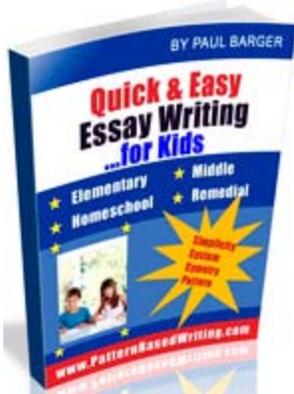


PATTERN BASED WRITING: QUICK & EASY ESSAY

SAMPLES

With *Pattern Based Writing*, middle school teachers can remediate struggling writers in 4-6 weeks and get results they had only dreamed were possible. As well, elementary school teachers can go page-by-page through the program and build a solid writing foundation that instills structure, yet allows room for creativity.



What's important in the program is how the simple ideas connect and grow. Teachers use what they need as quickly as they can in order to achieve the results they are looking for. It's constructivist learning. It's a self-contained system and methodology which starts with the end in mind.

Elementary school teachers will end up far beyond what they had ever dreamed was possible. Middle school teachers will prepare students for even more advanced writing faster than they had ever dreamed was possible.

I will admit, much of what is in the writing program is traditional. However, the system and methodology do contain secret trademarked patterns which you will not find elsewhere. These secret patterns were invented in a desperate situation when little time was available. They just happened to work.

Most of the secret patterns are not revealed in these samples. I do admit that even the secret patterns are not rocket science. I am sure many think, "Hmm, why didn't I think of that..." I'm sorry, but it costs the price of admission to find out what these secret patterns are.

These secret pattern are what connect everything together. Some of these secret patterns you will see mentioned in these samples; others you won't.

These are not spiraling writing lessons which give information, yet go nowhere. This writing program is designed to take students from point A to point Z! (At the very least, it will take your students to point "I". Point "I" is writing independence, writing competence... and what your students will feel is **WRITING SUCCESS**.)

There are no practice sheets included in these samples. The purpose of this sample packet is to illustrate how the simple patterns connect and grow. Everything in the writing program is self-contained; one simply needs to flip the page.

www.PatternBasedWriting.com

TABLE OF CONTENTS

- p. A-3 Teachers: Congratulations and Welcome! *
- p. A-9 Teachers: Evaluation and Timed Writing System *

- p. 2 Students: Welcome to Pattern Based Writing
- p. 7 Section 1: Introducing the Patterns
- p. 53 Section 2: Writing a Complete Essay
- p. 77 Section 3: Applying and Extending the Patterns
- p. 126 Section 4: Purpose in Writing
- p. 144 Sample Answers for Sections 1-4 *

- p. 178 Appendix A: Writing Prompts
- p. 187 Appendix B: Subjects and Topics
- p. 190 Appendix C: Writing within the Time Allowed
- p. 195 Appendix D: The Pattern Based Writing Prewriting Process Explained *
- p. 199 Appendix E: Prewriting in Real Life: The Real Truth (The Running Brainstorm!)
- p. 202 Appendix F: Patterns 1, 3, and 4 -- Advanced Ideas and Extension
- p. 206 Appendix G: How to Print off Your Computer for less than a Penny a Page

- p. 208 Appendix H: Pacing, Implementation, and Writing Across the Curriculum *
- p. 220 Appendix I: Fast Track Pacing: I Want Transformational Results in 6-8 Weeks *
- p. 224 Appendix I: Resources (Free mind-mapping software and sample essays) *

* Help and explanations for teachers

PLEASE PRINT OUT THIS PROGRAM:

- For teacher use print all.
- For student use print pp. 2-143 in the student guide. Print appendices and sample answers as needed.
- Read *Appendix G* for ideas on how to print off your computer for less than a penny a page.

Section 1: Introducing the Patterns

- ★ Pattern 1: The A, B, C Sentence TM
- ★ Pattern 2: The Secret A, B, C Sentence TM
- ★ Pattern 3: Chunking Down (Getting more specific)
- ★ Pattern 4: Chunking Up (Looking at the big picture)
- ★ Pattern 5: The Perfect Paragraph
- ★ Pattern 6: Brainstorming

Pattern 1: The A, B, C Sentence

Let's look at a few A, B, C Sentences. You will probably discover that you have seen sentences like these many, many times before.

- ❖ Would you rather go to **the beach, the park, or the movies?** (A. the beach B. the park C. the movies)
- ❖ My best friends are **Bobby, Sam, and Sandra.** (A. Bobby B. Sam C. Sandra)
- ❖ For dinner we had **green eggs, ham, and purple potatoes.** (A. green eggs B. ham C. purple potatoes)
- ❖ **My toys, my friends, and my family** are what I treasure most.
(A. my toys B. my friends C. my family)

Have you ever seen sentences like these before? I thought so!

