aloud.

- ✦ Ask students what room is being described and explain their impression of it.
- ✦ Identify the descriptive words that enhance the example.
- ✦ Write the word “classroom” on the board, and create descriptive phrases of the room that provide examples that appeal to the five senses.
- ✦ Together create a descriptive paragraph from the student examples.
- ✦ Read aloud the class paragraph.

Student Artistry

- ✍ Imagine you have just arrived in a distant faraway place, and everyone back home can't wait to hear from you.
- ✍ Write a postcard describing this faraway place. Remind students to include description that will appeal to all of the senses.
- ✍ Share with the class.

Other Examples

Whenever we children came to stay at my grandmother's house, we were put to sleep in the sewing room, a bleak, shabby, utilitarian rectangle, more office than bedroom, more attic than office, that played to the hierarchy of chambers the role of a poor relation. It was a room seldom entered by the other members of the family, seldom swept by the maid, a room without pride; the old sewing machine, some cast-off chairs, a shadeless lamp, rolls of wrapping paper, piles of cardboard boxes that might someday come in handy, papers of pins, and remnants of a material united with the iron folding cots put out for our use and the bare floor boards to give an impression of intense and ruthless temporality. Thin white spreads, of the kind used in hospitals and charity institutions, and naked blinds at the windows reminded us of our orphaned condition and of the ephemeral character of our visit; there was nothing here to encourage us to consider this our home.

Mary McCarthy, "Yonder Peasant, Who Is He?"

I spy on my patients. Ought not a doctor to observe his patients by any means and from any stance, that he might the more fully assemble evidence? So I stand in the doorways of hospital rooms and gaze. Oh, it is not all that furtive an act. Those in bed need only look up to discover me. But they never do.

From the doorway of Room 542 the man in bed seems deeply tanned. Blue eyes and close-cropped white hair give him the appearance of vigor and good health. But I know his skin is not brown from the sun. It is rusted, rather in the last stage of containing the vile response within. And the blue eyes are frosted, looking inward like the windows of a snowbound cottage. This man is blind. This man is also legless—the right leg missing from mid-thigh down, the left from below the knee. It gives him the look of a bonsai, roots and branches pruned into the dwarfed facsimile of a great tree.

Richard Selzer, "The Discus Thrower"

We never showed our friends Grandpa's picture. Not that we were ashamed of him, but because we knew that the glamorous tales we told didn't go along with the real thing. Our friends would have laughed at the picture because Grandpa was not tall and stately like TV Indians. His hair wasn't in braids, but hung in stringy, gray strands on his neck and he was old. He was our great-grandfather, and he didn't live in a tepee, but all by himself in a part-log, part-tar-paper shack on Rosebud Reservation in South Dakota. So when Grandpa came to visit us, I was so ashamed and embarrassed I could have died.

Virginia Riving Hawk Sneve, "The Medicine Bag"

Other Examples, cont.

There was no wind, but the speed at which he traveled created a bitter blast, and with the thermometer down to forty below, this bit through fur and flesh to the very bones. Aware that if he remained constantly upon the sled he would freeze to death, and knowing the practice of Arctic travelers, Walt shortened up one of the lashes and whenever he felt chilled, seized hold of it and jumped off, and ran behind till his warmth was restored. Then he would climb on and rest till the process had to be repeated. Looking back he could see the sled of his pursuers, drawn by eight dogs, rising and falling over the ice hummocks like a boat in a seaway.

Jack London, “The King of Mazy May”

“Nothing is more important to Me than Me,” Salvador Dali wrote, and with his glittering stare and fits of mad laughter, he dedicated his life to proving genius. He was frequently expelled from school, once for telling three professors he knew more about art than all of them put together.

Dali did not excel at ordinary life. He was notorious for not knowing how to count money; the only transportation that didn't petrify him was a taxi, and he was afraid to expose his feet—a problem when he went shopping for shoes. To ward off evil spirits he carried a special piece of driftwood, but nevertheless his fears increased. He was afraid of germs, assassination (he had his chauffeur taste his food) and especially grasshoppers, which so terrified him that he never walked on grass. When traveling, he was known to attach his canvases to his body with strings, for fear of theft.

Kathryn Hewitt, Lives of the Artist, “How to Shock the World Every Twenty-Four Hours: Salvador Dali”

Effect

Definition: An effect is the result of a previous action.

Mentor Text

The following text is from an article which discusses students who decided to wear black armbands through the holiday season to protest the war in Vietnam.

On December 16, Mary Beth and Christopher wore their armbands to school. John wore his the following day. All were sent home and were suspended until they returned without the armbands. They did not return to school until January, when the planned time for wearing the armbands had expired. The students' fathers filed suit in federal district court, seeking a court order to prevent enforcement of the school district's ban on armbands.

Magruder's American Government

Teacher Artistry

Read the mentor text aloud.

- ✂ Ask volunteers to identify effects in the passage and write them on the board.
- ✂ Write the following sentence on the board:
I spent the day at the beach.
- ✂ Ask students to suggest effects of spending the day at the beach . Write their answers on the board.

