



Listen. Speak. Read. Write. Think!

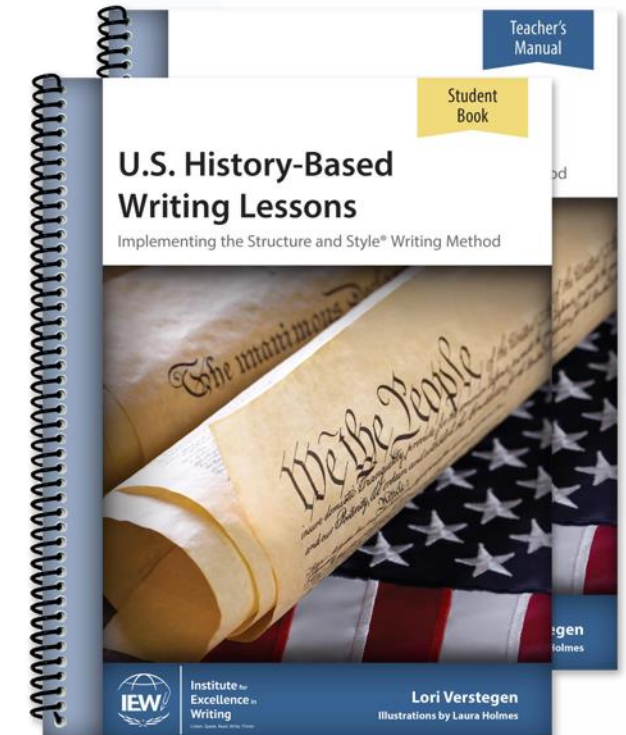
U.S. History-Based Writing Lessons Support for Unit 6

Andrew Pudewa

Founder and Director
Institute for Excellence in Writing

Please introduce yourself in the chat box:

- Where are you from?
- How many years have you been teaching IEW?
- What grade levels/ages do you teach?



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Tonight's Outline

- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 6
- Practice
 - Lesson 16: *Oklahoma Land Rush of 1889*
 - Adapting for Your Students
 - Lessons 17 and 18: *Transportation Milestones*
- Stylistic Techniques Pacing
- Checklist Preview
- Questions and Answers
- Gift certificate winner announced!

Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook

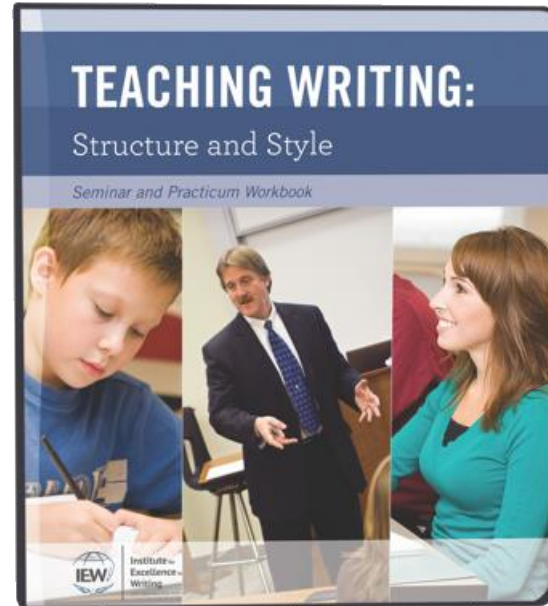
IEW.com/TWSS

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



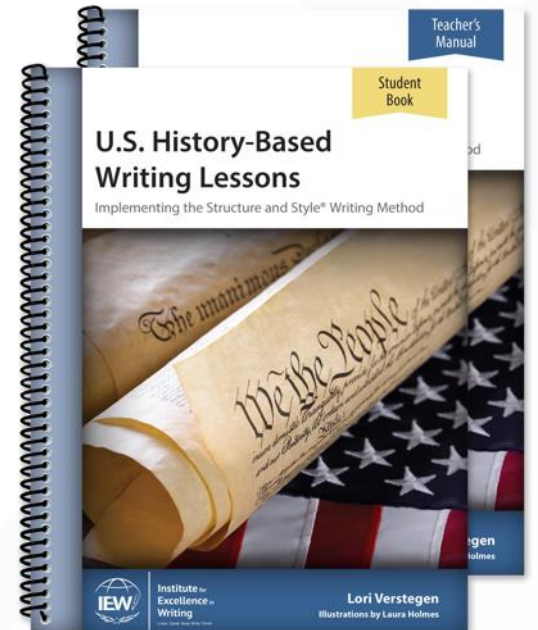
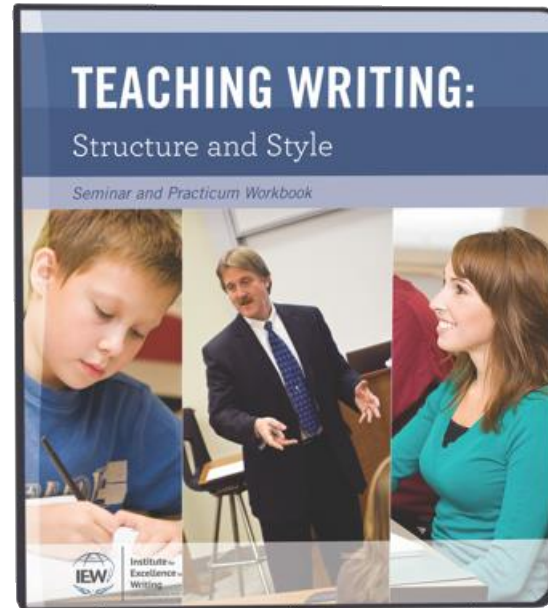
Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook
- U.S. History-Based Writing Lessons Teacher/Student Combo

IEW.com/USH-TS

Teacher's Manual includes sample answers.

Each student needs his or her own Student Book. The Student Book may be reproduced for use within the same physical household.



Structural Models Pacing

Unit 1: Note Making and Outlines

Unit 2: Writing from Notes

Unit 4: Summarizing a Reference

Unit 6: Summarizing Multiple References

Unit 8: Formal Essay Models

Unit 3: Retelling Narrative Stories

Unit 5: Writing From Pictures

Unit 7: Inventive Writing

Unit 9: Formal Critique



Unit 6: Summarizing Multiple References

Units 1 and 2 are easy.

Key words come in every sentence.

Unit 3 is different.

Key words come from the brain.

Unit 4 requires more thought.


Key words come from facts.

Unit 5 allows for imagination.

Key words come from answers to questions about a picture.

UNIT 6 Summarizing Multiple References

- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.



SOURCE 1 (info on source) I. Topic A	SOURCE 2 (info on source) I. Topic A	SOURCE 3 (info on source) I. Topic A
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

USEFUL INFORMATION	FUSED OUTLINE	STYLE LIST
quotes due date or more notes	I. Topic A 1. 2. 3. 4. 5. 6. Clincher	-ly who-which strong verb

Unit 6: Summarizing Multiple References

Units 1 and 2 are easy.

Key words come in every sentence.

Unit 3 is different.

Key words come from the brain.

Unit 4 requires more thought.

Key words come from facts.

Unit 5 allows for imagination.


Key words come from answers to questions about a picture.

Unit 6 increases the complexity.

Key words come from facts that must be selected from multiple sources.

UNIT 6 Summarizing Multiple References

- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.



SOURCE 1 (info on source)	SOURCE 2 (info on source)	SOURCE 3 (info on source)
I. Topic A	I. Topic A	I. Topic A
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
USEFUL INFORMATION quotes due date or more notes	FUSED OUTLINE I. Topic A 1. 2. 3. 4. 5. 6. Clincher	STYLE LIST -ly who-which strong verb

Unit 6: Summarizing Multiple References

Goals and Materials

Goals

- to take notes from multiple references
- to create source outlines from interesting or important (or relevant) facts pulled from each source text
- to fuse source outlines into one fused outline
- to write a paragraph from the fused outline


Recommended Materials

Unit 6 mini-poster

highlighters and ledger paper if desired

UNIT 6 Summarizing Multiple References

- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.



SOURCE 1 (info on source) I. Topic A	SOURCE 2 (info on source) I. Topic A	SOURCE 3 (info on source) I. Topic A
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

<i>USEFUL INFORMATION</i>	FUSED OUTLINE	<i>STYLE LIST</i>
quotes due date or more notes	I. Topic A 1. 2. 3. 4. 5. 6. Clincher	-ly who-which strong verb

Unit 4 vs. Unit 6

- Report process vs. research process
- For both Unit 4 and Unit 6 assignments, # of topics = #¶s
- Unit 4 uses one source. Unit 6 uses multiple sources.
- How to choose? Still “some-a-rize” interesting, important, (or relevant) facts in Unit 6.
- Unit 4 filters once. Unit 6 filters and then filters again!
- The source texts in USH are designed to work well for this age level and ability.
- Students eventually need to be able to find their own sources. Gradually increase the length and complexity of sources.

