Standards Focus

Objectives

Students will
- write research papers
- write to report
- improve writing

Preteach

Write with a Purpose Read aloud the essentials of a good research report to guide students' understanding of this type of writing. Also refer students to the rubric on p. 962 for more information about informative reports that they can use throughout this workshop.

Think as a Reader/Writer

Use the professional model on this page and others in the collection to provide examples of the elements of good research reports. Point out how the writer introduces the thesis in the first paragraph and then supports the thesis in later paragraphs with reliable historical information.

Think About the Professional Model

Possible responses:

1. *It begins with descriptions of images from World War II and ends with a specific topic that the writer thinks is historically important.*
2. *The quotation supports the idea that African Americans performed well as soldiers during World War II.*

SKILLS FOCUS pp. 954–962

Writing Skills
- Write research papers.
- Write to report.
- Use the fundamentals of the writing process to improve writing.

Writing Workshop

Research Report

Write with a Purpose

Write a research report about a historical subject. Your **audience** will include your teacher, classmates, and other students at your school. Your **purpose** is to convey unbiased factual information on your chosen subject.

A Good Research Report

- conveys factual information, not the writer's feelings
- includes documented information gathered from several reliable sources
- presents clearly organized information, providing background where necessary
- presents a thesis, or main idea, supported by examples and explanations
- ends by summarizing ideas or drawing an overall conclusion

See page 962 for complete rubric.

Think as a Reader/Writer

Research often begins with a question about a subject that interests you. The success of your **research report** depends on carefully selecting evidence from sources to support your **thesis,** or main idea. Read the following excerpt from a report that began with a question the writer had about African American soldiers in World War II.

World War II brings many heroic images to mind. People may think of Rosie the Riveter or the Iwo Jima statue of six Marines. One lesser-known story, though, is the heroism of African American soldiers in World War II. The 761st Tank Battalion proved that African Americans could serve their country with excellence and bravery.

← The controlling idea, or **thesis,** of the report is stated clearly.

When the war began in the late 1930s, African Americans made up only a small part of the army. The armed forces were segregated, or separated, by race. . . . In 1940, the U.S. Congress passed the Selective Training and Service Act, which included these words, "there shall be no discrimination against any person on account of race or color" (qtd. in Pfeifer 13–14).The act led to the creation of black combat units, including the 761st Tank Battalion (Pfeifer 22).

← Background on the topic is presented.

← A historical document is quoted and and the source cited.

In October 1944, the battalion joined General George S. Patton's Third Army in Europe. According to the writer Catherine Reef, Patton told the soldiers, "I would never have asked for you if you weren't good. I have nothing but the best in my Army" (qtd. in Reef 51).

← A phrase signals the introduction of a quote from a source.

Think About the Professional Model

With a partner, discuss the following questions about the model:

1. How would you describe the organization of the first paragraph?
2. How does the quote in the last paragraph support the writer's thesis?

Reader/Writer Notebook

Use your **RWN** to complete the activities for this workshop.

Prewriting

Choose a Subject

Brainstorm a list of possible historical figures or events to research. Perhaps you are considering the history of basketball as your subject. You cannot hope to cover the entire history of the sport in your report. You need to narrow your broad subject to a manageable one, one that you can research and then say something significant about in the time you have for the assignment.

Broad Subject	Narrow Subject	Narrower Subject
history of basketball	important basketball players	Michael Jordan

Narrow Your Research

To keep your research focused—not too broad—choose an aspect of your subject to research. Posing a question will help guide your work. For example, if you chose the basketball player Michael Jordan as your subject, you couldn't cover everything about him. You might ask this question, however: *What made Michael Jordan an important player in basketball history?*

Think About Purpose and Audience

When planning your research report, keep your purpose and audience in mind. Your **purpose** in expository, or informative, writing is to present factual information about your subject. Your **audience** includes your teacher, classmates, and other students at your school who will read your report.

