

Plot Elements

Title:		Climax:	
10.		11.	
9.		12.	
8.		13.	
7.		14.	
6.			
5.		Problem:	
4.			
3.		Solution:	
2.			
1.			
Setting:		Author's Theme:	
Main Characters:			

Note: From *Classroom strategies for interactive learning*, by Doug Buehl, 1995, Schofield, WI: Wisconsin State Reading Association. Copyright 1995 by the Wisconsin State Reading Association.

Name:

Date:

Persuasion Map

Class:

Teacher:

To persuade means to make someone come around to your point of view. To do that, you need to build an argument and support it with details. Here's how to map it all out.

1. Choose a topic and your position for or against it.
2. Provide three reasons that support your position.
3. Below each reason write two facts that support it.

Topic: Muggle-born children should continue to be allowed to attend Hogwarts.

Reason:

Have been going to Hogwarts for a long time

Reason:

Very talented examples of Muggle-born

Reason:

Many myths about Muggle-born

Supporting Details:

3 of 4 Hogwarts founders OK with Muggle-born

Supporting Details:

Hermione

Supporting Details:

Ministry of Magic trying to clear up myths

Supporting Details:

Only Slytherin was against it

Supporting Details:

Harry Potter's mom

Supporting Details:

Muggle-born have just as much ability as pure-bloods

Outline (Blank)

I. Introduction

a. A G

1. F

2. Q

3. Q

4. T

5. S

6. I (d)

7. S S

b. C I

1. T

2. O

3. R

II. Body

a. E

b. E

1. H

2. E

3. L

4. P

c. L

III. Conclusion

a. C * I

b. A * R * A

Possible Organizational Strategies

1. C - E

2. P - S

3. S o E

4. C - C

(D U)

(S)

(W)

This supplemental aid is excellent for instructional purposes, but would not be allowed during STAAR testing because it does not meet any of the three types allowed for Writing:

1. Mnemonic device (acronym/phrases based on acronym)- this does not meet criteria as mnemonic device
2. Blank graphic organizer- this may be considered a graphic organizer, but it is missing the "graphics" that need to be filled in by the child AND it is not blank since it contains titles, words, numbers, labels, acronyms, etc., therefore not allowed as presented
3. Grammar and mechanics rules-this is not considered rules

Commonly Misspelled Words

“Are you quite quiet?”

English spelling is difficult. Words are often not spelled the way they sound. *Raccoon* sounds like it should have a *k* but doesn't. *Threw* sounds like *through* but is spelled differently. *Though*, *cough*, and *through* look like rhyming words but are actually not pronounced at all alike. Given that English has a vocabulary of over 400,000 words, it's a wonder that we spell as well as we do. Some words—called homophones—sound exactly alike but have different spellings and meanings. Other words are not exactly homophones but are similar enough to be often confused. Study the following examples:



Homophones:

Altar (a raised platform in church)
The minister stood at the *altar*.

It's (a contraction of "it is")
It's getting late.

Alter (to change)
I can *alter* your jacket.

Its (possessive form of the pronoun "it")
The rabbit is in *its* nest.

Confusing Words:

Accept (to receive with consent)
I *accept* your money.

Advice (a noun)
She asked for *advice*.

Except (excluded)
Everybody left *except* Fred.

Advise (a verb)
We *advise* you to study.

Homophones and Frequently Confused Words

Learn the meaning and spelling of homophones and frequently confused words. Errors in spelling can drastically change the meaning of writing. *Angel* spelled correctly will still confuse your reader if you really meant *angle*. English is riddled with many homophones and confusing words. The examples on the following sheets are just some of the ones you are mostly likely to encounter. When in doubt, use a dictionary to verify that the word you want to use really is the word that matches the context of your sentence.

Sole — only; the bottom of the foot I was the <i>sole</i> member of the team to go. The <i>soles</i> of my feet itch.	Soul — the spirit Music is good for the <i>soul</i> .	
Whose — the possessive form of who I know <i>whose</i> coat that is.	Who's — a contraction of "who is" <i>Who's</i> she talking about?	
Your — the possessive form of you This is <i>your</i> choice.	You're — a contraction of "you are" <i>You're</i> quite welcome.	
Their — ownership This is <i>their</i> boat.	There — in that place My car is over <i>there</i> .	They're — a contraction of "they are" <i>They're</i> friendly people.
To — a preposition; part of any infinitive He went <i>to</i> the beach. I'm going <i>to</i> walk the dog.	Too — also, excessively First Julie wept; then Meg wept, <i>too</i> . Don't eat <i>too</i> much ice cream.	Two — the whole number between one and three I have <i>two</i> dogs. <i>Two</i> round trip tickets to Paris cost \$1,700.28.