SUMMARIZING

Begin with a single-topic source text with ten or more facts.




Unit 6: Teaching Procedure

1. Find multiple sources.
USH provides these for Lessons 16-18.
2. Choose or identify topics in each source.
This is done for you in Lesson 16.
Students will identify topics in Lessons 17 and 18.
3. Write a source outline on one topic from each source.
4. Fuse the source outlines into one fused outline.
5. Write the paragraph, adding style as needed.
6. Repeat for a second or third topic as assigned.

**UNIT
6**

Summarizing Multiple References



- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.

SOURCE 1 <small>(info on source)</small>	SOURCE 2 <small>(info on source)</small>	SOURCE 3 <small>(info on source)</small>
I. Topic A 1. 2. 3. 4. 5.	I. Topic A 1. 2. 3. 4. 5.	I. Topic A 1. 2. 3. 4. 5.
USEFUL INFORMATION quotes due date or more notes	FUSED OUTLINE I. Topic A 1. 2. 3. 4. 5. 6. Clincher	STYLE LIST <hr/> -ly who-which strong verb

Unit 6 Organization

SOURCE 1	SOURCE 2	SOURCE 3
(info on source) I. Topic A 1. 2. 3. 4. 5.	(info on source) I. Topic A 1. 2. 3. 4. 5.	(info on source) I. Topic A 1. 2. 3. 4. 5.
<i>USEFUL INFORMATION</i>	<i>FUSED OUTLINE</i>	<i>STYLE LIST</i>
<i>quotes</i> <i>due date</i> <i>or more notes</i>	I. Topic A 1. 2. 3. 4. 5. 6. Clincher	<i>-ly adverb</i> <i>who-which clause</i> <i>because clause</i>

Unit 6

Let's try it together!

Lesson 16: Oklahoma Land Rush of 1889

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 16: Oklahoma Land Rush of 1889

Goals

- to learn the Unit 6 Summarizing Multiple References structural model
- to create source outlines from multiple references
- to create a fused outline
- to write a 1-paragraph report about the Oklahoma Land Rush
- to review vocabulary words

1 ¶ = 1 topic

Unit 6

Let's try it together!

Lesson 16: *Oklahoma Land Rush of 1889*

"The Mad Dash"

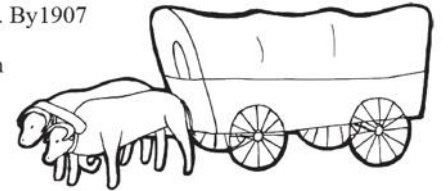
page 149-157

Source A

The Mad Dash

On April 22, 1889, right at noon, over 50,000 people rushed into Oklahoma Territory to claim free land. What enabled them to do this? Who provided free land? The land was provided by the United States government. In an attempt to encourage people to move from the crowded eastern cities to the undeveloped western territories, Congress passed the Homestead Act in 1862. This act allowed the government to give away up to 160 acres of land to anyone. The stipulations were few. People who wanted the land had to be older than twenty-one, arrange to live on the land for five years, and agree to make improvements to the land. The only fee that potential landowners had to pay to the government was an \$18 filing fee, which made the claim official. This Homestead Act offered new hope to struggling farmers, freed slaves, and immigrants. Different territories opened at different times. On April 22, 1889, almost two million acres in Oklahoma were scheduled to become available. In anticipation, thousands of people prepared to claim land. Many camped all around the land waiting for the signal to enter; however, some people snuck in ahead of time to find the best land. They were called the "Sooners." Once the cannons boomed at noon, people quickly dashed in and claimed the land. Within a short period of time, cities, farms, and ranches were established. By 1907

Oklahoma officially became the forty-sixth state of the United States.



Mechanics

When a date includes the month, day, and year, place a comma between the day and year. If the date is placed in the middle of a sentence, place a comma on both sides of the year.

Unit 6

Let's try it together!