Gather Sources

Plan to use at least three sources of information for your report. Whenever possible, use **primary sources** (first-hand accounts), such as diaries and letters. **Secondary sources** are interpretations of primary materials. They include encyclopedia entries, newspaper articles, and documentaries.

Idea Starters

Here are some examples of the kinds of people or events that you might research and write about:

- a great musician of the past
- an early governor of your state
- early space exploration
- an important discovery in medicine
- the history of your favorite game
- a major weather event, such as a flood, hurricane, or blizzard

Writing Tip

Use your answers to the following questions to help limit the scope of your research:

- How did an individual or event change the world?
- How did the individual contribute to or affect a moment in history?
- Why is the historical event important and memorable?
- Why should we continue to think about this historical person or event?

Your Turn

Get Started Making notes in your **RWN,** choose a subject and a focused topic. Then, begin gathering information about your topic.

Learn It Online

Use an interactive writer's model to take another look at writing reports. Visit:

go.hrw.com L8-955 Go

Resources

Writing and Speaking Workshops, on-level practice and assessment, p. 107

Differentiating Instruction, modified lesson plans and strategies

WritingNotes, interactive lesson presentations with activities

GrammarNotes, interactive lesson presentations with activities

Writing and Research in a Digital Age, interactive lesson presentations with activities

Teacher One Stop™, on-level lesson plans and all print resources

Holt English Language Development, systematic instruction and scaffolded content

Language Handbook Worksheets, pp. 127–133, 137

Formal Assessment, End-of-Year Test

ThinkCentral Online Assessment, Writing Workshop Test

ThinkCentral Online Remediation

Holt Online Essay Scoring

Direct Teach

Guided Practice

Choose a Subject

- Point out to students that the definition of *historical figure* or *event* is quite broad in this workshop. It includes anyone or any event that has had an impact on history, current events, or popular culture.
- Challenge students to select a topic about which they do not already know a great deal.
- Remind them that one reason to write a research report is to learn and share new information.

Think About Purpose and Audience

Remind students that their audience may not know a great deal about their topics. Students' purpose should be to provide these readers with interesting information.

Your Turn

Get Started Allow students to work in small groups to discuss, select, and narrow down a topic. Then have them work independently to make lists of questions. Remind students to go to the library to find primary and secondary sources that will help them answer their questions.

Learn It Online

Interactive Writer's Models on the Interactive Student Edition provide annotated sample essays along with writing tips and strategies. Preview at **go.hrw.com.**

go.hrw.com L8-955 Go

Guided Practice

Evaluate Sources

- Tell students that they must be able to answer "yes" to all the evaluation questions for each source they use. If they can't, they should find another source.
- Remind students that they do not always need to read an entire source. Tell them to check in the table of contents or index of the source to find only the information that may help them answer their research questions.
- Encourage students to create their own systems for organizing their sources. For example, they might use different colored index cards for different types of sources.

Take Notes

- Tell students that writing a single piece of information on each index card will help them later when they organize information before they write. They will be able to group the cards and organize the information more easily.
- Explain the concept of plagiarism to students. Tell them that presenting another person's ideas as their own is a serious matter, and they should make sure they give credit to their sources.

Your Turn

Organize Information Have students complete the **Your Turn** as independent practice. Remind students to organize their information by listing in order the most important points they wish to communicate. Then under each point they can list supporting details.

Evaluate Sources

Before you begin taking notes from your sources, evaluate each source to determine whether it is factual, up-to-date, and trustworthy. Answer these questions:

- Is the source nonfiction?
- Is the information current? Does it include recent thinking or research on this historical subject?
- Is the source trustworthy? Is the author an expert in the field? If the source is a Web site, does the address end in *.org, .edu,* or *.gov*?

Prepare a notecard for each source. Accurately record the title of the source, the author, the city in which it was published, the name of the publisher, and the year of publication. Give each source a number.