Student Artistry

- ✂ Display the following sentences:

Chris was late to class.

Our family decided to go to Disney World for Christmas instead of Aunt Sally's house.

I joined a Relay for Life team.

The dog snuck out the door as I came in.

I decided to learn to play the guitar.

The phone rang.

- ✂ Instruct students to choose one of the sentences and write a paragraph that explains 3 effects of the action.
- ✂ Share writing with the class.

Other Examples

The following text is from an article which discusses how businesses are profiting from the growing numbers of overweight Americans.

The medical community has long recognized there is big money to be made off big patients: We spend \$58 billion a year on weight-loss products and services. Manufacturers have reaped fortunes as hospitals have stocked up on equipment built to cater to a growing obese clientele – roomier CT scanners, longer syringes that penetrate many layers of fat, even larger ambulances.

Now other industries are riding that gravy train. From designer wear to housewares, companies are jumping on the bigger bandwagon, trying to cater to a demographic that has been, until recently, grossly underserved, . . .

Simmons, Andy. “Fat, Inc. How the XXLing of America Is Becoming Big Business.” *Reader’s Digest* August 2007: 112-15. Print.

The following text is from an article about problems resulting from overgrazing of mustangs on American preserves.

Today, some 37,000 of them [mustangs] roam more than 30 million acres of public land in the West, with large populations in Nevada, California, Utah, Wyoming, and Oregon. In places where the animals are most concentrated – half of the horses live in Nevada – new problems are surfacing. Their over-grazing can lead to erosion and water pollution and make way for pesky invasive species like cheatgrass. Such ecological damage causes food shortages for the horses as well as the sage grouse, bighorn sheep, elk and domestic cattle that share their pastures.

Tucker, Abigail. “The Mustang Mystique.” *Smithsonian* March 2010: 68-73. Print.

Although sugar was in great demand in Europe, there was not much land there to grow it. The resulting demand led to the development of sugar plantations in the Americas. On his second voyage to the Americas, in 1493, Columbus brought sugar cane to Hispaniola, one of the Caribbean islands he had landed on in 1492. He found ideal conditions for sugar production there. Spanish planters soon expanded operations to the nearby islands that Spain colonized.

Creating America: A History of the United States, Beginnings through World War 1

The more than 100,000 chemical reactions that occur in the brain each second require huge amounts of the body’s stored energy. In fact, the brain can burn as many calories in intense concentration as the muscles do during exercise. That’s why thinking can feel as exhausting as a physical workout.

Mark McCutcheon, “The Compass in Your Nose”

The war [of 1812] had three important consequences. First, it led to the end of the Federalist Party, whose members generally opposed the war. Second, it encouraged the growth of American industries to manufacture products no longer available from Britain because of the war. Third, it confirmed the status of the United States as a free and independent nation.

The Americans: Reconstruction to the 21st Century

Example

Definition: Examples use a number of facts, specific cases, or instances that support and develop an idea.

Mentor Text

Medieval courtiers saw their table manners as distinguishing them from crude peasants; but by modern standards, the manners were not exactly refined. Feudal lords used their unwashed hands to scoop food from a common bowl, and they passed around a single goblet from which all drank. A finger or two would be extended while eating, so as to be kept free of grease and thus available for the next course, or for dipping into spices and condiments – possibly accounting for today’s “polite” custom of extending the finger while holding a spoon or small fork. Soups and sauces were commonly drunk by lifting the bowl to the mouth; several diners frequently ate from the same bread trencher. Even lords and nobles would toss gnawed bones back into the common dish, wolf down their food, spit onto the table (preferred conduct called for spitting under it), and blew their noses into the tablecloth.

Peter Farb and George Armelagoes, “Patterns of Eating”

Teacher Artistry

Read the mentor text aloud.

- ✚ Instruct the students to identify the main idea of the paragraph and underline it.
- ✚ Ask students to list the examples used to support the idea that medieval table manners were not refined.
- ✚ Write the following sentence on the board:

Our school offers a variety of extra-curricular activities.
- ✚ Brainstorm a list of extra-curricular activities with students.
- ✚ Write these on the board.
- ✚ Choose one activity from the list and develop one or more examples to support the main idea.

Student Artistry

✍ Write the following sentences on the board:

The members of my family are quite interesting.
Marcy learned to play several instruments.
My mother loves to cook.
Firefighters have really important jobs.
Eric was the most talented football player on the team.
I want to do wonderful things when I grow up.

✍ Instruct students to choose one of the above sentences. Have them write a paragraph that includes examples to support and develop the main idea.

✍ Allow students to share their writing with either a partner or the class.

Other Examples

And it [compulsive hoarding] can lead to tragic consequences. One of the most famous cases involved the wealthy and reclusive Collyer brothers. In 1947, their bodies were discovered in a crumbling New York City mansion packed with more than 100 tons of junk. Last year, a resident of Shelton, Washington, was smothered when a massive pile of clothes toppled on her. And a few fatal fires have even made headlines. Hoarders tend to fill their homes with flammable material and often block hallways and exits in the process, which can make escaping a fire impossible.