Lesson 16: *Oklahoma Land Rush of 1889*

"Free Land"

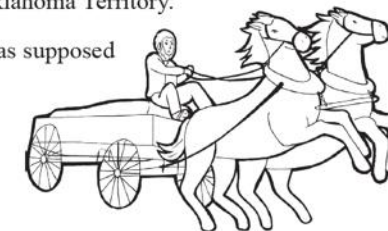
page 153

Source B

Free Land

The Oklahoma Land Rush occurred on April 22, 1889. Seven weeks prior to this, President Harrison announced that the government would put almost two million acres of land up for grabs. This was part of the government's plan to encourage white people to settle the western United States. This particular government giveaway took place in the Oklahoma Indian Territory. Initially the president chose land that had not yet been assigned to any particular Indian tribe. Although anyone could claim a stake of this land, they had to wait until noon on April 22 to do so. More than fifty thousand settlers desiring free land camped around the territory waiting for the race to begin. They were nicknamed "Boomers." Some dared to enter early. They were nicknamed the "Sooners." At noon on that particular April day, cannons boomed, and a frantic rush ensued. Fifty to sixty thousand hopefuls entered in wagons, on horseback, and by foot. Hours of chaos followed. By the end of the day, tens of thousands of claims had been staked. Around 10,000 claims were in one area. The very next day that area was established as Oklahoma City. Almost overnight other towns were developed. In the following years additional more controlled land rushes occurred in the Oklahoma Territory.

Eventually white Americans took over what was supposed to be Indian Territory, and Oklahoma became an official state in 1907.



Mechanics

Separate a city and state with a comma. When a city and state are placed in the middle of a sentence, place a comma on both sides of the state.

Unit 6

Let's try it together!

Lesson 16: Oklahoma Land Rush of 1889

Source Outlines

page 154

Source Outlines

The assigned topic for this paragraph is the Oklahoma Land Rush of 1889. The titles of the source texts are on the Source line. The assigned topic is written in key words on the Roman numeral topic lines. Complete each source outline by looking at the appropriate source and noting three to five interesting or important facts about the topic.

1 paragraph = 1 topic

Topic: *Oklahoma land rush of 1889*

Source A: *"The Mad Dash"*

I. Topic: *OK, land, rush, 1889*

1. _____

2. _____

3. _____

(4.) _____

(5.) _____

Source B: *"Free Land"*

I. Topic: *OK, land, rush, 1889*

1. _____

2. _____

3. _____

(4.) _____

(5.) _____

Unit 6

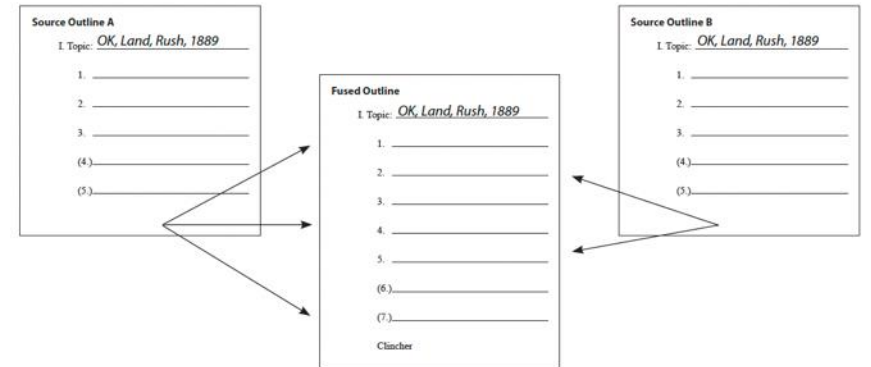
Let's try it together!

Lesson 16: Oklahoma Land Rush of 1889

Fused Outline

page 155

Fused Outline



Select five to seven facts from the source outlines to transfer to the fused outline.

I. Topic: *OK, land, rush, 1889*

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

Tell back the facts on the fused outline in complete sentences. Fix any notes you do not understand. For the clincher, repeat or reflect two or three key words from the topic line.

Adapting for Your Students

Simplified Source Texts

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 16: Oklahoma Land Rush of 1889 Simplified Source Text A

The Mad Dash



On April 22, 1889, right at noon, over 50,000 people rushed into Oklahoma Territory to claim free land. The land was provided by the United States government. To encourage people to move from the cities to the western territories, Congress passed the Homestead Act in 1862. This act allowed the government to give away up to 160 acres of land to anyone. People who wanted the land had to be older than twenty-one. They must arrange to live on the land for five years and agree to make improvements to the land. The fee was only \$18. This Homestead Act offered new hope to many people. Different territories opened at different times. On April 22, 1889, almost two million acres in Oklahoma were scheduled to become available. Thousands of people wanted to claim the land. Some people snuck in ahead of time to find the best land. They were called the “Sooners.” Once the cannons boomed at noon, people dashed in and claimed the land. Within a short period of time, cities, farms, and ranches were established. By 1907 Oklahoma officially became the forty-sixth state of the United States.