Tip
Possessive pronouns have zero apostrophes (none).
Apostrophes are used with pronouns to form contractions.

Adapted from *Writing Talk: Sentence and Short Paragraphs with Readings* by Anthony C. Winkler and Jo Ray McCuen-Metherell, Second Edition, pages 415-418; *Writing Talk: Paragraphs and Short Essays with Readings* by Anthony C. Winkler and Jo Ray McCuen-Metherell, Third Edition Edition, pages 527-528; *Passages: A Writer's Guide* by Richard Nordquist, Third Edition, pages 366-375; and *The Blair Handbook* by Toby Fulwiler and Alan R. Hayakawa, Fourth Edition, pages 902-917.

Commonly Misspelled Words

Frequently Misspelled Words

accidentally	disappearance	maintenance	relieve
acquaintance	embarrass	mathematics	relief
acquire	environment	medicine	resemble
address	especially	million	restaurant
already	exaggerate	miracle	reverence
all right	exercise	miscellaneous	ridiculous
answer	existence	mischief	sandwich
anxious	familiar	necessary	seize
arithmetic	fascinate	neighbor	separate
athletics	foreign	noticeable	several
attendance	forty	nuisance	similar
awful	fragrant	occasion	sincerely
awkward	friend	occur	succeed
believe	fulfill	occurrence	surprise
breathe	government	occurred	temperature
business	grammar	offered	than
calendar	harass	parallel	thorough
cemetery	height	peculiar	tragedy
changeable	hindrance	politics	truly
chief	incredible	possess	unnecessary
chosen	independent	practically	until
conscience	interesting	proceed	usually
daily	irresistible	receive	vegetable
definite	judgment	recognize	visitor
dependent	library	referred	weird
design	literature	referring	writing
device			

Frequently Confused Words/Phrases

a, an, and	because of, due to	everyday, every day	nausea, nauseated, nauseating, nauseous
accept, except, expect	beside, besides	everybody, everyone, every one	passed, past
adapt, adopt	breath, breathe	farther, further	perspective, prospective
adverse, averse	but, however, yet	few (fewer), little (less)	precede, proceed
advice, advise	can, may	formally, formerly	principal, principle
affect, effect	capital, capitol	former, latter	quotation, quote
all ready, already	cancel, censure	good, well	quiet, quit, quite
all right, alright	choose, chose, chosen	hanged, hung	real, really, very
all together, altogether	cite, site, sight	have, of	so, so that
allude, elude	clothes, cloths	healthful, healthy	some time, sometime, sometimes
allusion, illusion	compare to, compare with	hear, here	stationary, stationery
a lot, much, many	complement, compliment	hoping, hopping	supposed to, used to
among, between	conscience, conscious	imply, infer	than, then
amount, number	continual, continuous	in, into	their, there, they're
anxious, eager	council, counsel	its, it's	'til, till, until
anyplace, anywhere	could have/could've, must have/must've	lay, lie	to, too, two
as, as if, like	should have/should've, would have/would've (<i>not</i> could of, must of, should of, would of)	lead, led	usage, use
assure, ensure, insure	device, devise	loose, lose	were, we're, where
awful, awfully	different from, different than	many, much	which, who, that
awhile, a while	disinterested, uninterested	may be, maybe	whose, who's
bad, badly	especially, specially	moral, morale	your, you're

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Basic Grammar Rules

1. Spelling Errors

- There is no good excuse for spelling errors in a final draft.
- Everyone should use a dictionary or turn on Spell Check. When in doubt, check it out!

2. Run-on Sentences

- Run-ons occur when you try to make one sentence do too much. For example:
William gazed across the broad Pacific his heart was filled with dread.
- Avoid run-ons by:
 - a. breaking the long sentence into separate sentences:
William gazed across the broad Pacific. His heart was filled with dread.
 - b. reducing one of the clauses to a subordinate clause and adding a comma:
When William gazed across the broad Pacific, his heart was filled with dread.
 - c. adding a comma and coordinating conjunction between the two clauses:
William gazed across the broad Pacific, but his heart was filled with dread.

3. Sentence Fragments

- Fragments occur when you've written only part of a sentence. For example:
Because there was no other way of escaping the fire.
- Fix fragments by making sure your sentence contains both a subject and a verb:
He leaped out of the window because there was no other way of escaping the fire.

4. Subject/Verb Agreement

- If the subject is singular, use a singular verb; if the subject is plural, use a plural verb:
The arrival of many friends promises a good time.
Either the principal or the coach usually attends the dance.
- Remember: the subject of a sentence is never contained within a prepositional phrase!