Branscum, Deborah. "When Clutter Goes Out of Control."
Reader's Digest March 2007: 169 – 174. Print.

The outside influences are always pouring in upon us, and we are always obeying their orders and accepting their verdicts. The Smiths like the new play; the Joneses go to see it, and they copy the Smith verdict. Morals, religions, politics, get their following from surrounding influences and atmospheres, almost entirely; not from study, not from thinking.

Mark Twain, "Corn-Pone Opinions"

My own two sons, now twenty-one and seventeen, have read (in public and private schools) Shakespeare, Hawthorne, and Melville. But they've also slogged repeatedly through the manipulative melodramas of Alice Walker and Maya Angelou, through sentimental middlebrow favorites (*To Kill a Mockingbird* and *A Separate Peace*), the weaker novels of John Steinbeck, the fantasies of Ray Bradbury. My older son spent the first several weeks of sophomore English discussing the class's summer assignment, *Ordinary People*, a weeper and former bestseller by Judith Guest about a "dysfunctional" family recovering from a teenage son's suicide.

Francine Prose, "I Know Why the Caged Bird Cannot Read"

Illustration

Definition: Illustration takes a generalized example and adds specific information to that example to reinforce the main idea.

Mentor Text

The following is from paragraphs 4 and 5 in an essay by Bill Bryson, discussing the invasion of citizens' privacy.

Nearly everyone is being spied on in some way in America these days. . . . Many companies are taking advantage of technological possibilities to make their businesses more ruthlessly productive. In Maryland, according to *Time* magazine, a bank searched through the medical records of its borrowers—apparently quite legally—to find out which of them had life-threatening illnesses and used this information to cancel their loans.

Bill Bryson, “I’m a Stranger Here Myself”

Teacher Artistry

Read the mentor text aloud.

✎ Ask students the following questions:

What general example did Bryson give to reinforce his first sentence?
What illustration was added to make this example more specific?

✎ As a class, brainstorm other ways that technology is being used to spy on people.

✎ With students' input, take one of the generated examples.

✎ On the board, using the mentor text as a model, create a sentence or two using an illustration to reinforce that example.

Student Artistry

✎ Choose one from the following three topics, write a general example, and follow that with a specific illustration to expand the example.

Brevard's beaches are beautiful.
School cafeterias have too many fatty foods, like nachos.
Texting is a distraction in class.

Other Examples

The following is an excerpt from an essay by Hilda Alvarado, a student arguing that non-English-speaking students starting school in the United States should be taught English as a second language. She uses her own experience as a Spanish-speaking child in an English-only school.

Without the use of Spanish, unable to communicate with the teacher or students, for six long weeks we guessed at everything we did. When we lined up to go anywhere, neither my sister nor I knew what to expect. Once, the teacher took the class on a bathroom break, and I mistakenly thought we were on our way to the cafeteria for lunch. Before we left, I grabbed out lunch money, and one of the girls in line began sneering and pointing. Somehow she figured out my mistake before I did. When I realized why she was laughing, I became embarrassed and threw the money into my sister's desk as we walked out of the classroom.

Student Example: Hilda Alvarado, in Models for Writers

The following is from paragraph number five in an essay by Barbara Huttman. The essay is about helping terminally ill patients.

Before the day was over, tests confirmed that he had lung cancer. And before the year was over, I loved him, his wife, Maura, and their three kids as if they were my own. All the nurses loved him. And we all battled his disease for six months without ever giving death a thought. Six months isn't such a long time in the whole scheme of things, but it was long enough to see him lose his youth, his wit, his smell, and his ability to do the slightest thing for himself.

Barbara Huttman, "A Crime of Passion"

Narration

Definition: Narration involves telling a story, whether it is personal, imaginative, or historical.

Mentor Text

To a four-year old, anything longer than five minutes feels like an eternity, so when the clerk told me and my mom that it would take three to four weeks for my new shoes to arrive, I was almost in tears. Since seeing the *Wizard of Oz*, I had thought little else other than owning a pair of ruby slippers. My dreams were full of spinning houses, little munchkins, flying monkeys, and talking lions. All I wanted was to be Dorothy, and the shoe store made a promise to find me a pair of red mary-janes which would hopefully take me to Munchkin Land and Oz.

Hope Zucker, “The Ruby Slippers”

Teacher Artistry

Read the mentor text aloud.

- ✂ Determine whether the narration is personal, imaginative, or historical.
- ✂ Ask students to identify the descriptive words that enhance the story.
- ✂ On the board, write the words “spirit pep rally” and have students brainstorm ideas and list them on the board.
- ✂ Include special activities that occur at a spirit pep rally (e.g., music, plays, skits).
- ✂ Once all the ideas are listed on the board, have the class create a narrative paragraph.

Student Artistry

- ✂ Invite students to reminisce about memorable childhood incidents or events.
- ✂ Write a paragraph using a personal anecdote about a childhood memory.
- ✂ Share with the class.