Advanced Additions

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 16: Oklahoma Land Rush of 1889

Extra Paragraph
Additional Style Practice

Assignment

1. Complete Lesson 16 in the Student Book. As you write the paragraph required in the lesson, include one decoration.
2. Read Quotation Decoration.
3. Write a second paragraph about events that occurred during the Oklahoma Land Rush of 1889. **Begin by finding two or three sources from a book, library, encyclopedia, or the Internet.**
4. On a separate sheet of paper, create source outlines from each of your sources. Once you have your source outlines complete, organize the information into one fused outline.
5. Use your fused outline to write a paragraph in your own words. Begin with a clear topic sentence and end with a clincher sentence that repeats or reflects two or three key words of the topic sentence. As you write the paragraph, include one decoration. If you include a quote, cite the information as explained in this lesson.
6. Create a bibliography or works cited page, whichever your teacher requires. See page 177 in the Student Book for additional information.
7. **Add your paragraphs about the land rush together to make a 2-paragraph report. Attach the bibliography or works cited page.** Use the checklist that follows and paperclip it to your 2-paragraph report.

Note: The Student Book instructs you to write about transportation milestones in Lessons 17 and 18. The advanced lessons encourage you to find additional sources.

Lessons 17–18: Transportation Milestones

2 Assignment

Topics are notated in the Teacher’s Manual.

Source A

Milestones in American Transportation

background In the early nineteenth century, transportation across America’s western frontiers was crude and uncomfortable. Roads, especially, were horrendous and dangerous for traveling long distances. But as the country grew, the need for ways to connect the East and West became apparent. The Industrial Revolution brought innovations to transportation that transformed America forever.

Erie Canal The first major milestone in providing long distance travel for both people and goods was the building of the Erie Canal in 1825. This canal is a manmade waterway across the state of New York that connects Lake Erie to the Hudson River. It was 363 miles long when first built. The Hudson River continues south to New York City. This means that the waterway connects the Great Lakes region with New York City and the Atlantic Ocean. The building of the canal enabled goods to be moved for one-tenth of what it used to cost in less than half the time. This encouraged people to move West and helped cities grow around the Great Lakes. The canal also resulted in the huge economic growth of New York City. It became the center of commerce in America. Because of the success of the Erie Canal, many more canals were built.

Transcontinental RR Probably the most significant transportation achievement of the 1800s was the Transcontinental Railroad. Early railroads did not travel far. During the Gold Rush trips from the East Coast to California by land were extremely difficult and dangerous. For this reason many people took ships, but they had to sail all the way around South America! People soon realized the need for a railroad that would

Source B

Transportation Innovations of the 1800s

background America was a young nation in the 1800s, and it was expanding. People were settling the western frontiers, but the frontier was cut off from many of the goods of the East. Factories or stores where people could buy even basic things like food, furniture, and household items did not exist. Furthermore, people were discovering that the West had valuable resources that could be used by factories in the East. The problem was finding ways to easily transport goods and people between the East and the West.

Erie Canal The Erie Canal was the first answer to the transportation problem. It provided a way to move goods and resources between New York City and the Great Lakes region. The Appalachian Mountains made this difficult by land. Building the canal was a huge engineering feat. In fact, many people did not think it could be done and made fun of the idea. The project took seven years. Men with shovels digging through mountainous terrain built the canal. When they finally finished in October of 1825, the canal was 363 miles long and 40 feet wide. The canal brought shipping costs way down, so more goods and resources flowed between East and West. New York City became the chief city of commerce in the United States. Many people moved to New York. Many people also moved to the Great Lakes region, and cities grew there. The Erie Canal remained the chief mode of transportation of goods until the mid-1800s when railroads grew and took over.

In the mid-1800s America needed a railroad that could cross the entire county—a transcontinental railroad. In 1862 President Abraham Lincoln signed

Source C

Transporting Americans

background In the 1800s most people did not travel more than one hundred miles from their homes. People usually were born, grew up, and died in the same town. However, access to the automobile and then to air travel changed that. Today many people often travel across the country and even across the world.