A, B, C Sentences are found in most of the writing that you read every day.

When you study these sentences in a grammar book they are known as **nouns in a series, items in a series, or phrases in a series. We will call these "A, B, C Sentences."**

How to Create Your Own A, B, C Sentence #1

As the examples above show, with A, B, C Sentences:

1. You can put your A, B and C at the end of the sentence
2. You can put your A, B and C at the beginning of the sentence
3. You can even create an A, B, C Question

The end of the sentence is the most common and the easiest; however the beginning of the sentence may be a bit more creative. A, B, C Questions are fun and create curiosity!

How to Create Your Own A, B, C Sentence #2

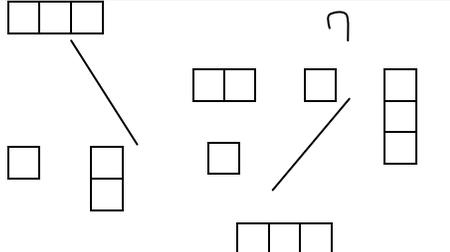
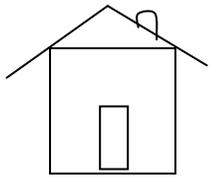
Each A, B, and C can either be **one word, a couple of words, or a short phrase.**

- One Word - For dinner I had vegetables, rice, and steak.
- Two Words – For dinner I had some vegetables, some rice and a steak.
- Short Phrase - For dinner I had some delicious vegetables, a mound of rice and a great big, juicy steak.

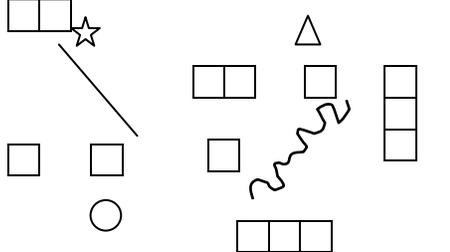
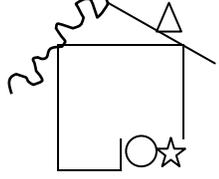
Because we see these **A, B, C Sentences** almost every day in almost everything we read, we are going to get to practice right away. After a little practice, I think you will see what I mean!

Pattern 4: Chunking Up (Get More General. See the Bigger Picture.)

EVERYTHING IS “A PART” OF SOMETHING EVEN BIGGER

	<p>→ → → becomes → → →</p>	
In writing we USE many small pieces	to communicate the message of	the bigger picture.

- ↑ In writing we use many **small pieces, which are chapters**, to communicate the message of a **bigger picture, book**.
- ↑ In writing we use many **small pieces, which are paragraphs**, to communicate the message of a **bigger picture, chapter**.
- ↑ In writing we use many **small pieces, which are sentences**, to communicate the message of a **bigger picture, paragraph**.
- ↑ In writing we use many **small pieces, which are words**, to communicate the message of a **bigger picture, sentence**.

	<p>→ → → becomes → → →</p>	
In writing if we use small pieces that don't fit together well...	our message becomes	<ul style="list-style-type: none"> ⊗ confusing ⊗ unclear ⊗ strange ⊗ unreadable

<h3 style="margin: 0;">Summary of Chunking Up Ideas</h3> <ol style="list-style-type: none"> 1. Chunk up to get more general, or vague. Chunk up to look at the bigger picture. 2. Smaller pieces have to fit together properly to make the bigger picture clear. 3. EVERY BIG THING IS “A PART” OF SOMETHING EVEN BIGGER.

Pattern 5: The Perfect Paragraph

Pattern 5: The Perfect Paragraph

The Perfect Paragraph is where everything comes together for the first time. Teachers and students always feel as if the weight of the world has been lifted from their shoulders once they grasp this pattern.

However, the real breakthrough comes very soon when students connect the paragraphs together within the context of a simple essay. (Don't worry... it is VERY easy to connect the paragraphs with this program.)

My experience has been that students don't really understand what a paragraph is until they understand how they fit together. In particular, students need to understand how they fit together within the context of a simple introduction and conclusion. It's not just what a paragraph is that is important; it's what separates it from the other paragraphs that is important. (Note: I really should not say "*it needs to be understood*", because the truth is it needs to be *internalized*. Writing well is a skill. *Pattern Based Writing* develops this skill.)

Believe it or not... I have had 3rd grade students achieve this kind of internalization... quickly. If your middle school students are struggling with writing, this is what they don't understand (i.e. this is what they have yet to internalize). They will struggle with writing until they do.