Other Examples

“Zora stories” about her outrageous actions began circulating. Once, wearing a flowing white dress and heading out to a party, she punched a man who tried to embrace her in an elevator—and didn't look back as she left him lying on the floor. Another time she took a coin from the cup of a beggar, promising to repay him later, swearing that right now she needed this subway fare more than he did. Her bare Manhattan apartment was furnished by friends within days after her arrival in the city. Visitors contributed to the pot of stew on the stove; sometimes Hurston cooked eel or fried okra. She would have everyone singing spirituals or playing drums while she played harmonica. But despite the noise and frivolity, she was serious about her writing: “I shall wrangle me up a future or die trying.”

Kathleen Krull, “She Jumped at the Sun: Zora Neale Hurston”

I fell in love with the minister's son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger: For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose.

Amy Tan, “Fish Cheeks”

The pilot's voice came over the speaker. I heard vaguely through my fear, “Engine number two . . . hit . . . emergency landing . . . New Orleans.” When he was done, the voice of the flight attendant came on, reminding us of the emergency procedures she had reviewed before takeoff. Of course I never paid attention to this drill, always figuring that if we ever got to the point where we needed to use life jackets, I would have already died of terror.

Julia Alvarez, “Aha Moment”

The angel at the candy counter had found me at last, and was exacting excruciating penance for all the stolen Milky Ways, Mounds, Mr. Goodbars, and Hersheys with Almonds. I had two cavities that were rotten to the gums. The pain was beyond the bailiwick of crushed aspirins or oil of cloves. Only one thing could help me, so I prayed earnestly that I'd be allowed to sit under the house and have the building collapse on my left jaw.

Maya Angelou, “Momma, the Dentist, and Me”

Process

Definition: Process tells the reader how something works or how to do something.

Mentor Text

The following is from the 4th paragraph in an article by Kenneth Miller. Miller writes an inspirational story about Jeff Schulman beating the odds. Schulman, a man who weighed more than 400 pounds on his 30th birthday decided to take control of his life, his weight, and his physical fitness.

Walking was all I could do. At first, I started by walking to a subway stop a few blocks away instead of the one closest to my apartment. On weekends, I'd walk in Central Park. I gradually increased the distance, until one weekend, about a year into it, I found myself saying, Wow, this seems easy. So I started to run. At first I could run for only two minutes, but I built up my endurance. I joined a gym, too, and did cardio and weight training six days a week.

Miller, Kenneth. "Against the Odds."
Reader's Digest Mar. 2010: 144-151. Print

Teacher Artistry

Read the mentor text aloud.

- ✿ Point out that process in this paragraph shows the steps Jeff took towards getting physically fit.
- ✿ Discuss what he could do first. Ask students to identify the steps in the process Jeff went through with walking.
- ✿ Ask students why this method is more effective than saying: I went from walking to running.
- ✿ With students, brainstorm a list of steps a person would take in becoming a successful student.

Student Artistry

- ✍ Instruct students to take the sentence provided below and generate a paragraph using process. Transitions to consider while writing: first, then, next, in addition, after that, finally.

I got a good grade in English (or another class you struggled with), but it wasn't easy.

- ✍ Ask volunteers to read their paragraphs aloud.

Other Examples

The following is a paragraph taken from an article written by John Warde regarding safe lifting techniques.

Carrying loads of equal weight like paint cans and toolboxes is easier if you carry one in each hand. Keep your shoulders back and down so that the weight is balanced on each side of your body, not suspended in front. With this method, you will be able to lift heavier loads and also walk and stand straight. Your back will not be strained by being pulled to one side.

John Warde, "Safe Lifting Techniques"

The following is the 10th paragraph in an article written by Dan Ferber. The article is about technology's amazing impact on medicine and patients, like Jackie Brown, a Parkinson's patient whose case was so severe it devastated all aspects of her life.

In March 2004, doctors drilled two symmetrical nickel-sized holes on each side of Brown's skull. In each, they inserted a thin electrode into a pea-sized structure called the subthalamic nucleus, deep in each hemisphere of the brain. Then they surgically threaded its wires under the skin of Brown's head and neck to an implanted, matchbook-sized pacemaker in her chest, much as electricians run wiring inside a wall. They spent two weeks programming the device, and weaned her off much of the Sinement [medicine]. Brown now does t'ai chi, lifts weights, drives her car, and goes to bed like everyone else.

Ferber, Dan, PhD. "Re-engineering Your Body."
Reader's Digest Aug. 2005: 98-107. Print

Sensory Detail

Definition: Sensory detail elaborates on the physical characteristics of a person, place, or thing, using the senses to depict a specific image.






Mentor Text

Standing on the sidewalk, pressed against aluminum police barricades, wearing scarves that flapped into their faces and woolen hats pulled over their ears, were people apparently from everywhere. Germans, Italians, Japanese. An elegant-looking Norwegian family in matching shearling coats. People from Ohio and California and Maine. Children, middle-aged couples, older people. Many of them were clutching cameras and video recorders, and they were all craning to see across the street, where there was nothing to see.

Suzanne Berne, "Ground Zero"

Teacher Artistry

Read the mentor text aloud.