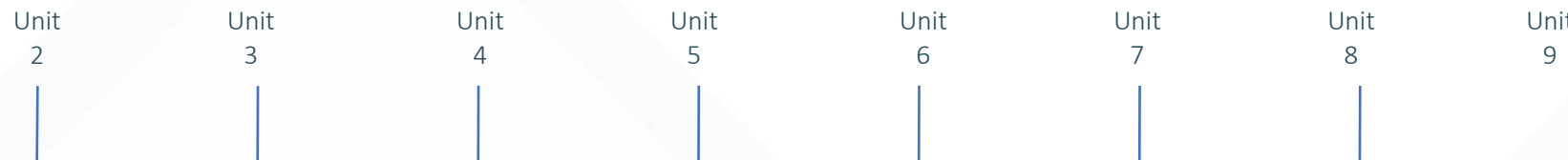
car In the early 1900s Henry Ford made automobiles available to middle-class Americans. He had said he wanted to make “a motor car for the great multitude,” instead of only for the rich. He succeeded because of his assembly line factory. In his factory each worker added one part to a car as it moved down a belt. This process cut the production time of a car from fourteen hours to one and a half hours. The only drawback was that every car was exactly alike. But that did not stop Americans all over from buying his Model T Ford. Other companies soon followed. By the end of 1929, a staggering twenty-six million automobiles had been sold since Ford’s first Model T in 1908. The mass production of automobiles transformed America in many ways. Steel, petroleum, and rubber industries grew. Suburbs developed where workers could live outside of the big cities and drive to work. People could travel farther than they ever had before, easily and comfortably. America was evolving, and the Model T Ford became the symbol of its modernization.

The other invention that truly opened not just the entire country to Americans but the world as well is the airplane. In 1903 two brothers, Orville and Wilbur Wright, developed the first successful motorized airplane that could carry

Stylistic Techniques Pacing

Techniques should be “dripped” in as they become _____.

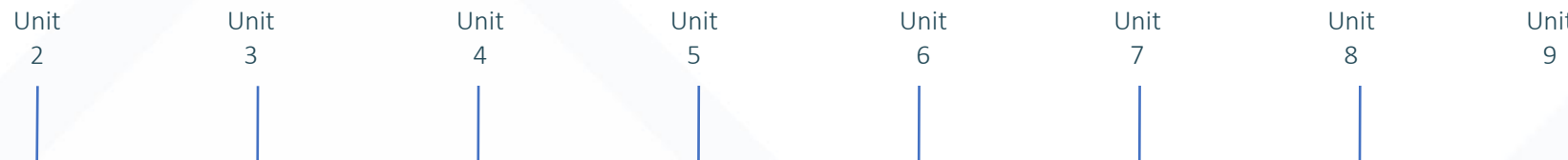
Example:



Stylistic Techniques Pacing

Techniques should be “dripped” in as they become easy.

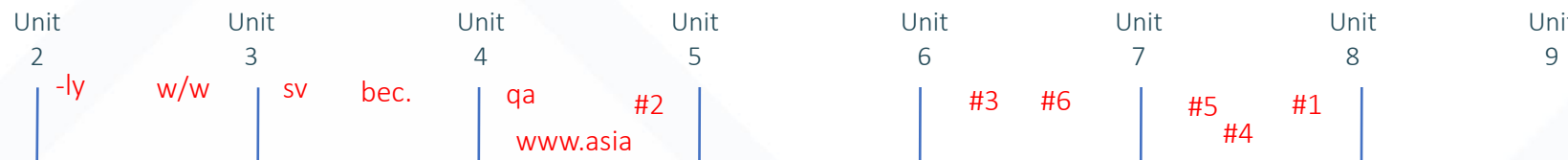
Example:



Stylistic Techniques Pacing

Techniques should be “dripped” in as they become easy.