In ***Pattern Based Writing: Quick & Easy Essay***, the patterns connect together. Everything connects together. You don't need to *explain* how they are connected. They just are! And students just get it! When this happens, it all starts to make sense to them.

I'm sorry... but the Perfect Paragraph and the patterns that make it up are...



TOP SECRET!

Brainstorming for Details

“We think in generalities, but we live in detail.”

Alfred North Whitehead

Good Writing has Good Details, Great Writing has Great Details

Details bring the written word to life and are like a magnet drawing your reader’s attention. But just like a magnet, details that are boring, uncreative, and lack freshness also have the power to turn your reader away, and have them lose interest.

We want to get lots of ideas fast, and then we will use only the best of them. We can give our mind freedom here as we want to see what kind of fun, creative words will pop into our mind.

Who’s ever played a game like this?

I say, “BLUE.” You say, “SKY.” I say “SKY.” You say “KITE.” I say “KITE.” You say “STRING.”

We can use a lot of this kind of thinking to let our mind go in a lot of different directions looking for those fun and creative details and words.

Example 1 (Note: We do not draw all the arrows. They are just there to show how the ideas came to us. All those arrows turn prewriting into an art project. We don’t have that kind of time. We complete our prewriting very quickly!)

Brainstorm Main Idea A	
Main Idea A – The Mountains	Brainstorm Description
	<p>With brainstorming, we start off by chunking down from “the mountains,” but as we get new ideas we start chunking down from the new ideas. When we run out of ideas, we return to thinking about, “the mountains,” and we start chunking down again.</p> <p>The mountains made me think of lakes, which made me think of my trip to the mountains, which made me think of fun, cold, and snowing.</p> <p>Then I ran out of ideas, so I returned to thinking about the mountains again.</p> <p>Do you see any fun, creative, interesting details?</p>

Section 2: Writing a Complete Essay

- ★ Pattern 7: Rules and Systems for Writing our Complete Essay
- ★ Pattern 8: Complete Essay with an A, B, C Sentence™
Introduction and Conclusion
- ★ Pattern 9: Complete Essay with a Secret A, B, C Sentence™
Introduction and Conclusion
- ★ Pattern 10: Complete Essay with a Secret A, B, C Combo
Introduction and Conclusion
- ★ Pattern 11: Complete Essay with the Secret A, B, C Attention
Getter Introduction
- ★ Pattern 12: Complete Essay with a Power Conclusion

Note: Patterns 8-12 all involve writing a complete essay. Each pattern adds a new layer of complexity. This is constructivist learning with students getting some skill with a simple, but complete essay, and then building on that step-by-step. Each new layer of complexity is taught and practiced within the context of a complete essay.

Section 3: Applying and Extending the Patterns

- ★ Pattern 13: Chunking Down Directions Correctly: Use THEIR Words
- ★ Pattern 14: Chunking Down Directions Correctly: Create a Rubric Checklist
- ★ Pattern 15: The Main Idea List (MIL) – Step #1 in Advanced Prewriting
- ★ Pattern 16: Choosing A, B, and C from Your Main Idea List
- ★ Pattern 17: How to Get Great Ideas for Your Writing
- ★ Pattern 18: Transitions and Sequencing Using Signal Words
- ★ Pattern 19: The Perfect Paragraph with Detail Extensions

Section 4: Purpose in Writing

Purpose in Paragraphs and Essays

When you get rid of tired old words and replace them with exciting new words, you are doing it for a reason. You want to bring your writing to life. You want to make it more exciting, more interesting. Okay, that's your purpose.

In other words, you can have a purpose for a word, a sentence, a style, a tone, or even for picking up a pencil. However, what we are going to be working on is developing a purpose for our PARAGRAPHS and our ESSAYS.

You will hear these “vocabulary words” many times over the years:

- | | | |
|-------------------|---------------------------|-----------------------------|
| ✓ Types of essays | ✓ Types of paragraphs | ✓ Organizational structures |
| ✓ Kinds of essays | ✓ Kinds of paragraphs | ✓ Formats |
| | ✓ Organizational patterns | |

The types of paragraphs and the kinds of essays overlap. There is a lot of BLENDING. These categories and types are not WRITTEN IN STONE. They are a guide. They are a model.

Thinking about:

- ▶▶ **Purpose in Your Paragraphs** - In the middle of writing an essay you may need to gain focus and control. You can do this by adding purpose to your paragraphs. You can also insert specific kinds of paragraphs where they are needed.
- ▶▶ **Purpose for Your Essay** - When you receive an assignment, you want to try to figure out if the directions are asking for a specific kind of writing. This will guide the format, style, tone, and ideas of your entire essay.