-  Instruct students to underline sensory details in the passage.
-  Ask students to draw the picture this passage describes and label pictures with specific wording from the text.
-  Have students identify the targeted senses.
-  Review several student drawings with class.
-  Ask students why sensory detail makes the passage effective.

Student Artistry

-  Have students choose one of the following sentences and write a paragraph using sensory detail.

We had a good week at camp.
Our home was the biggest on the block.
I remember everything about him/her.

Other Examples

Gravy is the simplest, tastiest, most memory-laden dish I know how to make: a little flour, salt, and pepper, crispy bits of whatever meat anchored the meal, a couple of cups of water or milk, and slow stirring to break up lumps. That's it. It smells of home, the door locked against the night and a stillness made safe by the sound of a spoon going round in a pan. It is anticipation, the last thing prepared before the meal comes to the table, the bowl in Mama's hand closing the day out peacefully, no matter what came before.

Dorothy Allison, "Panacea"

My earliest memories of Sam Cohen are of his chin, which I remember as fiercely hard and pointy. Not pointy, my mother says, jutting; Grandpa had a strong, jutting chin. But against my very young face it felt like a chunk of honed granite swathed in stiff white bristles. Whenever we visited, he would lift us grandchildren up, most frequently by the elbows, and nuzzle our cheeks vigorously. This abrasive ritual greeting was our primary means of communication. In all my life, I never heard him speak a word I could understand.

Leah Hager Cohen, "Words Left Unspoken"

She went and stood at the window with a greatly disturbed look on her face. She wiped the frame that was clouded with moisture. It was stiflingly hot. Alcee got up and joined her at the window, looking over her shoulder. The rain was coming down in sheets obscuring the view of far-off cabins and enveloping the distant wood in a gray mist. The playing of the lightning was incessant. A bolt struck a tall chinaberry tree at the edge of the field. It filled all visible space with a blinding glare and the crash seemed to invade the very boards they stood upon.

Kate Chopin, "The Storm"

Spatial

Definition: Spatial patterns organize information according to a specific direction.

Spatial order can be used in the following writing situations:

In describing a shelf or desk, I might describe items on the left first, then move gradually toward the right.

Describing a room, I might start with what I see as I enter the door, then what I see as I step to the middle of the room, and finally, the far side.

In explaining some political or social problem, I might discuss first the concerns of the East Coast, then those of the Midwest, then those of the West Coast.

Describing a person, I might start at the feet and move up to the head, or the other way around.

This pattern might use such transitions as “just to the right,” “a little further on,” “to the south of Memphis,” “a few feet behind,” “above the clouds,” “in New Mexico,” “turning left on the pathway,” etc.

Mentor Text

On one side, beginning at the very lip of the pool, was a tiny meadow, a cool, resilient surface of green that extended to the base of the frowning wall. Beyond the pool a gentle slope of earth ran up and up to meet the opposing wall. Fine grass covered the slope – grass that was spangled with flowers, with here and there patches of color, orange and purple and golden. Below, the canyon was shut in. There was no view. The walls leaned together abruptly and the canyon ended in chaos of rocks, moss-covered and hidden by a green screen of vines and creepers and boughs of trees. Up the canyon rose far hills and peaks, the big foothills, pine-covered and remote. And far beyond, like clouds upon the border of the slay, towered minarets of white, where the Sierra’s eternal snows flashed austere the blazes of the sun.

Jack London, “All Gold Canyon”

Teacher Artistry

Read the mentor text aloud.

✂ Ask students to identify the transition words or phrases that signal spatial order of details; underline them as the students respond.

✂ Put the following sentence on the board:

I love looking around our classroom.

✂ Instruct students to compose three supporting sentences that describe the room using spatial order. Be sure to use at least one spatial transition.

✂ Ask for volunteers to share their writing.

Student Artistry

✂ Using spatial order, organize and write a paragraph describing one of the following:

a room in your home
your favorite store
your journey to school

Other Examples

There was a room a few feet from the door, and from where he stood at the entrance, Greg could see a squarish patch of light on the floor. He entered the room, frowning at the musty smell. It was a large room that might have been someone's parlor at one time. Squinting, Greg could see an old table on its side against one wall, what looked like a pile of rags or a torn mattress in the corner, and a couch, with one side broken, in front of the window.

Walter Dean Myers, "The Treasure of Lemon Brown"

He was old enough, twelve years and a few months, to have lost the prominent tummy of childhood and not yet old enough for adolescence to have made him awkward. You could see now that he might make a boxer, as far as width and heaviness of shoulders went but there was a mildness about his mouth and eyes that proclaimed no devil.

William Golding, Lord of the Flies

After she got to the top she turned and gave a full, severe look behind her where she had come. "Up through pines," she said at length. "Now down through oaks."

Her eyes opened their widest, and she started down gently. But before she got to the bottom of the hill a bush caught her dress.