Example:

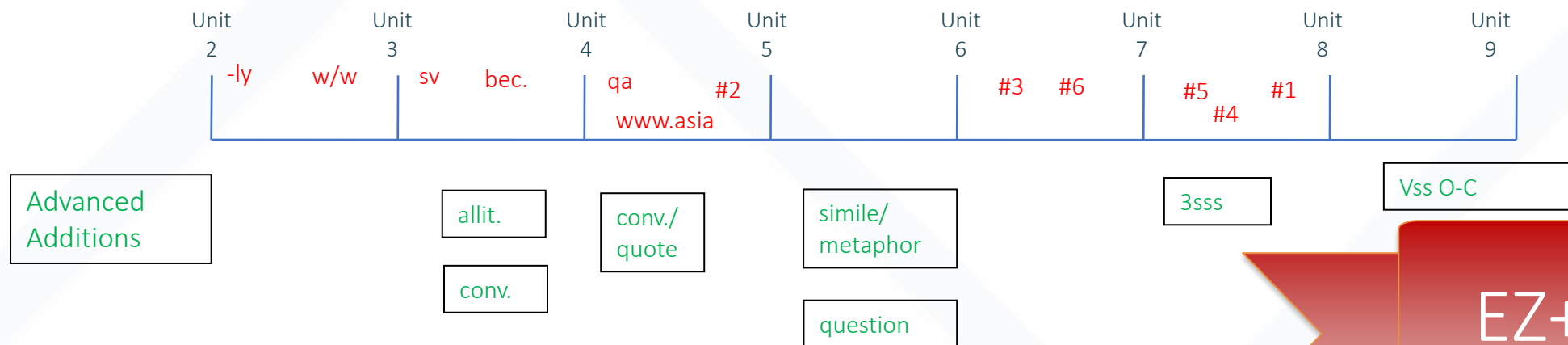


EZ+1

Stylistic Techniques Pacing

Techniques should be “dripped” in as they become easy.

Example:



Checklist Preview

- Structure


MLA format

title centered and repeats 1-3 key words

topic-clincher rule (highlight or bold)

checklist on top, final draft, rough draft, KWO

Lesson 16: Oklahoma Land Rush of 1889

Unit 6 Composition Checklist	Summarizing Multiple References
Lesson 16: Oklahoma Land Rush of 1889	
Name: _____	 Institute for Excellence in Writing
STRUCTURE	
<input type="checkbox"/> MLA format (see Appendix I)	_____ 2 pts
<input type="checkbox"/> title centered and repeats 1–3 key words from final sentence	_____ 2 pts
<input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold)	_____ 6 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____ 5 pts
STYLE	
#1 Dress-Ups (underline one of each) (2 pts each)	
<input type="checkbox"/> -ly adverb	_____ 2 pts
<input type="checkbox"/> <i>who/which</i> clause	_____ 2 pts
<input type="checkbox"/> strong verb	_____ 2 pts
<input type="checkbox"/> <i>because</i> clause	_____ 2 pts
<input type="checkbox"/> quality adjective	_____ 2 pts
<input type="checkbox"/> <i>www.asia</i> clause	_____ 2 pts
Sentence Openers (number; one of each as possible) (2 pts each)	
<input type="checkbox"/> [2] prepositional	_____ 2 pts
<input type="checkbox"/> [3] -ly adverb	_____ 2 pts
CHECK FOR BANNED WORDS (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small	_____ pts
MECHANICS	
<input type="checkbox"/> capitalization	_____ 1 pt
<input type="checkbox"/> end marks and punctuation	_____ 1 pt
<input type="checkbox"/> complete sentences (Does it make sense?)	_____ 1 pt
<input type="checkbox"/> correct spelling	_____ 1 pt
VOCABULARY	
<input type="checkbox"/> vocabulary words - label (<i>voc</i>) in left margin or after sentence	
Total:	_____ 35 pts
Custom Total:	_____ pts

Checklist Preview

- Structure

- Style

Dress-Ups

-ly adverb

who/which clause

strong verb

because clause

quality adjective

www.asia clause

Sentence Openers

#2 prepositional

#3 -ly adverb

#6 very short sentence (Lesson 17)

- Mechanics

- Vocabulary (optional)

Unit 6 Composition Checklist

Summarizing
Multiple
References

Lesson 16: Oklahoma Land Rush of 1889

Name: _____



STRUCTURE

<input type="checkbox"/> MLA format (see Appendix I)	_____	2 pts
<input type="checkbox"/> title centered and repeats 1–3 key words from final sentence	_____	2 pts
<input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold)	_____	6 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____	5 pts

STYLE

#1 Dress-Ups (underline one of each)	(2 pts each)
<input type="checkbox"/> -ly adverb	_____ 2 pts
<input type="checkbox"/> <i>who/which</i> clause	_____ 2 pts
<input type="checkbox"/> strong verb	_____ 2 pts
<input type="checkbox"/> <i>because</i> clause	_____ 2 pts
<input type="checkbox"/> quality adjective	_____ 2 pts
<input type="checkbox"/> <i>www.asia</i> clause	_____ 2 pts