5. Pronoun Agreement

- Almost everyone makes this mistake: *Everyone should get out their books.*
- A pronoun must agree in number with its antecedent (the word to which the pronoun refers).
- Rewrite the sentence using singular pronouns: *Everyone should take out his or her book.*
Singular pronouns include: *each, either, neither, one, everyone, no one, everybody, nobody, anyone, someone, somebody.*

6. Verb Tense

- Tense means time. Verbs tell us what action is occurring, and when it is occurring. Verbs change form to indicate when an action takes place. Your writing should remain in one tense, switching only when necessary to the meaning. To fix tenses, read your draft looking only for tense agreement.

7. Plural & Possessive

- An "s" is put at the end of a word for two reasons: to make it plural or to show possession.

- When you add an “s” to make a plural, don’t use an apostrophe:
Plurals: *books, students* Possessives: *the book’s pages; the student’s desk*
Possessives for plural nouns: *the books’ pages; all of the students’ desks*
- When you add an “s” to make a plural, don’t use an apostrophe.
Possessive pronouns don’t use apostrophes: *yours, hers, its, ours, theirs.*

8. Capitalization

- Remember to capitalize proper names, the personal pronoun “I”, names of cities, states, countries, and important words in titles such as I Never Promised You a Rose Garden.
- Titles that should be underlined (or italicized) include: books, long poems, plays, magazines, movies, published speeches, TV programs, ships, works of art, long musical works, CDs.
- Titles that should be in “quotation marks” are short stories, songs, short poems, articles in magazines or newspapers, essays, episodes of a TV program, chapter titles in books.

9. Word Usage = A word used incorrectly. Sentence Usage = a sentence constructed awkwardly.

- Frequently confused words:

<i>It’s = it is</i>	<i>Its = possessive of it</i>	<i>To = toward, as far as</i>
<i>Too = also, extremely</i>	<i>Two = 2</i>	<i>Your = possessive of you</i>
<i>You’re = you + are</i>	<i>Their = possessive of they</i>	<i>They’re = they + are</i>
<i>There = in that place</i>		

Improper Contractions

- Never use *could of, should of, would of*. What you mean is *could have, should have, would have*; correct contractions are *could’ve, would’ve, should’ve*.
- Try not to use contractions at all in formal writing.

Negatives

- You should only have one negative word per sentence. Example: *I can’t do that.*
- Negatives: *not, don’t, can’t, won’t, shouldn’t, couldn’t, wouldn’t, didn’t, neither/nor, no, nothing.*

Parallel Structure

- All items in a series need to follow the same structure:
 - Incorrect: *He stopped, listened a moment, then he locked the door.*
 - Correct: *He stopped, listened a moment, then locked the door.*
 - Incorrect: *They were singing, dancing, and looked at each other.*
 - Correct: *They were singing, dancing, and looking at each other.*

10. Punctuation

- A question ends with a question mark [?].
- A semi-colon [;] is not a comma. It joins two clauses of a compound sentence:
We were bored with the programs on TV; we decided to go to the library.
- A colon [:] introduces a list of items:
Our school has teams for most sports: track, basketball, football, soccer, swimming and tennis.
- A hyphen [-] shows that part of a word is carried onto the next line. Break the word between syllables; you can't divide a one-syllable word.
- Quotation marks are used properly as follows:
*Craig said, "Something is wrong with my hard drive."
"I want to go to the Epicentre," she explained. "My favorite team is the Quakes."*

11. Troublesome Verb Conjugation

- There are several troublesome verbs that aren't ordinary, the ones we call irregular verbs because they don't take their different forms in standard ways. Most writers occasionally have trouble remembering the basic forms of some of the following irregular verbs:

Verb (Present Tense)	Past Tense	Past Participle
Begin	Began	Have Begun
Bring*	Brought	Have Brought
Choose	Chose	Have Chosen
Come*	Came	Have Come
Do*	Did	Have Done
Drink	Drank	Have Drunk
Drive	Drove	Have Driven
Eat	Ate	Have Eaten
Fall	Fell	Have Fallen
Fly	Flew	Have Flown
Forget	Forgot	Have Forgotten
Give	Gave	Have Given
Know	Knew	Have Known

Verb (Present Tense)	Past Tense	Past Participle
Lie	Lay	Have Lain
Ride	Rode	Have Ridden
Ring	Rang	Have Rung
Rise	Rose	Have Risen
Run*	Ran	Have Run
Seek	Sought	Have Sought
See	Saw	Have Seen
Sink	Sank	Have Sunk
Speak	Spoke	Have Spoken
Swim	Swam	Have Swum
Take	Took	Have Taken
Throw	Threw	Have Thrown
Write	Wrote	Have Written

*Especially troublesome verbs