#1
Lovitt, Chip. Michael Jordan: Basketball's Best. New York: Scholastic, Inc., 2002.

Take Notes

Record each fact or idea on a separate index card. If the idea or fact is from a source, label every note with its source number and the number of the page on which the information is located. As you take notes, you may summarize or paraphrase information by restating it in your own words. If you copy material word for word, be sure to put quotation marks around it in your notes. Remember that you will need to cite your sources.

Write a Thesis Statement

Your **thesis statement** tells what the point of the research report will be. It usually appears in your introductory paragraph. Your thesis should state both the topic of your paper and the most important conclusion you've drawn from your research. What do you want your audience to understand about your topic after they have read your report? The answer to this question is your thesis.

Outline Your Report

Organize important information and supporting details in an outline. Sort your notes into several major categories; then, divide them further into subtopics, each to be developed into a full paragraph. Decide how you will organize the information in your report—by order of importance or in chronological (time) order—and record your plan.

Writing Tip

Remember the different ways you can take notes from our sources:

- **paraphrase**: restate the information in your own words
- **summarize**: state the main ideas in the sorce
- **quote**: write down the information word-for-word, using quotation marks

Your Turn

Organize Information Finish gathering and evaluating your sources. Decide which facts and ideas you will use in your report, and take notes on the source of each. Then, outline your report in your **RWN** in preparation for drafting.

Research Report Writing Prompts

Students can choose their own ideas or use one of the following prompts to write a research report.

Science Write a research report about a recent scientific development that interests you. Narrow your focus and read sources that help you explain the importance of the development.

Music Write a research report about a particular kind of music or musician whose work interests you. Describe the music and explain why you think it is important. Use critical reviews as sources.

Language Arts Write a research report about your favorite author or book. Consult sources that explain the author or book's importance and provide background.

Drafting

Follow the Writer's Framework

The Framework of a Research Report to the right outlines how to plan your draft to create an effective report. As you write, keep in mind the characteristics of a good research report (page 954). You may need to rearrange your ideas, take out information, or add new information. Keep referring to your notes, and go back to your sources if you need more information. You can expand your draft by interpreting the information you have gathered. Ask yourself, "Why is the information important?"

Framework of a Research Report

Introduction
- Arouses reader's interest, clearly identifies the subject of report, and states the thesis

Body
- Discusses each main idea in one or more paragraphs and supports each main idea with facts, examples, and quotations
  - Idea #1
  - Idea #2
  - Idea #3

Conclusion
- Summarizes or restates main idea(s) and draws conclusions

Works Cited List
- Lists sources alphabetically

Write an Introduction

The main purpose of the research report's introduction is to introduce the subject and to state the thesis, but a good introduction will also entice your audience. Some writers like to begin by drafting their introduction, whereas others prefer to write the introduction after the rest of the paper. Do what works best for you.

Grammar Link Using Transitional Words and Phrases

When you use chronological order to talk about an event or a person's life, you organize the information according to the order in which things happened in time. You can help your reader stay oriented by using **transitional words** and **phrases** to connect ideas chronologically. Here is a list of common words and phrases that indicate sequence in time:

first next before then when while meanwhile at last finally

Unclear	Clear
The musicians play a tune. The pianist plays it in double time. The bass player changes the harmony. The musicians come together in a return to the original tune.	*First,* the musicians play a tune. *Then,* the pianist plays it in double time. *Meanwhile,* the bass player changes the harmony. *Finally,* the musicians come together in a return to the original tune.

Reference Note For more transitional words and phrases, see the Language Handbook.

Writing Tip

When you use sources in your writing, you need to guard against plagiarism. Using another writer's words without crediting the source or presenting another writer's ideas as your own is **plagiarism,** or literary theft. Taking careful notes as you research will help you avoid this serious problem.

Writing Tip

For a complete version of a research paper, log on to the Interactive Student Edition at go.hrw.com and go to page 954.

