

**WRITING A PARAGRAPH EXERCISES**

**LEARNING TARGET**

Students will be able to write a coherent paragraph that contains a topic sentence and support that topic sentence with relevant evidence.

**STANDARDS AddressED**

**ELA.9-10.W.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**ELA.9-10.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Task**

Using the Writing a Paragraph PowerPoint, please complete the following exercises.

**Exercise 1**

In the box below, rewrite the paragraph about Chicago style pizza (from the PowerPoint) following the basic rules of writing a paragraph.

*Note: Make note of what was wrong with the paragraph before you start writing. The only part of the old paragraph you should use is the topic sentence.*

Chicago style pizza is way better than New York style pizza.
Exercise 2

Now I want you to compose an original paragraph about your favorite movie.

- Use the “elements of a paragraph” chart on the Writing a Paragraph PowerPoint to guide you as you write your paragraph.
- I will grade this paragraph based on its unity, coherence, topic sentence, and if it is adequately developed and supported with relevant points.
- You will not be able to start the essay writing part of boot camp until you have shown you can write a paragraph according to the standards outlined in this presentation.
<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paragraph contains a correctly-placed topic sentence. The topic sentence summarizes the paragraph’s main idea and utilizes excellent grammar and sentence mechanics.</td>
<td>The paragraph contains a correctly-placed topic sentence that mostly summarizes the paragraph’s main idea and utilizes appropriate grammar and sentence mechanics.</td>
<td>The paragraph contains a topic sentence that somewhat summarizes the paragraph’s main idea and somewhat utilizes appropriate grammar and sentence mechanics.</td>
<td>The paragraph contains a topic sentence that does not summarize the paragraph’s main idea and does not utilizes appropriate grammar or sentence mechanics.</td>
<td>The topic sentence is missing or the topic sentence does not summarize the paragraph’s main idea.</td>
<td></td>
</tr>
<tr>
<td>Unity</td>
<td>All parts of the paragraph focus on one idea.</td>
<td>Most of the paragraph focuses on one idea. No more than one sentence is off topic.</td>
<td>The paragraph somewhat focuses on one idea, but some sentences are off topic.</td>
<td>The paragraph does not focus on one idea and several sentences are off topic.</td>
<td>None of the sentences in the paragraph support the main idea.</td>
</tr>
<tr>
<td>Coherence</td>
<td>The paragraph is extremely coherent and utilizes effective logical and verbal bridges.</td>
<td>The paragraph is coherent and utilizes logical and verbal bridges.</td>
<td>The paragraph is somewhat coherent and uses some logical and verbal bridges.</td>
<td>The paragraph is not coherent and does not contain logical and verbal bridges.</td>
<td>The paragraph is completely incoherent.</td>
</tr>
<tr>
<td>Adequate Development</td>
<td>The paragraph is fully-developed and the topic sentence is well-supported with relevant evidence, etc.</td>
<td>The paragraph is developed and the topic sentence is supported with relevant evidence, etc.</td>
<td>The paragraph is somewhat developed and the topic sentence is somewhat supported with somewhat relevant evidence, etc.</td>
<td>The paragraph is poorly developed and the topic sentence is not supported with relevant evidence, etc.</td>
<td>The paragraph is not developed.</td>
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<tr>
<td>Total Points</td>
<td></td>
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</tbody>
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Final Grade: ____/20