TYPES OF PARAGRAPHS:

1. **How-to Paragraph (Process Paragraph)** – First, Next, Then, Finally (That's how you do it.)
2. **Compare and Contrast Paragraph** – Eggplant and broccoli are both vegetables, but quite different. (Show how they are the same and how they are different.)
3. **Descriptive Paragraph** – It was a dark and stormy night, yet the moon had an enchanting glow. (Here I described a setting.)
4. **Explanatory Paragraph** – There are many reasons that “doctors” consider eggplant to be healthy.
5. **Classifying Paragraph** – There are two kinds of vegetables. There are bad vegetables and there are so-so vegetables. (Categorize and classify.)
6. **Narrative Paragraph** – It was a dark and stormy night, and Johnny had many chores that still needed to get done. (I'm telling a story about Johnny.)
7. **Persuasive Paragraph** – Let's discuss the many reasons that parents should let children choose if they want to eat their vegetables. (Watch out. I'm going to try to convince you.)
8. **Definition Paragraph** – Some people think that being lazy is sitting around all day doing nothing. That is not true. A person might be thinking very deeply, and that is not being lazy. (I am defining “sitting around all day.”)
9. **Evaluation Paragraph** – Vegetables are not as good for you as many people think. In fact, there is much evidence indicating that vegetables are actually unhealthy. (I'm objective. I'm evaluating this.)

Essay Outlines Paragraph by Paragraph

Here are a few possible essay outlines. These outlines are designed to show a logical, easy to follow structure.

Please note:

- ☛ There is not an outline for every kind of essay listed on the prior page.
- ☛ The outlines show that most types of essays can be organized many, many different ways. (ex. There are three different "Cause and Effect Essay" outlines shown.)
- ☛ All have an introduction and conclusion.

Five-Paragraph Essay <ol style="list-style-type: none"> 1. Introduction 2. Main idea A 3. Main idea B 4. Main idea C 5. Conclusion 	Cause and Effect Essay <ol style="list-style-type: none"> 1. Introduction 2. Causes 3. Effects 4. Conclusion 	Cause and Effect Essay <ol style="list-style-type: none"> 1. Introduction 2. Cause 1 / Effect 1 3. Cause 2 / Effect 2 4. Conclusion
Narrative Essay <ol style="list-style-type: none"> 1. Introduction 2. First 3. Then 4. Next 5. Finally 6. Conclusion 	Narrative Essay <ol style="list-style-type: none"> 1. Once upon a time 2. Rising action 3. Solution 4. Rising action 5. Climax 6. They lived happily ever after 	Cause and Effect Essay <ol style="list-style-type: none"> 1. Introduction 2. Cause 1 3. Effect 1 4. Cause 2 5. Effect 2 6. Conclusion
Compare and Contrast Essay <ol style="list-style-type: none"> 1. Introduction 2. Compare (similarities) 3. Contrast (differences) 4. Conclusion 	Problem / Solution Essay <ol style="list-style-type: none"> 1. Introduction 2. Problem 3. Solution 4. Conclusion 	Problem / Solution Essay <ol style="list-style-type: none"> 1. Introduction 2. Problem 1 / Solution 1 3. Problem 2 / Solution 2 4. Conclusion
Compare and Contrast Essay <ol style="list-style-type: none"> 1. Introduction 2. Compare 1 / Contrast 1 3. Compare 2 / Contrast 2 4. Compare 3 / Contrast 3 5. Conclusion 	Persuasive Essay <ol style="list-style-type: none"> 1. Introduction 2. You should 1 3. Reasons you should 1 4. You should 2 5. Reasons you should 2 6. Conclusion 	Persuasive Essay <ol style="list-style-type: none"> 1. Introduction 2. You should & reasons 1 3. You should & reasons 2 4. You should & reasons 3 5. Conclusion
Process (How-to) Essay <ol style="list-style-type: none"> 1. Introduction 2. Step 1 3. Step 2 4. Step 3 5. Step 4 6. Step 5 7. Conclusion 	Multi-Paragraph Essay <ol style="list-style-type: none"> 1. Introduction Section 1 <ol style="list-style-type: none"> 2. Main idea 1A 3. Main idea 1B 4. Main idea 1C Section 2 <ol style="list-style-type: none"> 5. Main idea 2A 6. Main idea 2B 7. Main idea 2C 8. Conclusion 	Informational Essay <ol style="list-style-type: none"> 1. Introduction 2. Information A 3. Information B 4. Information C 5. Conclusion