Your Turn

Draft Your Report Using your framework and source notes, create your first draft. Consider writing your introduction after you've drafted the rest of your paper. When writing a chronological report, use transitional words and phrases in your writing to help your reader understand the order in which events occurred.

Differentiating Instruction

English-Language Learners

Review the terms that students need to know in order to evaluate source materials. Make sure students understand the meanings of the words *nonfiction, current, trustworthy,* and *expert.* Also make sure they are familiar with the different types of Web sites.

Advanced Learners

Acceleration Challenge students to discover for themselves how secondary sources can vary in their interpretation of an event or a person's contribution to history. Have students read several different sources, such as a newspaper account, an Internet account, a memoir, or a newly published book, that discuss the same event or person. Tell students to write a paragraph that explains how each source differs.

Guided Practice

Write an Introduction

Remind students to reread the Professional Model on p. 954 to see how the writer introduces his thesis. Students should notice how the writer begins with general ideas and ends with a specific thesis statement.

Grammar Link

For practice, have students rewrite the following group of sentences, adding appropriate chronological-order words.

> Germany invaded Poland in 1939. War broke out all over Europe and went on for two years. Japan attacked the U.S. in Pearl Harbor in 1941. The United States entered the war. [*First, Germany invaded Poland in 1939. Then, war broke out all over Europe and went on for two years. Next, Japan attacked the U.S. in Pearl Harbor in 1941. Finally, the United States entered the war.*]

Elements of Language, Second Course

Warriner's Handbook, Second Course

Your Turn

Draft Your Report Have students complete the **Your Turn** as independent practice. Remind students to use their outlines as the basis for their drafts. Suggest that students use every other line as they write their drafts so that revisions can be made more easily later.

Guided Practice

Model and Apply

- Using a student draft on a transparency, model how to use the questions, tips, and revision techniques suggested in the chart. You might use a student's research report or a research report of your own to evaluate and revise using the steps in the chart.
- Ask volunteers to demonstrate using each of the steps on their own research reports.

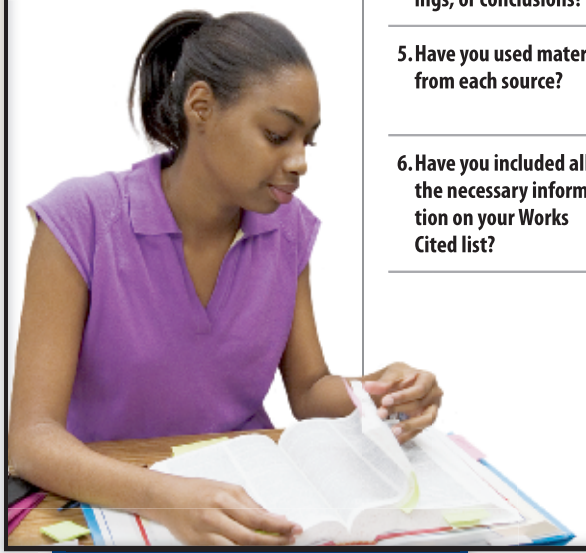
Peer Review

As students read each other's drafts, they should notice questions that come to mind that their partner's draft does not answer. Tell students to jot the questions down on self-stick notes and attach them to the draft. Together students should review each other's questions and think of ways to add answers to the drafts.

Holt Six Traits for Writing, rubrics, prompts, and sample papers

Peer Review

Working with a partner, review your draft. Answer each question in the chart to the right to locate where and how your drafts could be improved. As you discuss your papers, be sure to take notes about each other's suggestions.



Evaluating and Revising

Read the questions in the left-hand column of the chart, and then use the tips in the middle column to help you make revisions to your research report. The right-hand column suggests techniques you can use to revise your draft.