Eudora Welty, "A Worn Path"

Transitional Words and Phrases for Organizational Patterns

Organizational Pattern	Purpose of Pattern	Transitions Used with Pattern
Addition	To add information	put another way, not only this, but, in addition to that, even more, as a matter of fact, let's face it, also, what is more, actually, besides this, not only this but also, equally important, another important benefit
Argumentation	To convince the reader of a point and to incite the reader to action	the fact remains, to be sure, nobody denies, unquestionably, never forget, no doubt, clearly, if you examine, it is indeed unlikely, think intently, if given the choice, I find it hard to agree/disagree
Cause	To explain why something takes place	due to, because, one reason why, in view of, focus on this reason
Chronological	To present details that follow a time sequence	first, after that, one night eventually, ever after, for a long time, during, meanwhile
Classification	To place things or ideas into categories according to similar characteristics	this type of, in this group are, to classify, to identify, these traits belong, categories, elements, features, aspects
Comparison	To point out similarities	just like, also, just as, to compare, by the same token, likewise
Contrast	To point out differences	in contrast to, unlike, the opposite, nevertheless, but, on the other hand, let's look at it a different way, to put it differently
Definition	To define the meaning of a word or concept	this means, to define, one definition, according to Webster, this really means, in other words, simply stated, put another way
Degree of Importance	To present ideas, people, places, or events of unequal importance	most important, second, least, important, best, worst, to a lesser degree, undoubtedly
Description	To describe a scene, character, or object	picture this, look at it this way, let me provide a picture for you, to describe
Effect	To provide the effects or results	as a result, because of this, therefore, since, this effects, one effect
Example/Illustration	To use an example of a concept	for example, for instance, to illustrate, to show you what I mean, to provide a picture for you, imagine this, looking at the big picture, imagine this
Narration	To provide an anecdote or fictional story	one time, I remember an incident, this happened when, it reminds me of a time, it is like an experience I had
Process	To describe how something works or is done	first, then, next, in addition, after that, finally
Sensory Detail	To depict specific details with the senses	references to sight, sound, smell, taste, and touch
Spatial	To organize information according to a specific direction	at the left, along the edge, by my side, at the end, surrounding, opposite, next to, nearby, in the background, at the bottom, further away, behind me, just beyond the hill, toward the east

Transitions Exercise

Use the following list of transitions to fill in the blanks in the sentences below.

also	furthermore	second	in the same way	eventually	then
in addition	because	finally	for one thing	previously	first
moreover	another	however	for example	consequently	next
even though	just like	although	therefore	in addition	last
in contrast	just as		on the other hand	as a result	

1. _____ the diner was a pleasant place to eat, it still went out of business.
2. A good study space is well-lighted and well-supplied with paper, pens, and study aids. _____, it is quiet and free from distractions such as television or stereo. _____, it includes a comfortable chair and desk space.
3. I have a limited interest in people whose main topic of conversation is themselves, and who never show any interest in what is happening to me. _____ group I avoid is people who never allow facts to interfere with their opinion.
4. There are several ways to use old jeans. _____ you can use them for patching other jeans.
5. Many people rent videotaped movies because prices are lower than ever. _____, videos are available almost everywhere.
6. “_____, and most important,” said my adviser, “you’ve got to complete that term paper or you won’t graduate on time.”
7. The football coach had a very tiring schedule; _____, he was unable to attend my piano recital.
8. To play a good game of tennis, _____ buy a racquet and make sure it is strung properly; _____ buy tennis shoes that will support your feet and yet not stick to the pavement; and _____ get some instructions from a trainer who knows the game well.
9. My friend Ellen is so safety-conscious that she had the wooden door of her apartment replaced with a steel one. _____, she had iron bars inserted on all her apartment windows.
10. By recycling, our township has saved thousands of dollars in landfill expenses. _____, we have made money by selling recycled glass, paper, and metal.
11. Some thieves read the newspapers to find out good times to rob houses. _____, after reading the obituaries, such thieves may “clean out” a home while the family is at a funeral.
12. Whenever something bad happens to me, my grandmother tries to help me through it. When I was depressed after breaking up with my boyfriend, she told me, “_____ we must go through the storm before seeing the rainbow; we often must experience sorrow before joy.”

Organizational Pattern: Paragraph Examples for Review and Discussion

A paragraph is coherent when it has clear organization and logical flow of ideas from each sentence to the next. Seven models of organizational paragraphs follow.

Sequential Order—used to tell a story or present a series of events

Example: *From* disappointment, I gradually ascended the emotional ladder *to* haughty indignation, and *finally to* that state of stubbornness where the mind is locked like the jaws of an enraged bulldog.

Maya Angelou, Getting a Job

Spatial Order—used to present details in a way that reflects their positions in space

Example: We explored, finding a wooded lane which led down to a huge inland estuary where it was possible to fish for flounder from the old sea wall. In the other direction, a sandy right-of-way led past the church and over the golf links and the dunes to another beach – a wide and empty shore where the ebb tide took the ocean out half a mile or more.

Rosamunde Pilcher, “Lalla”

Cause-and-Effect Order—used to show relationships between events and their results

Example: Office buildings with poor circulation are a high-risk environment *because* cold viruses can’t escape. What’s worse, low humidity dries the mucous membranes that normally trap and dispose of viral invaders. *For the same reason*, airplanes are another likely place to pick up cold germs.