Sentence Openers (number; one of each as possible)	(2 pts each)
<input type="checkbox"/> [2] prepositional	_____ 2 pts
<input type="checkbox"/> [3] -ly adverb	_____ 2 pts

CHECK FOR BANNED WORDS (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small _____ pts

MECHANICS

<input type="checkbox"/> capitalization	_____	1 pt
<input type="checkbox"/> end marks and punctuation	_____	1 pt
<input type="checkbox"/> complete sentences (Does it make sense?)	_____	1 pt
<input type="checkbox"/> correct spelling	_____	1 pt

VOCABULARY


<input type="checkbox"/> vocabulary words - label (<i>voc</i>) in left margin or after sentence	_____	
---	-------	--

Total: _____ 35 pts
Custom Total: _____ pts

Adjustments for Style

- Remember the EZ+1 rule!
- Allow parents to adjust what students will include on their checklists, not the IEW text.

Lesson 16: Oklahoma Land Rush of 1889

Unit 6 Composition Checklist	Summarizing Multiple References
Lesson 16: Oklahoma Land Rush of 1889	
Name: _____	 Institute for Excellence in Writing
STRUCTURE	
<input type="checkbox"/> MLA format (see Appendix I)	_____ 2 pts
<input type="checkbox"/> title centered and repeats 1–3 key words from final sentence	_____ 2 pts
<input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold)	_____ 6 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____ 5 pts
STYLE	
¶1 Dress-Ups (underline one of each) (2 pts each)	
<input type="checkbox"/> -ly adverb	_____ 2 pts
<input type="checkbox"/> <i>who/which</i> clause	_____ 2 pts
<input type="checkbox"/> strong verb	_____ 2 pts
<input type="checkbox"/> <i>because</i> clause	_____ 2 pts
<input type="checkbox"/> quality adjective	_____ 2 pts
<input type="checkbox"/> <i>www.asia</i> clause	_____ 2 pts
Sentence Openers (number; one of each as possible) (2 pts each)	
<input type="checkbox"/> [2] prepositional	_____ 2 pts
<input type="checkbox"/> [3] -ly adverb	_____ 2 pts
CHECK FOR BANNED WORDS (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small	_____ pts
MECHANICS	
<input type="checkbox"/> capitalization	_____ 1 pt
<input type="checkbox"/> end marks and punctuation	_____ 1 pt
<input type="checkbox"/> complete sentences (Does it make sense?)	_____ 1 pt
<input type="checkbox"/> correct spelling	_____ 1 pt
VOCABULARY	
<input type="checkbox"/> vocabulary words - label (<i>voc</i>) in left margin or after sentence	
Total:	_____ 35 pts
Custom Total:	_____ pts

IEW Checklist Generator™

- Easily adjust style with the IEW Checklist Generator™.

Speed it up!

Slow it down.



- This is available only to IEW Premium Members.

- Become a Premium Member one of two ways.

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Buy Premium Membership. IEW.com/TWSS2-PREM-GO

- Premium Membership annual renewal fee is only \$39!

Standard Templates	
Product Templates	
Bible-Based (BBW)	(30)
Fables, Myths, Fairy Tales (FMF)	(27)
Medieval (MHW)	(56)
<input checked="" type="checkbox"/> My Custom Checklists	(8)

Checklist Generator Institute for Excellence in Writing

Writing from Pictures

The Westward Movement

Lesson 13 Level: B

Name: _____

STRUCTURE

<input type="checkbox"/> MLA format	_____	1 pts
<input type="checkbox"/> title centered and repeats 1-3 key words from final sentence	_____	2 pts
<input type="checkbox"/> topic-clincher sentences repeat or reflect 2-3 key words (highlight or bold)	_____	6 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____	5 pts

STYLE

Dress-Ups (underline one of each) 2 pts each

\$1	\$2	\$3		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-ly adverb	_____ 6 pts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	who/which clause	_____ 6 pts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	strong verb	_____ 6 pts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	because clause	_____ 6 pts

Customize PDF Font: 12 Total Points: 60

Questions and Answers



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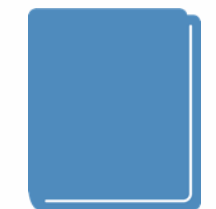
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