Reasearch Report: Guidelines for Content and Organization

Evaluation Questions	Tips	Revision Techniques
1. **Does your introduction contain a clear statement of your topic and your thesis?**	**Put a star** next to your statement of the report's topic and your thesis.	**Add** a thesis statement, if necessary.
2. **Does each paragraph in the body of your paper develop one subtopic?**	**Label** the margin of each paragraph with the subtopic it develops.	**Delete** unrelated ideas, or **rearrange** information into separate paragraphs. **Link** ideas and information with transitions.
3. **Does each paragraph contain supporting evidence?**	**Highlight** the facts, examples, and quotations that elaborate on the subtopic.	**Elaborate,** if necessary, with additional facts and explanations from your notes.
4. **Does your final paragraph adequately sum up your overall findings, or conclusions?**	**Put a check mark** next to the conclusion, or final statement.	If your final statement is unclear, **revise** it for clarity.
5. **Have you used material from each source?**	**Highlight** material from each source with a different color.	**Add** any missing source material.
6. **Have you included all the necessary information on your Works Cited list?**	**Put a check mark** beside each piece of information necessary in a citation.	To learn the proper format for a Works Cited list, **consult** the Communications Handbook.

Research to Practice

Holt Professional Learning for Language Arts

To watch videos on teaching **revision, grammar,** and **on-demand writing skills** featuring Linda Rief, Amy Benjamin, and Leila Christenbury, go to this page in the Interactive Teacher's Edition.

Read this student draft; note the comments on its strengths as well as suggestions on how the draft could be improved.

Student Draft

The Greatest Basketball Player in U.S. History

by Tito Onesto, Talent Middle School

Michael "Air" Jordan is the greatest basketball player of all time because he's a phenomenal athlete with a unique combination of grace, speed, power, and an unquenchable competitive desire. Michael Jordan single-handedly redefined the words "NBA superstar."

Players like Robert Parish and Larry Bird played for the Boston Celtics. They are big names in basketball too. Michael Jordan wasn't always a big name. He was cut from his high school varsity team as a sophomore, which made him practice for hours, day after day. Jordan eventually made the varsity team and led the Lanley High School Buccaneers to the North Carolina State Championship.

He accepted a basketball scholarship to the University of North Carolina. As a freshman, Jordan made the winning shot in the 1982 NCAA Championship game against the Georgetown Hoyas and future NBA rival Patrick Ewing. "That made Mike Jordan into Michael Jordan," stated James and Delores Jordan after the game-winning shot (Lovitt 68).

← Tito states his **thesis:** Jordan was a uniquely great player.

← He begins by giving **background** in **chronological order.**

← Tito **quotes** experts on Jordan's playing.

MINI-LESSON **How to Keep Your Focus**

At the beginning of his second paragraph, Tito strays too far from his topic. He simply deletes the first two sentences in that paragraph and improves the focus of his report. He then decides to add a quote from the subject of the report in order to support his point that Jordan had an "unquenchable competitive desire."

Tito's Revision of Paragraph Two

~~Players like Robert Parish and Larry Bird played for the Boston Celtics. They are big names in basketball too.~~ Michael Jordan wasn't always a big name. He was cut from his high school varsity team as a sophomore, which made him practice for hours, day after day. "When I was working out and I got tired and figured I ought to stop, I'd close my eyes and see that list without my name on it," Jordan said, "and it usually got me going again" (Lovitt 68). Jordan eventually made the varsity team and led the Lanley High School Buccaneers to the North Carolina State Championship.

Your Turn

Edit Distracting Material As you review your draft, ask yourself whether each point is relevant to your thesis. If you have included information that may distract your reader from your main point, cross out the unnecessary material.

Differentiating Instruction

Writers Gaining Proficiency

Paired activity Have students work with partners to underline or highlight the key idea or main point of each paragraph in the body of their report. Then students should go through the paragraphs sentence-by-sentence. After each sentence, students should ask, "Does this sentence focus on the key idea or main point?" If it does not, they should cross it out or revise it.