Julia Califano, “15 Ways to Beat a Cold”

Comparison-Contrast Order—used to present the similarities and differences between people, place, things, or events

Example: Many people think downhill skiing and cross-country skiing are similar sports. While both require specialized ski gear, athletic fitness, and endurance, each requires different skills. A downhill skier travels at high speed down steep slopes and must respond quickly to sudden turns and obstacles. The skier works with gravity. In contrast, a cross-country skier travels over fairly level trails at a relatively slow speed, striving to maintain a steady pace. The skier works against gravity.

Professional Model

Organizational Pattern:
Paragraph Examples for Review and Discussion, cont.

Order of Degree—used to present ideas of unequal importance, familiarity, or complexity or to show a ranking of people, places, things, or events

Example: If a fire starts in your house, the *most important* thing to remember is this: Don't panic. *First*, everyone should prepare to leave the house immediately. If you see smoke, get down and crawl toward the nearest door. When going through the door, feel the door first to see if it's hot. The *least important* thing to do is to try to save your belongings.

Professional Model

Classification—used to present ideas, people, places, or things that need to be sorted into groups

Example: There are a variety of colors to be found in a garden. The calming color blue can be found in iris, hydrangea, and morning glories. The red found in roses, petunias, and poppies are a brilliant contrast to the more subtle color yellow, which is found in daisies, daffodils, sunflowers, and marigolds. The gleaming color white of gardenias, lily of the valley, snapdragons, and gladiolas brighten even the most subtle garden. Finally, the green of ferns and exotic grasses serve as a perfect backdrop to the other colors.

Professional Model

Process –used to present the steps needed to make a product or perform a certain task

Example: It is very easy to make a peanut butter and jelly sandwich. First, gather all of your materials – a plate, a knife, two pieces of tasty bread, a jar of peanut butter, and a container of your favorite jelly. Next, place the two pieces of bread on the plate. Then, open the peanut butter jar and using the knife, scoop the peanut butter out and spread it on one slice of bread. After this is done, open the jelly jar and scoop out the jelly and spread that on the second piece of bread. Finally, put the two pieces of bread together, eat, and enjoy!

Professional Model

Organizational Pattern Exercises

Read the following paragraphs and decide which organizational pattern has been used.

Miss Pride's shop window was full of nasty, dingy old cardboard cartons with nothing inside them, and several empty display stands which had fallen down and never been propped up again. *Inside* the shop were a few small, tired-looking tins and jars, which had a worn and scratched appearance as if mice had tried them and given up.

Joan Aiken, "The Serial Garden"

The girls often held hands and no longer bothered to speak to the lower students. There was a sadness about them, as if this world was not their home and they were bound for higher ground. The boys, *on the other hand*, had become more friendly, more outgoing. . . . Now they seemed not ready to give up the old school, the familiar paths and classrooms.

Maya Angelou, I Know Why the Caged Bird Sings

Soon the biggest of the boys poised himself, shot down into the water, and did not come up. The others stood about, watching. . . . *After a long time*, the boy came up on the other side of a big dark rock, letting the air out of his lungs in a sputtering gasp and a shout of triumph. *Immediately*, the rest of them dived in.

Doris Lessing, "Through the Tunnel"

On October 29, 1929, later known as Black Tuesday, the stock market crashed in the United States. Because of the public panic created by the crash, long lines formed at banks as people waited to withdraw all their money. Most banks ran out of funds, and many people lost their savings. As a result, millions of Americans ended up living on the streets.

McDougal Littell

Determine the best organizational pattern to use when writing from the following prompts:

Community colleges and state universities each have their own distinct advantages.

Our visit to the White House was remarkable. First, we . . . Next, we . . .

The child waited under the cool shade of the porch. Near him was . . .

A cramped student lunch period leads to several bad consequences.

The view from the high rise building in Chicago was spectacular.

Many changes took place in our school last year.

People who read gain new insight into human nature.

Organizational Patterns Exercises, cont.

The following magazine titles provide opportunity for writing with a variety of organizational patterns. Use the list for discussion, prewriting, or writing activities. Show students how writers might use several approaches for each of the topics.

50 Secrets the ER Staff Won't Tell You

How to Find Anything

Credit Cards: The Latest Tricks and Traps

Driven to Succeed

How Safe Is Your Food?

14 Amazing Trends That Will Save Your Life

In Over His Head

Asleep at the Wheel

Life after Loss

My Big Audition

Families and Faith

Plan a Terrific Trip

Find more Time

Stopping a Stroke

The Urbanites and Suburbanites

People Who Work in Dangerous Jobs

Writing with Pattern Artistry

Prewriting Activity Graphic #1

Thanksgiving Day is a favorite holiday.

Sensory details

Sights	Sounds	Smells	Tastes	Textures	Feelings

Causes/reasons why:

All my relatives show up with casseroles.
The parades that we watch on TV are amazing.
The men enjoy watching the football games.
The kids play/swim _____ outside.

Effects:

Families get together at least once a year.
We get fresh air and exercise.
We get to know relatives or friends better.

