

New Holstein Middle School

Writing Resources

All writing should include:

1. A lead

The lead (beginning or introduction) establishes the direction your writing will take. A good lead grabs your reader's attention and refuses to let go. In other words, it HOOKS the reader.

Action Lead: (Use a strong verb.)

_____ing _____.

Example: Jumping across the log and sloshing through the river, Ryan ran away from the mysterious men who were chasing him.

Onomatopoeia Lead: (Start with words that imitate sounds.)

_____!

Example: **Boom!** Thunder shook the skies as Pete huddled in his tent.

Crash! The two cars collided at the intersection and the sirens began to sound.

Opinion Lead: (Open with what you think about the topic.)

In my opinion, _____.

Example: **In my opinion,** the driving age should be lowered to fourteen.

Quotation Lead: (Open with a quotation that is well known or from a famous person.)

_____ said, "_____."

Example: **President John F. Kennedy said, "Ask not what your country can do for you, ask what you can do for your country."**

Figurative Language Lead (Begin with a simile, metaphor, personification, or hyperbole.)

The _____ was/is _____.

The _____ is/was like a _____.

Example: **The pencil sharpener was always hungry. It ate my pencil every time I went to sharpen it.**

Definition Lead: (Open with the meaning of the term you are discussing.)

_____ is defined as _____.

The dictionary defines _____ as _____.

According to the dictionary _____ is defined as _____.

Example: **According to Webster's dictionary, a government is the authority that serves the people and acts on their behalf.**

General Statement Lead: (Begin with several sentences containing ideas about your topic.)

There are many characteristics of/that _____. However, the _____ most important include _____.

Example: **There are many characteristics that a good student possesses. However, the three most important include being a good listener, a hard worker, and staying organized.**

2. A topic sentence

The main sentence of the paragraph which describes its content and direction.

3. Details with transitions (paragraph coherence)

Transition words and phrases that writers choose help to organize the supporting details writers use. The use of signal words helps a reader to understand the order of events or organization in a piece of writing.

Words that can be used to show **location**:

above	behind	by	near	throughout
across	below	down	off	to the right
against	beneath	in back of	onto	under
along	beside	in front of	on top of	
among	between	inside	outside	
around	beyond	into	over	

Words that can be used to show **time**:

while	first	meanwhile	soon	then	
after	second	today	later	next	
at	third	tomorrow	afterward	as soon as	
before	now	next week	about	when	suddenly
until	yesterday	finally			during

Words that can be used to **compare** two things:

likewise	also	while	in the same way
like	as	similarly	

Words that can be used to **contrast** two things:

but	still	although	on the other hand
however	yet	otherwise	even though

Words that can be used to **emphasize a point**:

again	truly	especially to	for this reason
to repeat	in fact	emphasize	

Words that can be used to **conclude or summarize**:

finally	as a result	to sum up	in conclusion
lastly	therefore	all in all	because

Words that can be used to **add information**:

again	another	for instance	for example
also	and	moreover	additionally
as well	besides	along with	other
next	finally	in addition	

Words that can be used to **clarify**:

that is	for instance	in other words
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4. An ending/closing

You don't want your writing to stop abruptly. Give your readers an ending they won't forget. Readers need to feel a sense of closure.

Strong Statement: (Close with a statement that forcefully states your opinion.)

Therefore, _____.

Example: **Therefore,** a criminal, no matter his/her age, should be dealt with according to the crime. The legal system is too lenient when it comes to juvenile offenders. Laws need to be rewritten immediately so that no more dangerous criminals are at large.

Summary: (Restate the important points in your piece.)

• **As one can see,** _____.

• **In closing,** _____.

• **All in all,** _____.

Example: **As one can see**, it is not important to know everything, but it is important to know how to find the answer. There will not always be a teacher nearby with the answer. You have to learn how to research, how to dig through sources to find what you need to know.

Moral or Lesson: (Tell what was learned.)

- **Everyone can agree a lesson was learned because**_____.

Example: **Everyone can agree a lesson was learned because** riding a roller coaster with someone who is a "chicken" is something I will certainly never do again. I should have listened when Sheila told me she did not want to ride it. I should have let her take the "chicken exit." Next time I will know better.

Mystery: (Close with a statement that shows some things will never be resolved.)

- **Although I'll never know how**_____ **happened,** _____.
- **At last,** _____.

Example: **At last**, we watched Adam walk down the road until he became just a tiny speck and then disappeared altogether into the dust of twilight. Just as he appeared, he was gone. That was the last time any of us ever saw him again.

Cliffhanger/Beginning of New Story: (When writing a story or personal narrative, you can close with a hint of things to come, or the beginning of a new story--a sequel of sorts.)

- **Knowing** _____, **it is/was easy to see that** _____ **will/would happen in the future.**

Example: **Knowing** he was exhausted, **it was easy to see that** it had been a long and difficult week. Javier closed his eyes and thought of the many other adventures that **would happen in the future.**

Well-Known Quotation: (Close with a quotation that is well known or from a famous person.)

- **According to** _____, _____ **states,** _____.

Example: **According to** Senator Bob Dole, in order to be a citizen, all Americans must be able to speak English. In theory this seems like a good policy. However, what will become of the citizens who never learn to speak English?

Open Conclusion: (Close with an ending or statement that lets the reader draw his/her own conclusion.)

- **Some** _____.
- **On the other hand,**_____.
- **Therefore,**_____.

Example: **Some** statistics show that drivers under the age of 16 are more dangerous. **On the other hand**, some statistics show that they are no more dangerous than drivers 16 to 25. **Therefore**, whether drivers under the age of 16 are more dangerous than those over 16 is still debatable.

5. Proper grammar

6. Conventions

- indentation
- capitalization
- punctuation
- correct spelling

New Holstein Middle School Publishing Standards:

Sally Student
September 29, 2016
8th Hour Science

Publishing Standards

Font Size: 12 or 14 pt

Font Style: Times New Roman, Comic Sans, Arial, Cambria, Calibri

Indentation: Default Tab Setting (.5)

Margins: Default 1" Top, Bottom, Right, and Left

Paragraph Spacing: 0 pt after paragraph

Line Spacing: Double Spacing

Heading: In the upper right hand corner of the page (NOT IN

HEADER & USE RIGHT ALIGN). See sample at the top of this page.

Spelling/Grammar: All non-negotiable words must be correct.

Title: Centered and a double space after the heading (USE CENTER ALIGN).

Editing: Final copy must be error free.