Guided Practice

Student Draft

Explain that the Student Draft on this page is the first part of a research report by a student writer. Model reading the draft and the annotations in blue, and explain that the yellow highlighting illustrates the student's language choices. Explain that a mini-lesson follows with helpful information about ways to improve this draft as well as their own.

Mini-Lesson

How to Keep Your Focus

- Explain that a common problem made by writers of research reports is to include too much information from their notes.
- As they revise, students should consider what the main point or idea of each paragraph is and delete any pieces of information that do not apply.
- Point out that the student writer realized that the information he included about the other basketball players did not belong in a paragraph about Michael Jordan's high-school days. By cutting the two sentences, the focus returns to the subject—Michael Jordan.

Your Turn

Edit Distracting Material As students complete the **Your Turn,** have them identify and cross out any sentences in their drafts that contain distracting or unnecessary information. As they revise, they should either delete the crossed-out sentences or see if there is another place in the draft where the information would work better.

Guided Practice

Student Draft

- Explain that the Student Draft is continued on this page. Again the draft is annotated and highlighted for students.
- Read the draft and annotations aloud and discuss. Tell students to notice how the writer includes evidence, such as statistics and quotations from experts, to support his ideas.

Mini-Lesson

- Tell students that inexperienced writers often think that using more words makes sentences more thoughtful or meaningful. Explain that the opposite is often true; sentences with too many words can make readers think that the writer is trying to make up for a lack of ideas by "padding" or including extra words.
- Point out phrases that are unnecessarily repetitive in the student's original draft ("Michael Jordan's team" and "the Bulls of Chicago"; "they didn't win" and "eventually losing").
- Have students read the writer's first draft and then compare it to his revised version. Ask students to comment on which is more effective and why.

Your Turn

Tell students to mark with asterisks at least two places in their drafts where their sentences are too wordy. Allow students to work with partners to think of ways to revise the sentences.

Student Draft *continues*

Jordan was drafted third overall in the 1984 draft by the Chicago Bulls. He averaged 28.8 points, 6.5 rebounds, 5.9 assists, and 2.4 steals per game that rookie season, but it was cut short because of a foot injury in the third game. Michael Jordan's team, the Bulls of Chicago, managed to make the NBA playoffs, but they didn't win, eventually losing to the eventual NBA championship winning team, the Celtics of Boston. Even though the Chicago Bulls got killed in that series, it is remembered because Michael Jordan dropped 63 points, setting an NBA record. "He was God disguised as Michael Jordan," stated Larry Bird after Jordan's 63-point performance (Lovitt 82). After that season, Michael Jordan was considered among the best in the league.

Michael Jordan is considered the greatest basketball player in NBA history because of his career accomplishments: six NBA Championships, five-time NBA Most Valuable Player, ten-time Scoring Champ, ten-time All-NBA first team, Rookie of the Year, All-Star Dunk Contest Champion, NCAA National Champion with North Carolina in 1982, and two-time Olympic Gold Medalist. Surely, there will never be another basketball player like Michael Jordan.

Works Cited

Lovitt, Chip. Michael Jordan: Basketball's Best. New York: Scholastic, Inc., 2002.
"Michael Jordan's Biography." 23Jordan (2006): 1–4. Online. Internet. 26 February 2006. Available <http://www.23jordan.com/bio1.htm>.
Reed, William F. "Jordan, Michael." World Book Online Reference Center. 2007. Online. Internet. 26 February 2007. <http://worldbookonline.com/wb/Article?id=ar290875&st=michael+jordan>.

Tito **quotes** another expert in the field.

He closes with a fresh restatement of his **thesis.**

Tito includes a **list of cited works** and properly formats each of his sources.

MINI-LESSON **How to Eliminate Wordiness**

When Tito read an earlier draft, he realized that he was using far too many words that did not add any information, interest, or elegance to his report. He edited his work for wordiness.

Tito's Revision of Paragraph Four

~~Michael Jordan's team, the~~ The Bulls ~~of Chicago,~~ managed to make the ~~NBA~~ playoffs, but they ~~didn't win, eventually losing~~ lost to the eventual NBA ~~championship winning~~ championship team, the ~~Celtics of Boston~~ Boston Celtics.