Chronological detail:

My mom puts the turkey in the oven before anyone is up.
Mom makes everyone clean up the house and our rooms.
People start arriving around 10:00 in the morning.
Someone turns on the parade.
We get bored and go outside to play.

Compare/contrast:

With birthday parties Christmas
Wedding receptions Picnics

Spatial details

My father always sits at the head of the table where he can serve the turkey.
My mom sits near the kitchen, so she can bob up and down to get everyone an extra fork or a cup of ice.
The smaller children sit at a separate table.

Anecdotes/stories

I read that the first Thanksgiving was much simpler . . .
One year at my Aunt Millie's house . . .
I once heard that . . .

Examples:

Not everyone has a formal Thanksgiving. For example, at our house one year . . .
An example of the greatest/ worst Thanksgiving ever was the year that . . .
I read about one family that . . .

Writing with Pattern Artistry

Prewriting Activity Graphic #2

_____ is/was my favorite/worst _____.

Sensory details

Sights	Sounds	Smells	Tastes	Textures	Feelings

Causes/reasons why:

Effects:

Chronological detail:

Compare/contrast:

Spatial details:

Anecdotes/stories:

Examples:

Mixed Pattern Examples

When Scott asked whom I was going to marry, I said a brown girl from the valley. **He said that he was going to marry a strawberry blonde who would enjoy Millerton Lake, dirty as it was. I said mine would like cats and the sea and would think nothing of getting up at night from a warm, restless bed and sitting in the yard under the icy stars. Scott said his wife would work for the first year or so, because he would go to trade school in refrigeration.** *Since our town was made with what was left over after God made hell, there was money in air conditioning, he reasoned.*

Contrast

Cause

Gary Soto, "The Talk"

The training I received, though excellent, was no substitute for working with a real student. **When I began to discover how seriously peoples' lives are affected because they cannot read, I realized the true importance of reading.** *For example, when I had my first tutoring session with my client, Marie, a 44-year old single mother of three, I found out she walked two miles to the nearest grocery store twice a week because she didn't know which bus to take. When I told her I would get her a bus schedule, she confided to me that it would not help because she couldn't always remember what she needed. Because she did not know words, she could not write out a grocery list. Also, she could only identify items by sight, so if the manufacturer changed a label, she would not recognize it as the product she wanted.*

Cause

Example

Cause

Effect

Robin Ferguson, "The Value of Volunteering"

Fresh, in-season local products taste better and are generally more nutritious than foods that have been processed, stored and shipped. **And since supermarket food travels an average of 1,500 miles to get to your store, it takes a big bite out of the environment.** *Another buy-local benefit: fewer chemicals and additives. It's no wonder that from 1994 to 2006, the number of farmers' markets in the country more than doubled, from 1,755 to 4,385, and that growth is continuing, according to the USDA.*

Cause

Effect

Dean, Shea. "Home Grown."
Reader's Digest Aug. 2007: 146 – 150. Print.

Mixed Pattern Examples, cont.

My best friend and I knew that we were going to grow up to be ugly. **On a backyard lawn – the summer light failing west of the mulberry tree where the house of the most beautiful girl on our street stood – we talked about what we could do: shake the second-base dirt from our hair, wash our hands of frog smells and canal water, and learn to smile without showing our crooked teeth.** *We had to stop spitting when girls were looking and learn not to pile food onto a fork and into a fat cheek already churning hot grub.*

Narration

Addition

Gary Soto, “The Talk”

Men . . . will drive to Minsk before stopping to ask for directions to the corner store. **Not me – I’ll burn rocks in the form of SOS on the hood of my car rather than get lost.** And lost in a car is where you’ll usually find me. *See, I have this problem: If I ask someone for directions and they’re longer than “It’s over there,” I zone out. Case in point, on a family trip last year, I stopped and asked a gentleman for directions.*

Contrast

Example

As we drove away, I turned to my wife, Jennifer. “Did you notice his teeth?”

Narrative

“You didn’t listen to a word he said, did you?” she asked.

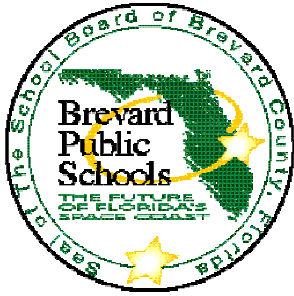
Simmons, Andy. “Road Trip.”
Reader’s Digest July 2007: 126 – 129. Print.

When people ask me where I’m from, I say Fresno because I don’t expect them to know little Duniba. **Fresno is a booming city of nearly 5000,000 these days, with a diversity-white, Mexican, African-American, American, Hmong and Middle Eastern people are all well-represented-that shouldn’t surprise anyone. It’s in the small towns like Duniba that surround Fresno that the awareness of cultural difference is stripped down to the interactions between the only two groups that tend to live there: whites and Mexicans.** *When you hear a Mexican name spoken in these towns, regardless of the speaker’s background, it’s no wonder that there’s an “English way of pronouncing it.”*

Classification

Effect

Manuel Munoz, “Leave Your Name at the Border”



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Brevard Public Schools

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Equity Coordinator

Dr. Walter Christy, Director
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