Your Turn

Eliminate Wordiness Read your draft, and ask yourself if there are places where you have used several words when you could have used one. Edit your draft by taking out any redundancies and unnecessary repetitions of words or ideas.

Proofreading and Publishing

Proofreading

You have revised your research report, and now it is time to polish it, eliminating any errors that might distract your readers. Edit your work to correct any misspellings and errors in punctuation or sentence structure.

Grammar Link Using Capitalization and Punctuation

Following the rules for **capitalization** and **punctuation** will help make your report more readable for your audience. Use capital letters to mark the beginnings of sentences, proper nouns, and the most important words in titles. Use end mark punctuation to indicate the end of a sentence.

Incorrect:	Correct:
The popular magazine time contains an article about the history of Basketball did you know that the Sport was first played in springfield, a city in massachusetts	The popular magazine *Time* contains an article about the history of basketball. Did you know that the sport was first played in Springfield, a city in Massachusetts?

Reference Note For more on punctuation, see the Language Handbook.

Publishing

Now it is time to publish your research report. Here are some ways to share your work:

- Is there a team or club at your school that might be interested in your subject? Give the coach or club president a copy.
- Did you write your research report because you became interested in something you learned in another class? Ask the teacher of that class if you can give a multimedia presentation on your research. Use presentation software to prepare, and include audio and visual materials where appropriate.

Reflect on the Process

In your **RWN,** write a short response to each of the following questions:

1. What was the most interesting fact you learned from your research?
2. Which part of the process went well for you, and where did you have trouble? What would you do differently the next time you write a report?
3. Did your ideas about the topic change? What else would you like to learn about the topic?

Proofreading Tip

Take the time to carefully proofread the Works Cited section of your report. Remember that all the required punctuation marks help your reader access this information. After you have proofread your own work, exchange reports with a peer, and ask him or her to pay special attention to the punctuation in your Works Cited section. Use the examples of Works Cited in the Communications Handbook.

Your Turn

Proofread and Publish

Proofread your report for instances of wordiness. Make every sentence convey its idea in as concise a manner as possible. Also, be sure that you have followed the rules of capitalization and punctuation throughout your report, including the Works Cited section. Finally, share your work with others.

Guided Practice

Grammar Link

- eview with students the rules for capitali ation. emind students that a proper noun is a particular person, place, thing, or idea. or example, *Massachusetts* is a proper noun because it is the name of a specific place the word *city* is not. It is a generic term for a place.
- Have students, as a class, read the incorrectly punctuated sentences from the student sdraft and his revisions. Ask volunteers to explain the changes and why the writer made them.

Publishing

rainstorm with students additional ways to publish their research reports.

Reflect on the Process

Have students reflect on the entire writing process as well as their final product. hallenge them to reflect metacognitively about how they can improve and apply what they have learned.

Your Turn

Proofread and Publish Have students work independently to check their final drafts for errors in capitali ation and end punctuation. hen have them submit their marked drafts with their final research reports.

Differentiating Instruction

English-Language Learners

Explain that wordiness in sentences written by English-language learners is usually a result of translation of phrases from one language to another. For example, because speakers of other languages do not use *apostrophe s* to indicate possession, they may use the "of" construction (ex: the child of the man), which adds unnecessary words. Have students work with partners to locate phrases using *of* that indicate possession. Students should replace them with *apostrophe s* constructions.

Learners with Diverse Needs

Have students work with partners to read aloud their papers to one another. Before students begin, explain that wordy sentences are often long and difficult to read aloud. When a listening student hears a sentence that sounds too long, students should stop and analyze it for wordiness. Students should work together to think of less-wordy alternatives.

Guided Practice

Scoring Rubric

- Tell students that the best way to understand rubrics is to use them to score actual writing. Choose the rubric that best fits your state writing assessment and review it with students.
- Visit state assessment Web sites and find student models of research reports that you can distribute to students. Ask them to score the essays and then write a brief paragraph using the language of the rubric to explain the reasons for their score.

Holt Six Traits for Writing, rubrics, prompts, and sample papers

Assess

Writing and Speaking Workshops, Research Report analytical scales and rubric

ThinkCentral Online Assessment, Writing Workshop Test

Teacher One Stop™, editable Writing Workshop Test

Reteach

ThinkCentral Online Remediation

Scoring Rubric

You can use one of the rubrics below to evaluate your research report and the activity on the next page. Your teacher will tell you to use either the four-point or the six-point rubric.

6-Point Scale

Score 6 *Demonstrates advanced success*
- focuses consistently on a clear thesis
- shows effective organization throughout, with smooth transitions
- offers thoughtful, creative ideas
- develops ideas thoroughly, using examples, details and fully elaborated explanation
- exhibits mature control of written language

Score 5 *Demonstrates proficient success*
- focuses on a clear thesis
- shows effective organization, with transitions
- offers thoughtful ideas
- develops ideas competently, using examples, details, and well-elaborated explanation
- exhibits sufficient control of written language

Score 4 *Demonstrates competent success*
- focuses on a clear thesis, with minor distractions
- shows effective organization, with minor lapses
- offers mostly thoughtful ideas
- develops ideas adequately, with a mixture of general and specific elaboration
- exhibits general control of written language

Score 3 *Demonstrates limited success*
- includes some loosely related ideas that distract from the writer's expository/informative focus
- shows some organization, with noticeable gaps in the logical flow of ideas
- offers routine, predictable ideas
- develops ideas with uneven elaboration
- exhibits limited control of written language

Score 2 *Demonstrates basic success*
- includes loosely related ideas that seriously distract from the writer's expository/informative focus
- shows minimal organization, with major gaps in the logical flow of ideas
- offers ideas that merely skim the surface
- develops ideas with inadequate elaboration
- exhibits significant problems with control of written language

Score 1 *Demonstrates emerging effort*
- shows little awareness of the topic and purpose for writing
- lacks organization
- offers unclear and confusing ideas
- develops ideas in only a minimal way, if at all
- exhibits major problems with control of written language

4-Point Scale

Score 4 *Demonstrates advanced success*
- focuses consistently on a clear thesis
- shows effective organization throughout, with smooth transitions
- offers thoughtful, creative ideas
- develops ideas thoroughly, using examples, details, and fully elaborated explanation
- exhibits mature control of written language

Score 3 *Demonstrates competent success*
- focuses on a clear thesis, with minor distractions
- shows effective organization, with minor lapses
- offers mostly thoughtful ideas
- develops ideas adequately, with a mixture of general and specific elaboration
- exhibits general control of written language

Score 2 *Demonstrates limited success*
- includes some loosely related ideas that distract from the writer's expository/informative focus
- shows some organization, with noticeable gaps in the logical flow of ideas
- offers routine, predictable ideas
- develops ideas with uneven elaboration
- exhibits limited control of written language

Score 1 *Demonstrates emerging effort*
- shows little awareness of the topic and purpose for writing
- lacks organization
- offers unclear and confusing ideas
- develops ideas in only a minimal way, if at all
- exhibits major problems with control of written language

SKILLS FOCUS pp. 962–963

Writing Skills
- Write expository essays.
- Write to report.

Expository Essay Writing Prompts

Students can use the writing prompt on p. 963 in the Student Edition or one of the following prompts.

- Do you have a possession that is especially important to you? Write an expository essay explaining what the possession is and why it is important.
- Think about recent events that have been reported in your school or local newspaper. Write an expository essay that reveals your feelings about the event.
- Think about a respected historical figure you have learned about in history, social studies, or language arts class. Write an expository essay about the figure that explains the qualities for which he or she is respected.